School Vision

We will be defined as a school of excellence by each of the constituents of our school community and the Hangzhou expatriate population. We envision...

- a diverse student population from around the world
- a system in which every student has equal opportunities for success and for university admission, based on a variety of performance indicators
- a system meeting the needs of individual learners, rather than making the learner fit the system
- a system that allows teachers to teach the GLTs (General Learning Targets) in creative and motivating ways
- students who will be well-rounded, community contributors armed with the academic and personal skills to succeed in the adult world and who see the relevance and purpose in their learning
- staff who feel a high degree of purpose, job satisfaction, pride, and personal growth
- parents who feel informed, valued, and satisfied
- a strong connection to the Hangzhou community and the perception that HIS represents ‘excellence’

Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

General Learning Targets (GLTs)

Every HIS student will demonstrate the following:

1. Effective Communication (the ability to exchange and present information through a common use of symbols, signs and behavior)
2. High Level Thinking (the ability to expand learning beyond simple knowledge and recall)
3. A Solid Foundation of Knowledge (mastery of basic skills in all academic areas in order to integrate and apply skills in real-life situations)
4. Positive Learning Attitudes and Behaviors (affective and behavioral processes and skills that develop personal responsibility within a learning environment leading to positive learning outcomes)
5. Global and Community Appreciation (affective and behavioral processes and skills that develop an individual’s recognition of his or her role and responsibility within the family, the HIS school community, regional communities and the global community)
Focus on Learning Criteria

A. Organization for Student Learning

School Purpose

1. The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies for all students and form the basis of the educational program for every student.

Governance

2. The governing authority (a) adopts policies which are consistent with the school vision and mission (purpose) and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

School Leadership

3. The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation and shared accountability for student learning in a global environment.

Staff

4. The school leadership and staff are qualified for their assigned responsibilities, are committed to the school’s purpose and engage in ongoing professional development that promotes student learning in a global society.

School Improvement Process

5. The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Resources

6. The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the schoolwide learner outcomes.

Resource Planning

7. The governing authority and the school leadership execute responsible resource planning for the future.

Strategies:

1. HIS will encourage and ensure more involvement of all stakeholders in the decision-making processes.
2. HIS will ensure new campus plans and designs meet the needs of the community and supports learning for the future.
3. The administration will continue to develop an effective and efficient recruitment plan to support intended learning.
4. The administration will continue addressing challenges and opportunities presented with new international schools in Hangzhou area and seek further clarity with information on the international community demographics we serve.
B. **Curriculum, Instruction, and Assessment**

**What Students Learn**

1. The school provides a challenging, coherent and relevant international curriculum for each student that fulfills the school’s purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

**How Students Learn**

2. The professional staff (a) uses research-based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes.

**How Assessment is Used — Reporting and Accountability Processes**

3. The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school’s programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

**How Assessment is Used — Classroom Assessment Strategies**

4. Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

**Strategies:**

1. The school will further develop and implement differentiation strategies for classroom teachers to support student learning needs.
2. The curricular teams will regularly and strategically collect and analyze assessment data in order to inform instruction.
3. The standards and GLTs will be mapped across units to ensure continuity and progression and coverage.
4. Teachers will continue to develop and refine their internal classroom assessments, broadening the range of assessment strategies for different purposes.
5. A review process will be established to ensure coverage of concepts, skills and content (where applicable) both horizontally and vertically across the curriculum.
6. Develop a sustainable process for creating and storing documents, assessments and exemplar work for each unit.
7. Continual support and time will be provided for collaborative planning meetings within and between departments, grade levels and specialist teachers.
C. Support for Student Personal and Academic Growth

Student Connectedness — Personal and Academic

1. Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program to ensure academic success and achieve the schoolwide learner outcomes.

