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| **Goal** | **Starting/**  **Ending Dates** | **Actions/**  **Strategies** | **\* CHERI**  **Support** | **Personnel Responsible** | **Strategic Outcomes/ Success Indicators** | **Funding/Time Estimations** |
| Develop and build capacity amongst the ECE Team Leaders and ECE SSC  Michelle, Veronica, Juliette | Sep 2019 | Support both Chinese and International Year Level Leaders to work and become a leading ‘team’ for their year level.  Give them opportunities to increase their Leadership understandings.  - Readings with the Leaders that focus upon some form of leadership and we can discuss in our monthly meeting  -Attend PD session if suitable  ECE Coordinators to support the YL Leaders in Supporting their teams in the new Appraisal systems  ECE Coordinators supporting the Leaders to have professional conversations with the members of their teams in  International Coordinator to Support the ECE-SSC in developing leadership skills |  | Chinese & International ECE Coordinators  ECE-SSC coordinator  International ECE Coordinator | Organize Team Leader meetings to ensure all the Team leaders have a clear understanding of the expectation form the coordinators  Team Leaders can run PLC Monday meetings  Involve both Chinese and English team Leaders into the Appraisal process  Arrange time to release leaders to work together and class observation  Attend Leadership workshop / training | Cost from ECE |
| Develop a system to enhance the opportunities for Professional Peer learning:  Michelle, Veronica, Juliette | Oct 2019 to June 2020 | Every ECE Teacher does a 10minute peer walk during their planning time This will offer an opportunity for teachers to see others class ideas and learning  Have a 4-week schedule of meetings held each Monday. 1 Learning Community  2 Class project, classroom set up  3 Language group—English and Chinese separate  4 Research reading |  | All ECE Teachers  Michelle Veronica | Every 2 weeks  Monday PLC group set up to focus on those areas:  1 Learning Community  2 Class project, classroom set up  3 Language group—English and Chinese separate  4 Research reading | Cost from ECE |
| Continue to develop a common understanding of the 12 Characteristic and Values in ECE  Michelle, Veronica, Juliette | September 2019 to June 2020  October 2019- June 2020  Feb 2020 | **Select 3 values each year to focus upon**  **Value 4**- Strong relationships must be developed between teachers and children  1.Understand each individual child learning style  2. Introduce family into the program so teachers gain an better understanding of the child and their background  **Value 9**- Children are supported in use of their home language  1. Implement the Language Checklist from K2 to K4 2. 2.Using Folk tales in class to extend children’s knowledge of culture and language K2-K3.  3.Parents invited into class each month to read a story from their home language ·  **Value 10**- Children are supported as emergent multilinguals  1. Language Play in the K4s – focus upon language growth in English and Chinese using small group work.  2-Learning Communities in ECE, ensure the planning reflects language development  International ECE Coordinator attend the 6 week immersion course in HK | Yes |  |  |  |
| Year teams to develop plans for the use and analysis of data, using the DDD protocol (CEM) - John | INCAS: first 6 weeks of Semester 1.  BASE: week 7  October 2019  October 2019  May 2020 | Undertake INCAS testing (Y2-6) and BASE (Y1) in week 7.  Provide staff training on how to use the various reports offered by INCAS and BASE.  Hold structured DDD session for all teachers using the INCAS/BASE data as the key summative data point.  Follow up meeting in teams using INCAS/BASE data for further analysis.  Use EoY summative SATS data and compare to INCAS/BASE |  | Class teachers  Primary Coordinator  Primary Coordinator  Primary Coordinator Year Leaders  Primary Coordinator/Year Leaders | INCAS/BASE testing takes place.  Training takes place and all staff understand the different reports available, and how to analyse them  DDD session occurs, students of concern are identified.  Year leaders lead meeting; further students identified/understanding of student issues gained.  Students students making/not making expected progress dentified | Cost of CEM testing |
| Technology – development of the computer science skills, and how it is delivered?  John/Rob  Amalgamate with school wide goal? | September 2019  September 2019  Ongoing 2019-2020 | Gather data from Year Levels, including -How are teachers being supported to meet the ISTE standards? -How is standalone computing being taught?  Ensure equitable access to specialist computing teaching for Y5-6  Use feedback to develop model that higher level computing skills: computational thinking, creative collaboration and innovative design, are systematically planned for and taught |  | Primary Coordinator  Primary Coordinator Technology Director  Primary Coordinator Technology Director | CLT have an understanding of strengths and weaknesses of technology provision across the Primary School  Y5-6 receive specialist computing teaching  ISTE standards are effectively delivered in a way that enhances the student experience of computing. | No cost implication. |
