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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 SSCMichelle, 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 suitableECE Coordinators to support the YL Leaders in Supporting their teams in the new Appraisal systemsECE Coordinators supporting the Leaders to have professional conversations with the members of their teams inInternational Coordinator to Support the ECE-SSC in developing leadership skills |  | Chinese & International ECE Coordinators ECE-SSC coordinatorInternational ECE Coordinator | Organize Team Leader meetings to ensure all the Team leaders have a clear understanding of the expectation form the coordinatorsTeam 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 observationAttend 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 learningHave a 4-week schedule of meetings held each Monday. 1 Learning Community 2 Class project, classroom set up3 Language group—English and Chinese separate4 Research reading |  | All ECE TeachersMichelle Veronica | Every 2 weeksMonday PLC group set up to focus on those areas:1 Learning Community 2 Class project, classroom set up3 Language group—English and Chinese separate4 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 2020October 2019- June 2020Feb 2020 |  **Select 3 values each year to focus upon****Value 4**- Strong relationships must be developed between teachers and children1.Understand each individual child learning style2. 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 developmentInternational 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 7October 2019October 2019May 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 teachersPrimary CoordinatorPrimary CoordinatorPrimary CoordinatorYear LeadersPrimary Coordinator/Year Leaders | INCAS/BASE testing takes place.Training takes place and all staff understand the different reports available, and how to analyse themDDD 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/RobAmalgamate with school wide goal? | September 2019September 2019Ongoing 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 Y5-6Use feedback to develop model that higher level computing skills: computational thinking, creative collaboration and innovative design, are systematically planned for and taught |  | Primary CoordinatorPrimary CoordinatorTechnology DirectorPrimary CoordinatorTechnology Director | CLT have an understanding of strengths and weaknesses of technology provision across the Primary SchoolY5-6 receive specialist computing teachingISTE 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 2019October 2019October 2019Jan 2020Jan 2020March 2020March 2020Ongoing 2019-2020 | Assembly for Y4s about CP transitionYear 4 students to Y5 and Y6 learning community for mini-PBL unit. Parents invited in for end of unit showcasePromotional evening activity for Y4 RP parentsY4 Students to CP for taster morning in specialist facilitiesY4 CP Transition Parent Meeting & Open MorningChinese Culture and New Year Celebration Week– Y1-4 visiting Y5-6 to see their CNY projectPi Day-Y4 students to CPY5 to run SLCs for the Y4 students Y6 and Y5 will invite Y4 to end of unit events and celebrations where possible. |  | Pri CoY4 Leader Y4 LeaderVPPri CoY4 LeaderHoDsPri CoVPPri CoHead of Pri. ChineseMaths HoDPri CoY5 year leaderY6 ,Y5 and Y4 Year Leader | Generate excitement among student body about the LCsGenerate excitement among student body about the LC. Parents are well informed about the benefit of the LC modelParents are well informed about the benefit of the LC modelGenerate excitement among student body about the CP specialist facilitiesParents understand logistics of CP CampusGenerate excitement among student bodyGenerate excitement among student bodyGenerate excitement among student bodyStudents 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 – DecemberJanuary- February 2020March – April 2020Throughout semester 1& 2September, 2019September 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 developmentImplement 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 membersPrimary coordinators Literacy PLC consultation with EAL leaderLiteracy PLC co chairs and PLC team membersPL coordinators and Literacy PLC co-chairsLed by Literacy PLC co- chairsLed by Literacy PLC co-chairsLiteracy PLC co-chairs with assistance from PLC members or year level leadersLiteracy PLC co-chairsLiteracy 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 2WTW data analysis complete at Boot Camp Workshop in Semester 1 Week 2Year 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. |