Strategies:

1. HIS will expand the capacity of Student Support Services to meet the individual needs of our current and future students.
2. Student Support Services will offer useful information including documents, flyers, and guides to promote greater engagement and inclusion amongst our community, and improved perceptions of the nature of SSS.
3. HIS will streamline the SST referral process to ensure there is efficiency and effectiveness with gathering information and planning for evidence-based interventions.
4. The SST will strategically review data both within the team and with teachers and administrators to gain an overview of student attainment and identify additional students who require support, any patterns that may be inhibiting progress.
D. School Culture and Environment

School Environment and Child Protection

1. The school has a safe, healthy, nurturing environment that reflects the school’s purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Parent/Community Involvement

2. The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.

Strategies:

1. The school will implement staff professional development to ensure that signs of abuse are recognized, that there is clarity about how to share concerns within the school setting, and that the school policies are fully understood. Ensure training for CPR/First Aid.
2. The school will implement a formal learning program for students related to child protection.
3. The school will ensure that faculty and staff are aware of and maintain school safety policies and develop systems to ensure that policy timelines are being met
4. The Technology Department will provide coaching sessions to teachers on how to integrate the available technology in classroom learning.
E. The China Context

1. Local cultures are incorporated into the curriculum in appropriate ways.
2. The governing body and the school management comply with all applicable statutes, government laws, and regulations.
3. The management of the school’s finances and property shall be, at all times, in accordance with the standards which operate in China and shall be consistent with best practices in international schools.
4. The governing body and the school management are familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations.
5. The school shall actively promote intercultural and international awareness.

Strategies:

1. HIS will review how Chinese history and culture is included into the planned curriculum; promote host-country awareness; and include identified areas of missing curriculum related to Chinese history and culture.
2. HIS will continue to work on enhancing the Mandarin program (articulating philosophy, curriculum, teaching approaches, acquisition of resources).
<table>
<thead>
<tr>
<th>Category A</th>
<th>Strategic Action Statement</th>
<th>How we will do it (steps from begin to end)</th>
<th>Timeline</th>
<th>Who is involved</th>
<th>Resources needed</th>
<th>Evaluation of success</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Survey stakeholders with regard to perceptions and actual participation in decision-making processes.</td>
<td>June, 2019</td>
<td>OSS, Disease, Principals, STUCO</td>
<td>Survey, translation</td>
<td>Committee, participation rate (esp. non-native English speakers) and data analysis summary and conclusions</td>
<td>DragonNews, Student Daily Bulletin, Principal’s Newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2: Analyze survey data and develop plan that will increase stakeholder involvement in decision-making processes, as appropriate. Communicate plan to faculty.</td>
<td>Oct, 2019</td>
<td>OSS</td>
<td>Survey analysis</td>
<td>Plan completed and sent to faculty</td>
<td>Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3: Implement the plans to improve stakeholder participation.</td>
<td>Nov, 2019</td>
<td>Admin</td>
<td>Plan</td>
<td>HIS survey; Parent Climate Survey; New Student survey; STUCO discussion</td>
<td>DragonNews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4: Evaluate the plans by including survey questions in on-site stakeholder surveys.</td>
<td>June, 2019</td>
<td>Admin</td>
<td>Survey Data</td>
<td>New plan completed and improvement in survey perceptions</td>
<td>DragonNews and DOS quarterly letter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Step 1: Share the plans and updates. Tie plans into General Learning Targets (GLTs). | Ongoing through August 2020 | OSS | Updates on plans from design company and recommendations from Design Committee and Task Forces | Committee/Task Force minutes and completion of presentations in live and digital formats. | Student Daily Bulletin, Principal’s Newsletters, DragonNews, WeChat and website |
| Step 2: Develop general New Campus Design Committee, as well as specific task forces for new campus planning. | April, 2019 | OSS and Committee/Task force Chairs | GAD design updates; volunteer representatives community; International and local expertise | Committee and Task Force rosters, minutes/notes and routine meetings. | Student Daily Bulletin, Principal’s Newsletters, DragonNews, WeChat and website |
| Initial recommendations by June, 2019 and ongoing until campus completion | Design Committee and task force Chairs | Meeting room, common time, blueprint, research, survey | |

