



Nord Anglia International School, Hong Kong **SCHOOL IMPROVEMENT PLAN** 2017 - 2020

- The School Improvement Plan sets out the school's strategy and planning for three years (2017 – 2020)
- The aim of this plan is develop the school as an outstanding, premium school in Hong Kong

Contents

- Our Promises and Our Vision
- Strategic Intentions – sets out the strategy to realise our promises and vision
- Improvement Plan – identifies the priorities for the next three years



Our Promises

- Your child will succeed through our individualised approach in a safe, caring, happy environment.
- Your child will be encouraged to have self-respect, respect for others and to contribute as a global citizen.
- Your child will have the opportunity to discover and nurture interests and talents.

Our Vision

- Treat each child as an individual, drawing on their own strengths and personality
- Create intellectually confident learners by having very high standards and expectations achieved through our personalised approach to learning
- Develop socially confident global citizens who are creative, inquiring and collaborative



Strategic Intentions:

1. Embed fully our Be Ambitious learning philosophy in our teaching and learning practices
2. Support and further enrich our curriculum through which children achieve excellence and enjoyment
3. Develop our use of assessment and tracking data to ensure our pupils are challenged to make the best progress possible and to achieve success
4. Ensure that the needs of all learners continue to be met thereby allowing success in attainment and achievement
5. Optimise our range of projects, programmes and collaborations to give pupils a deep engagement with performing arts, gain skills needed for 21st century life, explore the world and develop a truly international perspective.
6. Plan and prepare for school growth, ensuring a shared ethos and promoting strong collaboration and links between campuses
7. Consolidate and further develop a comprehensive and coherent programme of personal development for all staff, linked to our Professional Development Review process
8. Promote and develop parental involvement and enhance communication channels, as well as expanding our range of community projects
9. Apply effective leadership actions to implement research and inspection findings for school improvement and to encourage developing the leadership potential of staff and by staff at all levels
10. Increase our range of exciting and challenging opportunities, including ECAs, to promote each child's individual development and well being
11. Monitor and track pupil behaviour through the consistent use of online behaviour tracking systems.

Strategic Intention 1 – Be Ambitious

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
The philosophy of ‘Be Ambitious’ embedded.	Increase pupil achievement from positive growth mindset	Summer 2017	Naima Charlier	<ul style="list-style-type: none"> Pupils fully understand the meaning of PCLT and how this links to being ambitious in their learning. Teachers explicitly refer to PCLT during lessons. Approaches and practices in common use Parents aware of the reasoning for PCLT PCLT evidenced in book work (through use of stamps) Added in to reporting and parental presentations such as Curriculum Evenings 	<ul style="list-style-type: none"> Classroom visits show the practices take place naturally Planning reflects use of PCLT Parent evaluations and conversations Books show PCLT stamp uses Staff and parent surveys Shown in celebrations and awards for high performance, for example in Star of the Week/Highly Commended
Encourage good practice in teaching and learning	Ensure consistency in school and provide equal opportunity for all pupils, enhancing the level of teaching	On-going	SLT	<ul style="list-style-type: none"> Lesson observations formal and informal show evidence Training on Good to Outstanding for teachers Formal programme of paired Peer Observations, visits and discussions to share best practice, linked to individual’s strengths Use of research backed best practice, such as flipped classrooms 	<ul style="list-style-type: none"> Department leaders are using their Development Plans to target areas needing improving. A range of CPD is offered and well-attended for T&L Heads of Year and Heads of Department meet regularly to disseminate ideas and share best practice