| Review and develop the Y4-5 transition Programme  John/Christine | Early October 2019  October 2019  October 2019  Jan 2020  Jan 2020  March 2020  March 2020  Ongoing 2019-2020 | Assembly for Y4s about CP transition  Year 4 students to Y5 and Y6 learning community for mini-PBL unit. Parents invited in for end of unit showcase  Promotional evening activity for Y4 RP parents  Y4 Students to CP for taster morning in specialist facilities  Y4 CP Transition Parent Meeting & Open Morning  Chinese Culture and New Year Celebration Week– Y1-4 visiting Y5-6 to see their CNY project  Pi Day-Y4 students to CP  Y5 to run SLCs for the Y4 students  Y6 and Y5 will invite Y4 to end of unit events and celebrations where possible. |  | Pri Co Y4 Leader  Y4 Leader  VP Pri Co  Y4 Leader HoDs Pri Co  VP Pri Co  Head of Pri. Chinese  Maths HoD Pri Co  Y5 year leader  Y6 ,Y5 and Y4 Year Leader | Generate excitement among student body about the LCs  Generate excitement among student body about the LC. Parents are well informed about the benefit of the LC model  Parents are well informed about the benefit of the LC model  Generate excitement among student body about the CP specialist facilities  Parents understand logistics of CP Campus  Generate excitement among student body  Generate excitement among student body  Generate excitement among student body  Students become more familiar with the LCs | Cost of catering for parent events.  Cost of resources for the Y4 events. |
| Review the structure and balance of our literacy programme; including how it is being delivered.  Fully implement Words Their Way (WTW) Spelling  -Melissa/Christine | September – December  January- February 2020  March – April 2020  Throughout semester 1& 2  September, 2019  September 2019 | Research and provide Literacy PLC articles about best practice identifying what is a balanced literacy approach.    Review school’s policy on teaching and learning in English.  Explore the idea of word work and what this means.    Explore how we can implement a balanced literacy approach at YCIS within our parameters and cohort of our students.    Develop a set of updated guidelines towards a balanced literacy programme.    Review the genre units of work across Years 1-6 to ensure that units have an explicit focus.    Explore literacy professional development  Implement the WTW Assessment tool across Years 1-6    Provide a staff workshop analysing the preassessment results and developing clusters of students for their class.    Work with year levels to explore how differentiated spelling groups are managed within their English lessons.    Provide professional development for Years 4-6 on the WTW Programme.  Resources for Years 4-6 are unpacked and explored so teachers have an understanding of how to use and make the most of in lessons.  Develop an understanding of word work – digging deeper before advancing. |  | Primary coordinators Literacy PLC Co-chairs and PLC members  Primary coordinators Literacy PLC consultation with EAL leader  Literacy PLC co chairs and PLC team members  PL coordinators and Literacy PLC co-chairs  Led by Literacy PLC co- chairs  Led by Literacy PLC co-chairs  Literacy PLC co-chairs with assistance from PLC members or year level leaders  Literacy PLC co-chairs  Literacy PLC co-chairs with assistance of PLC members | Literacy PLC developed an understanding of the structure of a balanced literacy programme.  School policy and documents have been reviewed  Literacy PLC has explored the meaning of ‘word work’ and how this can be incorporated into the English programme.  Parameter and needs of our students identified and changes proposed  English policies and documents redrafted and ready to share with CLT.  Genre studies documents reviewed and redrafted ready to share with Primary coordinators.  PL Coordinators have updated PLC co-chairs of upcoming professional development.  WTW workshop completed in Semester 1, Week 2  WTW data analysis complete at Boot Camp Workshop in Semester 1 Week 2  Year levels to have developed a plan to implement differentiated spelling groups in weekly English lessons.  Professional development completed.  WTW resources purchased, and shared with Years 4-6.  ‘Word Work’ defined and year levels have and understanding of what word work means and looks like in their English programme. | May be considered for school PD funds. |