| Step 3: Conduct HR Surveys and market analysis of faculty and staff compensation packages. | August, 2019 | OSS | SWOT analysis, Market Research | Completion | Admin Memo |
| Step 4: Admin will develop an HR recruitment plan to reduce inefficient use of leadership time involved in recruitment; and promote retention of effective faculty and staff members. | Sept, 2019 | Admin Team | Surveys, SWOT | Completion; higher effective rating by admin | Admin memo |
| Initial recommendations by June, 2019 and ongoing until campus completion | Design Committee and task force Chairs | Meeting room, common time, blueprint, research, survey | |

| Step 1: Admin will conduct SWOT analysis of recruitment needs. | June, 2019 | Admin Team | Completion | End of year faculty/staff memos contract renewal memo |
| Step 2: Conduct HR Surveys and market analysis of faculty and staff compensation packages. | August, 2019 | OSS | SWOT analysis, Market Research | Completion | Admin Memo |
| Step 3: Admin will develop an HR recruitment plan to reduce inefficient use of leadership time involved in recruitment; and promote retention of effective faculty and staff members. | Sept, 2019 | Admin Team | Surveys, SWOT | Completion; higher effective rating by admin | Admin memo |
| Initial recommendations by June, 2019 and ongoing until campus completion | Design Committee and task force Chairs | Meeting room, common time, blueprint, research, survey | |

| Step 4: Update HR and School policies/guidelines, contracts and recruitment plan. | Nov, 2019 | Admin | Relevant and related documents | All Docs updated | AdminAndEOCmemo |

| Step 1: Complete the audit of differentiation needs and current strategies. | June, 2019 | Admin - Grade Level Leaders | Time for meetings | Documenting of needs and current practices will indicate what is already being done. | Internal meetings and messaging. |
| Step 2: Clarify definitions of differentiation strategies to ensure common understanding and expectations. | Sept, 2019 | SS Team, Admin, PYP, MYP, DP coordinators, faculty | Documents that indicate common terminology | Shared usage and implementation of common terminology evidenced in reporting and classroom practice. | Surveys and meetings with students and faculty |

| Step 3: Provide professional development resources and opportunities for teachers to support student empowerment and choices in learning. | 2019-2021 School Year | external PD provider, SS Team, Admin, PYP, MYP, DP coordinators, faculty | External PD and sharing | Faculty growth and understanding of differentiation expectations. Feedback from the PD Survey. | Principal’s newsletter, internal meetings |

| Step 4: Review implementation and impact of strategies | 2020-2021 | SS Team, Admin, E Coordinators, Curriculum Leaders (G11 & Dept. Head) | Data for review, time for meetings | Data analysis and reporting cycle represent student growth and varied approaches. | School publications and faculty forums |

| Step 1: Identify what tools are used to assess students in the classroom (e.g. checklists, observations, work samples). | Jan-20 | Curricular leaders, faculty, SS Team | Time, | List generated of what is already being accomplished / needs | Internal meetings and messaging. |
| Step 2: Provide faculty and staff with training to ensure that all tools can be utilized effectively. | Aug-19 | Curricular leaders, faculty, SS Team | External Training and Benchmark assessment tools, data analysis tools | Faculty feedback provides knowledge and understanding of tools. | Professional Development forum, internal messaging |

| Step 3: Intentionally plan for outcomes and utilize assessments to determine student performance. | Jan-20 | Curricular leaders, faculty, SS Team | Data analysis tools, time for meeting and analysing | Goal line and timeline of assessment and analysis over the year coordinates the information | Internal meetings and messaging. |

| Step 4: As a curricular team, identify priorities for the data analysis process. (Possibilities include: analyze the data, moderate sample work, and review assessment procedures to identify gaps, strengths, and areas for development) | Jan-21 | Curricular leaders, faculty, SS Team | Data analysis tools, time for meeting and analysing | Gathering and analysis of data for viewing: Teams, faculty, SS Team | Internal meetings and messaging. |

| Step 5: Review implementation and impact of data analysis strategies | Jan-21 | Curricular leaders, faculty, SS Team | Meetings and reflective documentation | Evidence of data that has been analyzed and how it impacted instruction | Internal meetings and messaging. |
### Step 1: Identify and finalise the standards for each subject area and grade level.

