

# Bradbury School



## Strategic Three Year Plan

2011-14

Prepared June 2011

<b>Endorsement by Principal</b>	SIGNED..... NAME..... DATE.....
<b>Endorsement by School Council</b>	SIGNED..... NAME..... DATE.....



## School Profile

<b>Mission &amp; Vision Statements</b>	<ul style="list-style-type: none"> <li>• Builds strong foundations in a dynamic, innovative and enjoyable learning environment.</li> <li>• Supports the needs of learners through a balanced curriculum.</li> <li>• Empowers learners to be socially and globally responsible.</li> </ul>		
<b>Department context</b>	<p>Bradbury School is an IB World School which implements the PYP programme. It is also a CIS candidate school. We cater for 720 students and have 35 teaching staff, including 24 classroom teachers as well as specialist teachers in Performing Arts, PE, Chinese and Information Literacy.</p>		
<b>Summary of relevant evaluation findings and/or recommendations</b>	<ul style="list-style-type: none"> <li>• CIS Pre Accreditation Report</li> <li>• CIS Survey, undertaken by Endicott and Associates</li> <li>• IB PYP Authorisation Report</li> </ul>		
<b>Planned evaluations and/or reviews</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Mission &amp; Vision, inc internationalism</li> </ul>	<ul style="list-style-type: none"> <li>• The Arts</li> <li>• CIS Review- May 2013</li> <li>• IB Evaluation Visit- May 2013</li> </ul>	<ul style="list-style-type: none"> <li>• PSE</li> </ul>

## School Strategic Intent

Priority Areas	Outcomes	Targets	Key Improvement Strategies
<b>MISSION &amp; VISION</b>	<ul style="list-style-type: none"> <li>The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives for students.</li> </ul>	<ul style="list-style-type: none"> <li>These shall clearly demonstrate a commitment to internationalism in education, and this shall be reflected throughout the life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a set of measurable objectives which operationalise the values and beliefs expressed in the Bradbury mission and vision.</li> <li>Create a formal mechanism/system to assess the school's success in achieving its objectives as laid out in its Guiding Statements.</li> <li>Develop a formal policy which delineates the nature and frequency of future reviews of the school's Guiding Statements and ensure that parents, students, staff and school council members are involved.</li> <li>Create a link within the school development plan to the Guiding Statements in order to ensure and demonstrate that the school's planning tools are</li> </ul>