Raise attainment in writing	Improve our pupils ability to write	On-going	<ul style="list-style-type: none"> • Middle leaders • SLT 	<ul style="list-style-type: none"> • Writing targets are met for end of year assessment • Tracking progress across the whole school, including the range of assessments • Developing use of Talk for Writing across the school 	<ul style="list-style-type: none"> • Quality of writing displayed around the school • Number of occasions for real writing increases • Evidence of Talk for Writing strategies being used in Primary classes • Impact of assessments monitored
Developing use of Connected Steps	Provide accurate assessment and tracking data	On-going	Sarah Harley	<ul style="list-style-type: none"> • Introduce across all year groups and key stages • Build on training already provided 	<ul style="list-style-type: none"> • Teachers use and update regularly to inform next steps for learning, a minimum expectation of a termly update
Enhancing the use of AfL in teaching and learning	Increase pupil achievement and progress through successful and consistent use of AfL strategies	On-going	<ul style="list-style-type: none"> • SLT • Heads of Year • KS Co-ordinator 	<ul style="list-style-type: none"> • Subject leaders and senior leaders monitor and evaluate impact of AfL through PPR and planning meetings • PCLT is used to discuss learning • Teachers routinely plan AfL strategies to aid learning • Peer observations and sharing of best practice • AfL focus as part of planning meetings 	<ul style="list-style-type: none"> • Pupil self-assessment evident in books and planning • Peer assessment used in lessons • Teacher assessment used effectively to inform planning and adapt lessons • Pupils are able to discuss their learning and progress, and make adjustments on how to move it on, linked to PCLT

Strategic Intention 2 - Curriculum

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Schemes of work and plans produced and enhanced for all levels	Provide stimulating, engaging learning with breadth and depth in the curriculum.	Termly	Naima Charlier	<ul style="list-style-type: none"> Primary planning evidences new developments from CPD such as Talk for Writing Secondary planning consistent and uses new format ASN staff able to use planning effectively 	<ul style="list-style-type: none"> Planning evaluated by subject leaders, Heads of Year and Curriculum Coordinators
Resources and courses developed for IGCSE and IB diploma	NAIS is ready to deliver IGCSE and IB to the first cohort of pupils.	Summer 2017 for IGCSE Summer 2019 for IB	<ul style="list-style-type: none"> Heads of Departments KS3 & KS4 Co-ordinator Christian Bishop Naima Charlier IB Co-ordinator 	<ul style="list-style-type: none"> Schemes of Work for Year 10 and future years created for all IGCSE subjects and for IB subjects Experienced Business, Economics and Global Perspectives Teachers appointed Appoint IB Coordinator 	<ul style="list-style-type: none"> Planning scrutiny Become an authorised IB school Courses and resources in place and ready IGCSE results
Appoint subject coordinators and other appropriate promoted post holders	Ensure support for core curricular areas for teachers allowing consistency in teaching and learning.	Spring 2017	Brian Cooklin	<ul style="list-style-type: none"> Recruit and select best qualified candidates Monitor curriculum delivery and teaching and learning in specific areas 	<ul style="list-style-type: none"> Appropriate colleagues in place and supported in new roles. Academic improvement Improvements in teaching and learning



<p>Promote STEAM teaching and learning activities</p>	<p>Pupils will develop skills such as creativity, curiosity, resilience, resourcefulness, collaboration and confidence, as part of our MIT collaboration.</p>	<p>On-going</p>	<p>STEAM Coordinator</p>	<ul style="list-style-type: none"> • Activities take place across school and subjects • Opportunities to take part in events and projects • Success shared and displayed • Participate in MIT challenges • Develop STEAM resources and build a maker space 	<ul style="list-style-type: none"> • Planning shows degree of STEAM learning • Calendar of events created • Celebrate during assembly, display areas and social media platforms • Maker space opened • Levels of participation • Quality of STEAM resources developed
<p>Focus on writing</p>	<p>Improve the quality of writing</p>	<p>On-going</p>	<ul style="list-style-type: none"> • Naima Charlier • Primary English Coordinator • Head of English • Head of ASN 	<ul style="list-style-type: none"> • Writing scores increase • Marking schemes ensure feedback impacts learning through better AfL practice. • Use of Talk for Writing to enable improvements • Writing targets are met for end of year assessment • Tracking progress across the whole school, including the range of assessments 	<ul style="list-style-type: none"> • Assessment tracking and impact of assessments monitored • Updates of the Progression of Writing display and quality of writing displayed around the school • Quality of feedback given to influence development • Number of occasions for real writing increases • Evidence of Talk for Writing strategies being used in Primary classes