**September, 2019**

Curricular leaders, IB Coordinators

Gather the selected standards from national and international programs in a shared document storage facility.

Agreement upon a list of standards that have been selected and finalised across each subject collected and stored online for collaborative access.

Internal meetings and online storage of documents for parents, students, and faculty access.

### Step 2: Generate a list of learning skills, assessment expectations, and grade level expectations that need to be addressed at each level.

**June, 2020**

Curricular leaders, IB Coordinators, faculty teams

Identified skills, assessments and expectations will be placed on a document for review and agreement. This document is shared with students, parents, and faculty for review.

Internal meetings and online storage of documents for parents, students, and faculty access.

### Step 3: Cross-reference checklist and round learning skills against the GLTs.

**June, 2020**

Curricular leaders, IB Coordinators

Shared documents

Mapped and cross-referenced information that provides guidance for expectations.

Internal meetings and online storage of documents for parents, students, and faculty access.

### Step 4: Map the standards and GLTs against the IB Curriculum overview for each grade. This information will be placed in Managebac.

**June, 2021**

Faculty Teams

Comparative documents for IB Learning Outcomes and standards, time for meetings.

Matching and congruent understanding of the approaches and expectations for standards. Information posted on Managebac and added to each unit.

Uploading information to Managebac and school website.

### Step 5: Review implementation and impact of curriculum mapping.

**August, 2021**

Curricular leaders, IB coordinators

Time, Managebac access

Information is clearly indicated and mapped across grade levels on Managebac for review purposes. Units are developed referencing these standards.

Uploading information to Managebac and school website.

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**Teacherwell/continuously develop and refine their internal and classroom assessments, broadening the range of assessment strategies for different purposes.**

**August-December 2019**

Admin

Managebac, checklists, work samples, rubrics

Cohort assessments are tested with a wider variety of forms (e.g. audio-visual, presentations, artwork etc.)

Student portfolios, exhibitions and presentations, class pages, newsletters etc.

**Step 2: Arrange faculty meeting to share examples of good practice - introduce some research findings over effective assessment strategies.**

**Jan-20**

Admin, SST, Faculty and Staff

Research findings

Teachers are feeling empowered to try out new strategies

Internal communications and meetings

**Step 3: Teachers should route/revise assessment strategies and valuate effectiveness for measuring student learning.**

**January - April 2020**

Faculty

Reflection sheet

Teachers reach out to share successes and attempt more strategies

Internal communications and meetings

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**A review process will be established to ensure coverage of concepts, skills and content (where applicable) both horizontally and vertically across the curriculum.**

**August, 2019**

Curricular leaders and Principals

School calendar/staff meeting schedules

Review meetings become part of the perpetual calendar

Internal Communication, communal schedules

**Step 2: Arrange faculty meetings and articulate focus and goals for the meeting.**

Ongoing

Faculty and Admin

School calendar/staff meeting schedules, strategic goals

Meetings are held and goals inform the purpose of the review

Internal communication

**Step 3: Curriculum Coordinators monitor the curriculum overview.**

Periodically

Curriculum Coordinators

Curriculum overview, Managebac plans, IB documentation

Overviews have a balanced coverage of concepts, skills and content

Internal Communication and Managebac documentation

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**Develop a sustainable process for creating and storing documents, assessments and exemplar work for each unit.**

**June, 2019**

Admin, SST, Faculty and Staff

Managebac and access to collaborative working platform

Faculty are satisfied with the process and location for storing resources. Use of faculty feedback.

Internal communication

**Step 2: Share the process with faculty and relevant support staff.**

August, 2019

Admin, SST, Faculty and Staff

Faculty meeting, presentation

Faculty have access and understanding of process and expectations.

Internal communication

**Step 3: Monitor and evaluate the success of the process, asking for feedback to improve.**

May, 2020

Admin, SST, Faculty and Staff

Calendar/staff meeting schedule

Universe resources are effectively added and accessible for logging and upcoming teachers.

