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)

Our General Learning Targets (GLTs) embody what we want all students to know and be able to do.

Every HIS student will demonstrate:

A Solid Foundation of Knowledge and Skills

mastery of basic knowledge, concepts, and skills in all academic areas in order to integrate and apply understandings in real life situations

- Academic
- Artistic
- Physical
- Technological

Effective Communication

the ability to exchange and present information through a common use of symbols, signs and behavior

- Receptive Skills
- Expressive Skills

High Level Thinking

the ability to expand learning beyond simple knowledge and recall

- Critical Thinking & Problem-solving Skills
- Creative Thinking Skills

Positive Behaviors & Approaches to Learning

affective and behavioral processes and skills that develop personal responsibility within a learning environment leading to the development of quality products

- Collaborative Work Skills
- Quality Production Skills
- Academic and Personal Goal Setting Skills

International Mindedness & 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

- Interpersonal Skills
- Social Responsibility Skills

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. Encourage and ensure more involvement of all stakeholders in the decision-making processes.
2. Continue to develop an effective and efficient recruitment plan to attract and retain faculty that fit the HIS vision and mission well, especially as providing the capacity and accountability to deliver intended learning.
3. Conduct an analysis and planned improvements of the organization of time for student learning, staff development and curriculum development as per efficiency, effectiveness and need.
4. Establish perpetual tools for analysis of school improvement – identify key info and data that will be collected annually and stored for access in a centralized access point.
5. Develop the middle management leadership roles and in-school certified trainers.
6. Plan and implement processes, protocols, and current guidelines at the new Baima Lake campus. Ensure health, safety and an enhanced learning environment is the focus.

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 use of assessments 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. Establish and conduct a formalized annual review process involving Middle Leaders for mapping GLTs and standards, to ensure coverage of skills, attributes, content and concepts across divisions and subject areas for horizontal and vertical continuity, progression and coverage.
2. Continue to develop and implement differentiation strategies for classroom teachers to support student learning needs, focusing on a selection of commonly agreed and understood strategies for greatest efficiency and consistent implementation.
3. Adopt a cyclical approach to assessment planning and evaluation at classroom, departmental and divisional levels to enhance student learning outcomes.

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. 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 the school policies are fully understood. HIS will ensure training for CPR/First Aid is available for all students and faculty/staff.

2. Implement a formal learning program for students related to child protection.

3. Continue to ensure the faculty and staff are aware of and maintain school safety policies and develop systems to ensure that policy timelines are met.

4. The technology department will provide coaching sessions to teachers on integrating the available technology in classroom learning.

5. Identify strategies to ensure a positive mindset, strengthen morale, and create harmonious learning and work environment for staff, students and families.

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. 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. Continue to work on enhancing the Mandarin program (articulating philosophy, curriculum, teaching approaches, acquisition of resources).

3. Incorporate Chinese culture into the new school design and aesthetics to emphasize the importance and appreciation of the host country.