EYFS curriculum	Implement a curriculum relevant to the needs and requirements of EYFS	Autumn 2017	Sarah Harley	<ul style="list-style-type: none">• Curriculum decided and adapted• Changes made as necessary to reflect context and locale• Resources in place to support teaching and learning• Development plans produced for future improvements	<ul style="list-style-type: none">• Plans created for and by EYFS teachers• Adaptations evident• EYFS classes open with sufficient resources• Evidence of consultation, discussion and planning involving key colleagues to produce document• Development plans assessed
Computing Curriculum Developed through Primary	Specialist teacher in Secondary and a new curriculum in Primary highlight the need to improve computing skills coherently.	Summer 2017	<ul style="list-style-type: none">• Naima Charlier• Computing Coordinator	<ul style="list-style-type: none">• Primary computing coordinator in post• CPD for primary computing curriculum on computational thinking• Computing schemes of work in place• Computing skills ladders created	<ul style="list-style-type: none">• Post filled• CPD delivered• Planning and resources monitored and checked• Awareness and understanding of curriculum demonstrated by teachers• Digital portfolios created



<p>Collate evidence of practical and written PSHCE curriculum across all year groups.</p> <p>Ensure all year groups are following the Statutory Requirements of the New Curriculum.</p>	<p>Multiple, diverse samples provide evidence that the curriculum is suited for many programs and children. It also provides evidence that a curriculum is effective and the implementation of the curriculum is linked to positive child outcomes.</p>	<p>Summer 2018</p>	<ul style="list-style-type: none">• David Sheehan	<ul style="list-style-type: none">• Clear identification of the focus of PHSCE curriculum expectations and the evidence that will be collected to assess and evaluate their achievement• Body of evidence collected over time.	<ul style="list-style-type: none">• Analyse and interpret evidence of learning• Evidence collected over time from three different sources; observations, conversations, and student products.•
---	---	--------------------	---	---	--

Strategic Intention 3 - Assessment & Tracking

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Unified methods	Ensure consistency	On-going	<ul style="list-style-type: none"> Sarah Harley Assessment Coordinator 	<ul style="list-style-type: none"> Review and overhaul current assessment processes Transition documentation is managed consistently across phases to ensure progression 	<ul style="list-style-type: none"> Single tracking documentation in place across different areas of the school Assessment of progress Calendar of events produce
Policy	Update to reflect current practices	Autumn 2017	Sarah Harley	<ul style="list-style-type: none"> Ensure policy reflects updated practices 	<ul style="list-style-type: none"> Updated policy produced and all staff using this to influence teaching and learning
Consistency in marking and feedback	Validate data and ensure all pupils receive the same support to enable progress and achievement	On-going	<ul style="list-style-type: none"> Sarah Harley Heads of Year Subject Leaders 	<ul style="list-style-type: none"> Termly Book looks both in year groups and subject tracking across school Pupils understand how to assess their own learning and are given opportunities to do this 	<ul style="list-style-type: none"> Feedback from book looks Identify issues within year groups and subjects Good practice shared Pupil self-assessment evident in books and planning Peer assessment used in lessons



Accountability	Ensure all teachers are aware of professional duties to support teaching and learning	On-going	<ul style="list-style-type: none">• SLT• Heads of Year• Subject Leaders	<ul style="list-style-type: none">• Lesson observations• Book looks	<ul style="list-style-type: none">• Pupil Progress Reviews• Departmental and Year group meetings to judge quality• Quality Assurance Mechanism calendar produced and used
Moderation & Training	Ensure all teachers have the same standards and approach to marking	On-going	<ul style="list-style-type: none">• SLT• Heads of Year• Subject Leaders• Head of ASN	<ul style="list-style-type: none">• Calendar of assessment weeks followed by periods of moderation, leading to identification of training needs	<ul style="list-style-type: none">• External moderation with Guangzhou• Annual standardised testing, under structured guidelines and following exam procedures

Strategic Intention 4 - Inclusion

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Develop the EAL teaching capability for all teachers	Pupils able to access the curriculum in English without such a long period of withdrawal.	On-going	<ul style="list-style-type: none"> Naima Charlier Head of ASN Christian Bishop 	<ul style="list-style-type: none"> Regular meetings between EAL staff and classroom/subject teachers Training in EAL strategies for all teachers Evidence of planning for EAL in lesson planning Evidence of EAL support in classroom environment 	<ul style="list-style-type: none"> Best practice shared and an increase in use of EAL resources in lessons Attendance on training courses/availability of materials and use of these during teaching Analyse and interpret evidence of learning Evidence collected over time from three different sources; observations, conversations, and student products
Continue effectively to meet the ASN needs of all pupils	Ensure all of our pupils are given the opportunities to succeed academically.	On-going	<ul style="list-style-type: none"> David Sheehan Head of ASN Assessment Coordinator Examinations Officer 	<ul style="list-style-type: none"> Effective whole school monitoring and tracking systems in place Exam access arrangements devised Information regarding ASN available on iSAMS Appropriate interventions demonstrated within the class and in external sessions 	<ul style="list-style-type: none"> Assessments influence support for all ASN children Secondary pupils able to achieve during formal examinations All staff aware of how to access ASN information and how to enable support Measure improvements in attainment and achievement