Internal communication

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**Continue support and refinement for collaborative planning meetings within and between departments, grade levels and specialist teachers.**

**June, 2019**

Curriculum coordinators

Calendar/staff meeting schedules

Published requirements/faculty bulletin

Internal communication, communal schedules

**Step 2: Develop common planning/meeting opportunities within internal and whole-school schedules.**

August, 2019

Principals

Calendar/staff meeting schedule

Timetables

Internal communication, communal schedules

**Step 3: Create meeting timetables and systems, ensuring norms that include agendas, minutes, action plans and follow-up when required.**

August, 2019

Principals, curriculum coordinators, Heads, GLs

Online record system

Records of meetings and follow up. Grade level/departamental review data, faculty review meetings

Internal communication, communal schedules

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**Category C: Strategic Action Statement**

**How we will do it (steps from begin to end)**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Who is involved</th>
<th>Resources needed</th>
<th>Evaluation of success</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2019 - October 2019</td>
<td>Director of School, Admin, GI Coordinator</td>
<td>Time (All-School Faculty Meetings), Record</td>
<td>A tiered level of services can be communicated by all members</td>
<td>Internal meeting, e-mail</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Faculty, Staff, Admin, SST, PD Facilitators</td>
<td>Funding, Time, Literature, Way to Share Example</td>
<td>Faculty and staff communicate their level of comfort supporting students within the classroom</td>
<td>Survey Results</td>
</tr>
</tbody>
</table>

**HIS will expand the capacity of Student Support Services to meet the individual needs of our current and future students.**

**Step 1: Identify the needs, and developing fairly and equitably-treated levels of services.**

**March 2019 - October 2019**

Director of School, Admin, GI Coordinator

Time (All-School Faculty Meetings), Record

A tiered level of services can be communicated by all members

Internal meeting, e-mail

**Step 2: Build capacity amongst faculty and staff to support in intervening, including training where deemed necessary.**

2019-2020 | Faculty, Staff, Admin, SST, PD Facilitators | Funding, Time, Literature, Way to Share Example | Faculty and staff communicate their level of comfort supporting students within the classroom | Survey Results |
### Step 1: Develop a holistic curriculum that can be aligned school-wide at a Tier-2 Level.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>Coordinators, All Faculty</td>
<td>International Counseling Model promotes proactively address concerns before they arise and students are equipped with strategies.</td>
</tr>
</tbody>
</table>

### Step 2: Utilize Mandarin SST appointment to translate pertinent information that families should have access to.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>Mandarin SST Appointment, Mandarin TA</td>
<td>Time (Scheduling), Translation Tools</td>
<td>Pertinent documents are translated effectively and available for dissemination.</td>
</tr>
</tbody>
</table>

### Step 3: Distribute information through various channels such as HIS website, Parent Coffees, WeChat, etc.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>SST, Parents, Director of Admissions, Technology</td>
<td>Prepared Documents, Links to Distribute</td>
<td>A wide variety of content that is available in English is also available in Mandarin.</td>
</tr>
</tbody>
</table>

### Step 4: Ensure that translators are equipped and made available to discuss student needs, with specific reference to issues of confidentiality and support of referral systems.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>SST, Faculty, Parents, Translator, Admin, Possibly SST Student</td>
<td>Time (Scheduling), Language</td>
<td>Translations are confident and have relevant language. Translation services provided regularly.</td>
</tr>
</tbody>
</table>

### Step 5: Review parent understanding around OSS and end of school year steps.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2020, 05/2021</td>
<td>SST, SS, Faculty</td>
<td>Communication with Parent, Time</td>
<td>Parent feedback gathered regularly to ensure that communication is shared amongst community members.</td>
</tr>
</tbody>
</table>

### The SST will strategically review data both within the school and with teachers and administrators to gain an overview of student attainment and identify additional students who may require support, any patterns that may be inhibiting progress.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-19</td>
<td>SS Coordinator, principals</td>
<td>Calendar</td>
<td>Pertinent rules and responsibilities for referrals are clear and understood by all.</td>
</tr>
</tbody>
</table>

### The SST will provide support for the delivery of standardized tests (NWEA, IRA, etc.) to gather additional baseline data.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020, 2020-2021</td>
<td>SS teachers, principals, ESL, Technology department, FO</td>
<td>Campuses, schedule, testing rooms</td>
<td>Students feel well supported and continue developing their necessary skills.</td>
</tr>
</tbody>
</table>