	<ul style="list-style-type: none"> <li>The Guiding Statements shall clearly demonstrate a commitment to internationalism in education,</li> </ul>	<ul style="list-style-type: none"> <li>This shall be reflected throughout the life of the school.</li> </ul>	<p>driven by its mission, vision and objectives.</p> <ul style="list-style-type: none"> <li>Create a Bradbury School definition of internationalism which will help create a common understanding of what these concepts mean in the BS context.</li> </ul>
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<p><b>CURRICULUM</b></p>	<ul style="list-style-type: none"> <li>• The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.</li> <li>• Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs.</li> <li>• Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation</li> </ul>	<ul style="list-style-type: none"> <li>• To foster global citizenship and student achievement.</li> <li>• To foster the development of skills and abilities that prepares students for lifelong learning.</li> <li>• To provide students with meaningful connections among and between disciplines and continuity within disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the development of scope and sequence within all learning areas becomes fully established to provide a comprehensive vertically articulated curriculum.</li> <li>• Continue to review the English and Mathematics curriculum to ensure that the elements of both of these learning areas taught within the Units of Inquiry and the elements taught as stand-alone units provide full scope and sequence.</li> <li>• Develop methods by which individual student achievement can be identified, tracked and mapped across the whole curriculum.</li> <li>• Continue to develop and document the horizontal articulation of the curriculum to ensure that students are engaged in a curriculum of appropriate breadth and scope.</li> </ul>
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<p><b>GOVERNANCE &amp; LEADERSHIP</b></p>	<ul style="list-style-type: none"> <li>• The membership and organization of the School Council shall be thoughtfully constituted.</li> <li>• The governing body shall have clearly formulated written policies and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.</li> <li>• School operations are consistent and clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Once the school has developed a system to measure its effectiveness in implementing its mission and vision, the School Council assumes an active monitoring role of this.</li> <li>• Review the effectiveness of the orientation process for new members of the School Council.</li> <li>• Expand the number of school-based policies as needed and as becomes evident through our self study process.</li> <li>• Use the data from the School Council evaluation process to further strengthen the work of the Council.</li> <li>• Develop a clear evaluation system to regularly appraise the performance of the governing body against its duties and predetermined goals.*</li> <li>• Inform the School Council of the appraisal system for the Principal, outlining the process, e.g. that it is conducted with</li> </ul>
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	<ul style="list-style-type: none"> <li>The school shall have educational and financial plans for the near and long term that ensure school viability,</li> </ul>	<ul style="list-style-type: none"> <li>The financial plans of the school are supportive of the mission and are explained to the school community.</li> </ul>	<p>her full knowledge, communicated verbally and in writing, and with provision for discussion and/or appeal. *</p> <ul style="list-style-type: none"> <li>In order to take school development planning to its next level of development, links are made with planning processes to the School's Strategic Overview and articulate how it furthers the school's mission, vision and goals for student learning and well being.</li> <li>To reflect the school's learner focus, articulate action points in terms of the impact on student learning and well being.</li> <li>Within the self study the school explain that the various consultation processes that take place in the school are used to inform the school's strategic plan.</li> </ul>
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<p style="text-align: center;"><b>STAFFING</b></p>	<ul style="list-style-type: none"> <li>• Teaching and support staff shall embrace the school's Guiding Statements</li>   <li>• Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff</li>   <li>• There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for</li> </ul>	<ul style="list-style-type: none"> <li>• All staff act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.</li>   <li>• Expectations are consistently and effectively applied</li>   <li>• There is an effective performance appraisal system for all categories of faculty and support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore ways of further enabling all teachers in the school to continue to closely match teaching delivery with the needs and preferred learning styles of all students in order to provide the most appropriate levels of personalised engagement and challenge.</li>   <li>• Continue to explore opportunities for teachers to develop trans-disciplinary, cooperative teaching activities.</li>   <li>• Enable teachers to develop appropriate pedagogies and learning area management techniques to facilitate new technologies as they come into use.</li>   <li>• The school continue to strive for increased levels of rigour to ensure that all students are appropriately engaged and challenged.</li>   <li>• Update the Bradbury School Staff Handbook.</li> </ul>
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<p><b>ACCESS TO TEACHING &amp; LEARNING</b></p>	<p>student learning.</p> <ul style="list-style-type: none"> <li>• Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment.</li> <li>• Effective language support programmes shall assist learners to access the school's formal curriculum and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate and effective programmes are delivered by suitably qualified personnel</li> <li>• Students who need specialised language support to access the curriculum are provided with appropriate, clearly defined programmes by qualified staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct ramps to all areas of the ground floor external areas in order to provide wheelchair access for students with mobility difficulties.</li> <li>• Ensure that teachers are aware of where to refer their exceptional students to in order to accommodate their talents and interests*</li> <li>• Carry out a review of our ESL support provision.</li> <li>• Investigate ways in which mother tongue languages can be further supported within the school and the local community.</li> <li>• Support teachers to learn strategies to accommodate students who need English language support. *</li> <li>• Review the resources and support for students who speak English as a Second Language.*</li> </ul>
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<p style="text-align: center;"><b>SCHOOL CULTURE AND PARTNERSHIP FOR LEARNING</b></p>	<ul style="list-style-type: none"> <li>• The school shall ensure that students have access to advice and counsel on academic and personal education matters.</li>   <li>• Effective communication processes with the school community are in place.</li>   <li>• We will offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.</li> </ul>	<ul style="list-style-type: none"> <li>• To effectively support our students' current and future development and achievement.</li>   <li>• A productive home-school partnership and a positive learning community will be fostered.</li>   <li>• Our extra curricular programmes reinforce the values of internationalism, global citizenship, leadership.</li>   <li>• The extra curricular programmes are aligned with our M&amp;V, meet students' needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>• The school review its provision of pastoral care and social and emotional support for students.</li>   <li>• Explore ways in which guidance counseling can be available to students for a variety of student needs. *</li>   <li>• In order for the Gateway portal to be a fully effective means of communication, support and training in its use will need to be provided to parents.</li>   <li>• For the school to fulfil its Mission of '<i>empowering learners to be socially and globally responsible</i>' additional emphasis should be placed upon the active promotion of global environmental awareness.</li>   <li>• All teachers through the planning of their Uols</li>   <li>• Schedule periodic formal reviews of its extra curricular programmes to assess their alignment with, and success in promoting our Mission and Vision.</li> </ul>
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<p><b>OPERATIONAL SYSTEM: 1.FINANCE</b></p>	<ul style="list-style-type: none"> <li>• The management of school finances shall be consistent with best financial practices in international schools</li> </ul>	<ul style="list-style-type: none"> <li>• The management of the finances will be in accordance with the legal requirements of HK, and shall support the effective delivery of the school's programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.</li> <li>• Regular, external audit of the school's finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.</li> <li>• The Principal and School Council regularly receive understandable financial reports which facilitate careful and regular reviews of the school's short and longer term financial health and which ensure appropriate allocation of funding.</li> </ul>
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<p><b>OPERATIONAL SYSTEM: 2. HEALTH &amp; SAFETY</b></p>	<ul style="list-style-type: none"> <li>• Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.</li> <li>• The school shall provide or arrange for auxiliary services as required to support its objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.</li> <li>• The school shall provide appropriate health care and promote the practices of healthy living</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that our grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.</li> <li>• Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.</li> <li>• To serve student well-being and enhance access to learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• The health and safety committee (Site Manager, Principal, H&amp;S Officer) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved, including procedures for emergency evacuation/lock down situations.</li> <li>• To ensure that such services meet acceptable standards of safety, efficiency and comfort.</li> <li>• Review the quality of cleaning services.</li> </ul>
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**School Strategic Planner 2011 - 2014**