				<ul style="list-style-type: none"> • Structured support plans in place for designated pupils on the ASN register 	<ul style="list-style-type: none"> • Measure effectiveness of monitoring and tracking systems
Develop ASN teaching capability for all teachers	All pupils are equally able to access the learning in the classroom.	On-going	<ul style="list-style-type: none"> • David Sheehan • Head of ASN 	<ul style="list-style-type: none"> • Teachers understand, know how to access and use given strategies • Regular training for teachers, specific to learner needs • Support TLAs with training and resources to meet the needs of learners in their class 	<ul style="list-style-type: none"> • ISP process consistently applied and shared • Regular meetings between teachers and ASN colleagues • Programme introduced with attendance at training as required • Regular feedback and advice offered

Strategic Intention 5 – Collaboration

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
MIT	Implement a unique science, technology, engineering, visual arts and mathematics (STEAM) programme based on the multi-disciplinary approach pioneered by MIT .	On-going	STEAM Coordinator	<ul style="list-style-type: none"> • Pupils completing STEAM challenges • Hold regular STEAM events in school • STEAM extra curricular activities offered • STEAM Coordinator appointed and STEAM PLC formed 	<ul style="list-style-type: none"> • Measure level of participation in MIT & NAU challenges and initiatives • Pupils & staff attend MIT for training and events • Measure awareness of collaboration with MIT among parents, pupils and staff • Year group planning includes STEAM activities • Measure impact on assessment results
Charity	Independence, excitement, engagement, enterprise and enjoyment by actively encouraging all students to get involved in fundraising activities for both local and international charities.	On-going	Charity Coordinator	<ul style="list-style-type: none"> • Develop hard working, conscientious learners whom others now aspire to become • Continue to support local and international charities making use of the House structure within school to do so • Foster links in the local community, and offering a complete CAS programme • Work with PTA and other organisations 	<ul style="list-style-type: none"> • Measure level of pupils taking the lead in organising events and coming up with fundraising ideas • Feedback from PTA and other organisations • Raised awareness of requirements for IB curriculum • CAS programme in place • Level of coverage in the media



				<ul style="list-style-type: none"> • Heads of House assist the organisation of events, raise money and donate to charities, sharing successes on media platforms 	<ul style="list-style-type: none"> • Increased contact with the local community • Measure number of activities participated in
Global Campus	Give our pupils daily access to global opportunities.	On-going	Global Campus Coordinator	<ul style="list-style-type: none"> • Global Campus lessons are developed as part of the Secondary curricular offering • Build meaningful connections with NAE schools • Develop and raise the profile of the Global Library • Explore increased parental input and access • Development of the Global Debating league • Encourage staff through CPD, develop use of media and available platforms • Commitment to Global Goals • Include sessions in CPD programme • Staff encouragement and engagement with competitions • Video speeches, opportunities for public speaking, use of media to support participation 	<ul style="list-style-type: none"> • Monitor and check of curriculum, framework/outcomes • Global Campus activities integrated within planning in year groups and subjects • Teachers contribute to list of books, engage with books [and use activities such as book buddies, interviews with authors] • Opened up to wider community • Increased staff participation • Participation in competitions and events such as the Global Challenge • Track pupil engagement through Global Campus data