### The SST will regularly review referral numbers and establish patterns of need and intervention.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter, 2019-2020</td>
<td>SS teachers, principals</td>
<td>Time, Handouts, Teacher Feedback</td>
<td>Parents and teachers are well-informed of progress and concerns.</td>
</tr>
</tbody>
</table>

### Category | Strategy Action Statement | How we will do it (steps from begin-to-end) | Timelines | Who is involved | Resources needed | Evaluation of Success | Communication of Progress |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>The school will implement staff professional development to ensure that signs of abuse are recognized, that there is clarity about how to share concerns within the school setting, and that the school policies are fully understood. Ensure training for CPR/First Aid.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Admin Memo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 1:</strong> Identify the most appropriate professional development provider or tools to work with staff and faculty.</td>
<td>Date: 2019</td>
<td>Admin</td>
<td>Child Protection Program/Tool</td>
<td>Implemented and Feedback forms received from those who took part.</td>
<td>Admin Memo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 2: Schedule the program in the Professional Development Plan.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar-19</td>
<td>Director of School, Admin, SST Coordinator</td>
<td>Funding, Communication</td>
<td>Team members are proactive in their approaches, rather than reactive. Student learning is improved generally across the student body, and specifically/measurably with targeted students.</td>
</tr>
</tbody>
</table>

### Step 3: Include training in orientation process for new faculty and staff.

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-19</td>
<td>Admin</td>
<td>Security Calendar and RAC chart</td>
<td>Implemented and Feedback forms received from those who took part.</td>
</tr>
</tbody>
</table>
### Category E: Teaching

<table>
<thead>
<tr>
<th>Strategic Action Statement</th>
<th>How well did (steps from begin to end)</th>
<th>Timelines</th>
<th>Who is involved</th>
<th>Resources needed</th>
<th>Evaluation of success</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Identify the program's learning and grade levels.</td>
<td></td>
<td>Jan</td>
<td>Admin</td>
<td>Program</td>
<td>Program obtained</td>
<td>Admin Memo</td>
</tr>
<tr>
<td>Step 2: Schedule the program of learning in advisory for Upperschool, and during the day in Lower School. Establish procedures for all incoming students in MAQ chart.</td>
<td>19-Aug</td>
<td>Admin</td>
<td>Office 365, recurring calendar and MAQ chart</td>
<td>Schedule established and followed. Incoming students receive training.</td>
<td>Planning documents</td>
<td></td>
</tr>
<tr>
<td>Step 3: Evaluate the effectiveness of the program by assessment, teacher and parent feedback.</td>
<td>6/12/20</td>
<td>Admin</td>
<td>Feedback tool</td>
<td>Analyse data</td>
<td>Admin Memo</td>
<td></td>
</tr>
</tbody>
</table>

### The school will implement a formal learning program for students related to child protection.

<table>
<thead>
<tr>
<th>Strategic Action Statement</th>
<th>How well did (steps from begin to end)</th>
<th>Timelines</th>
<th>Who is involved</th>
<th>Resources needed</th>
<th>Evaluation of success</th>
<th>Communication of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Prepare an annual presentation on health and safety and child protection school policies.</td>
<td></td>
<td>June, 2019</td>
<td>Admin and SIS</td>
<td>Policies, PowerPoint, Attendance Sheet</td>
<td>Discussed at all Meetings</td>
<td>Admin Memo</td>
</tr>
<tr>
<td>Step 2: Add a recurring calendar for annual presentation and biannual safety check.</td>
<td></td>
<td>June, 2019</td>
<td>Admin and SIS</td>
<td>Admin Calendar, Presentation given and safety checks performed, acted upon.</td>
<td>Admin Memo</td>
<td></td>
</tr>
</tbody>
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### The Technology Department will provide coaching sessions to teachers on how to integrate the available technology in classroom learning.