Key Improvement Strategies	Actions		Budget	Achievement Milestones
<b>Curriculum Improvement</b>	Year 1	<ul style="list-style-type: none"> <li>▪ CIS Self Study</li> <li>▪ PYP Action Plan</li> <li>▪ Internationalism</li> <li>▪ Social Studies</li> <li>▪ Unpacking the Mission &amp; Vision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Operational Budget</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>▪ CIS Self Study</li> <li>▪ PYP Action Plan</li> <li>▪ The Arts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Operational Budget</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>▪ PSE</li> </ul>	<ul style="list-style-type: none"> <li>▪ Operational Budget</li> </ul>	
<b>Professional Development</b>	Year 1	<ul style="list-style-type: none"> <li>▪ CIS Self Study</li> <li>▪ Inquiry</li> <li>▪ Differentiation//G/T</li> <li>▪ EAL</li> <li>▪ MLATS</li> <li>▪ Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Operational Budget-CPD</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>▪ CIS Self Study</li> <li>▪ The Arts</li> </ul>		

	Year 3	<ul style="list-style-type: none"> <li>▪ Personal &amp; Social health</li> </ul>		
<b>Site Development</b>	Year 1	<ul style="list-style-type: none"> <li>▪ CIS Self Study</li> <li>▪ Library</li> <li>▪ Summer works</li> <li>▪ Hall Control Room</li> <li>▪ Playground</li> </ul>	<ul style="list-style-type: none"> <li>▪ ESF/FDD/Operational Surplus</li> <li>▪ ESF-FDD</li> <li>▪ Operational Surplus</li> <li>▪ PTA</li> </ul>	
	Year 2	<ul style="list-style-type: none"> <li>▪ CIS Self Study</li> <li>▪ Summer Works</li> <li>▪ Playground Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ FDD</li> <li>▪ PTA</li> </ul>	
	Year 3	<ul style="list-style-type: none"> <li>▪ Summer works</li> </ul>		