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<tbody>
<tr>
<td>Step 1: Identify what the technology learning needs are of teachers in relation to the planned units.</td>
<td></td>
<td>March, 2019</td>
<td>PYP Coordinator, GDT, Teachers, GL</td>
<td>Shared doc for feedback</td>
<td>Discussed at all Meetings</td>
<td>Admin Memo</td>
</tr>
<tr>
<td>Step 2: Provide guidance on what applications and programs work within China and offer training on designated computer programs and software used within the school.</td>
<td></td>
<td>April, 2019</td>
<td>Admin</td>
<td>PD Calendar</td>
<td>Completion and feedback to inform further trainings</td>
<td>Admin Memo</td>
</tr>
<tr>
<td>Step 3: Encourage teachers to research new educational technology which is suitable to the needs of the curriculum and make proposals to Admin/ Tech Department for inclusion into the main programme.</td>
<td></td>
<td>Ongoing</td>
<td>Admin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### The school will ensure that faculty and staff are aware of and maintain school safety policies and develop systems to ensure that policy timelines are being met

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<tbody>
<tr>
<td>Step 1: Revitalize the Mandarin curriculum and assessment.</td>
<td></td>
<td>March, 2019</td>
<td>PYP Coordinator, Curriculum Coordinators, and Mandarin HODs</td>
<td>Curriculum Documents</td>
<td>Written document that shows all planned learning of Chinese history and culture</td>
<td>Include in Faculty meeting</td>
</tr>
<tr>
<td>Step 2: Evaluate what additional Chinese history and culture curriculum is to be included at the grade level and subject area.</td>
<td></td>
<td>Second semester, 2019-20 school year</td>
<td>Curriculum Coordinators, and Mandarin HODs</td>
<td>New Curriculum Documents</td>
<td>New curriculum adjustments will appear in curriculum documentation</td>
<td>Email</td>
</tr>
<tr>
<td>Step 3: Share plans with division/faculty</td>
<td></td>
<td>Second semester, 2019-20 school year</td>
<td>Principal and Mandarin Heads</td>
<td>Meeting time/date</td>
<td>Shared at Meeting, email and in curriculum docs</td>
<td>Email and faculty meeting</td>
</tr>
<tr>
<td>Step 4: Purchase necessary resources, as required.</td>
<td></td>
<td>March, 2020</td>
<td>Principal and Mandarin Heads</td>
<td>DOS and Principal approval of purchase requests, funds</td>
<td>Resources acquired and delivered to school.</td>
<td>Purchasing officer to email Mandarin HODs and admin</td>
</tr>
<tr>
<td>Step 5: Re-evaluate in following year</td>
<td></td>
<td>First semester, 2020-21 school year</td>
<td>Curriculum Coordinators, and Mandarin HODs</td>
<td>Curriculum Documents</td>
<td>Revised written document that shows all planned learning of Chinese history and culture</td>
<td>Include in Faculty meeting</td>
</tr>
</tbody>
</table>

### The school will continue to work on enhancing the Mandarin program (articulating philosophy, curriculum, teaching approaches, acquisition of resources).

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<tbody>
<tr>
<td>Step 1: Revitalize the Mandarin Campaign, which includes goals of improving curriculum, communications, and host-country awareness</td>
<td></td>
<td>Aug, 2019</td>
<td>Admin and Mandarin Dept</td>
<td>Mandarin Campaign Document</td>
<td>Reformatted and revised Mandarin Campaign published</td>
<td>Dragon Chinese Language and Learning Publications, website</td>
</tr>
<tr>
<td>Step 2: Launch MAT co-teaching arrangement at Early Years</td>
<td></td>
<td>Aug, 2019</td>
<td>G3 Principal, MATs, Homegroup teachers</td>
<td>MATs training</td>
<td>Implemented</td>
<td>Community News</td>
</tr>
<tr>
<td>Step 3: Follow action steps as for all subjects in Category E, as related to Mandarin curriculum and assessment.</td>
<td></td>
<td>2019-2022 school years</td>
<td>Mandarin Department and Curriculum Coordinators</td>
<td>Curriculum documentation</td>
<td>Survey students and parents</td>
<td>Community News</td>
</tr>
</tbody>
</table>