Residential	Increase the face-to-face opportunities of the Global campus and allow culture box exchanges with a variety of countries. It will demonstrate to the students the wider network of schools to which they belong.	On-going	Christian Bishop	<ul style="list-style-type: none"> • Collaborative links formed with NAE schools in other locations • Use of Global Campus to coordinate and share experiences • Incorporation of elements of CAS for IB preparation 	<ul style="list-style-type: none"> • Review of trips and opportunities to collaborate with other NAE schools • Participation and monitoring of Global Campus • Residential trips include CAS elements progressively
Juilliard	Use world-leading professionals in the performing arts for the benefit of all pupils.	On-going	<ul style="list-style-type: none"> • Director of Music • Head of Drama • Dance Lead 	<ul style="list-style-type: none"> • Obtain Green rating for the Educational Implementation of the Juilliard NAE Programme RAG • Provide opportunities for performers of all abilities to participate • Music planning and delivery successfully incorporates JCC, performing arts lessons develop according to Juilliard principles • Parent and pupil understanding of benefits of Juilliard collaboration • Engage whole school through interdisciplinary learning embedded across subject areas 	<ul style="list-style-type: none"> • JCC embedded • Programme of concerts and visits established • Pupils visit Juilliard and/or other schools in an exchange programme • Range of music and performance ECAs • Reference to core works and concepts evident in planning and delivery of lessons

Strategic Intention 6 – Expansion of school facilities

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Retain ethos of being one school	To fulfil our promises and vision.	On-going	All staff	<ul style="list-style-type: none"> • Joint induction for new teachers, taking place at all campuses • Maintain values, vision and promises at all campuses • Ensure consistency in provision of curriculum and opportunities • Staff working across locations • House structure and Management structure to reflect whole school approach • Transition planning for cross campus moves, for example Year 3 to 4. 	<ul style="list-style-type: none"> • Induction successful with staff evaluations reflecting this • Regular series of assemblies, parental communication and other events to share consistent messages • Facilities used by both campuses, with monitoring of planning and provision by SLT • Specialist lessons taking place across campuses • Staff and pupils made to feel all locations equally important, with promoted posts and other positions given equal weighting and importance, when considered as whole school
Cross campus collaboration	Sustaining the school ethos.	On-going	SLT	<ul style="list-style-type: none"> • Teachers working, observing and training across campuses 	<ul style="list-style-type: none"> • Regular meetings, using technology to reduce the need physically to travel when possible



				<ul style="list-style-type: none">• Shared planning, resources and equipment• Consultation on future developments to involve all staff• Trips, residentials and events shared across campuses• Hold joint events	<ul style="list-style-type: none">• IT provision allows for centrally stored documents available to be accessed by all• Working parties, groups and plans shared across campuses• Opportunities to meet and share part of the calendar and planned for• Joint events planned, with colleagues and pupils travelling between campuses when required
Develop Lam Tin	To provide full Secondary education	On-going	SLT	<ul style="list-style-type: none">• Develop classrooms and space created from transfer of pupils• Tailor playground and break out areas for older pupils• Space adapted to meet needs of exam courses• Improving provision of teacher preparation space	<ul style="list-style-type: none">• Rooms furnished and utilised for older children• Play spaces reflect all needs• IB suite and study areas created• Specialist accommodation developed• More areas for teachers to work

Strategic Intention 7 - Professional Development

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Develop professional learning processes and improve induction of staff	To ensure that all new staff have a detailed and continually updated induction and are introduced to all processes and philosophies.	On-going	Christian Bishop	<ul style="list-style-type: none"> Plan out induction to include key elements for staff PCLT, behaviour management, expectations, professional learning and NAE in general. Facilitate training in the areas of mastery and EAL in the mainstream provision. 	<ul style="list-style-type: none"> Staff well informed and induction survey to provide evidence of this. Induction survey / PDR reviews Staff feedback PL evaluations Training conducted
Encourage and share good practice in school and across NAE	To continue to encourage links between schools and offer shared training.	On-going	Christian Bishop	<ul style="list-style-type: none"> To encourage research based projects amongst staff continually to reflect upon practice. Develop work of PLCs. Engage year team leaders to steer and monitor projects and impact on learning Continue to share opportunities being run in HK with regional schools. 	<ul style="list-style-type: none"> All year teams engaged in research projects Heads of Years have clear knowledge of staff projects and are guidance for their team All training mailed to regional schools Other schools attend at least one session

<p>To use and develop innovative and inspirational new educational theories and practices to ensure NAIS Hong Kong is at the forefront of education.</p>	<p>To be at the forefront of education.</p>	<p>On-going</p>	<p>Christian Bishop</p>	<ul style="list-style-type: none"> • To develop use of flipped learning in more practical sessions such as Science to allow greater practical time in school. • To embed Professional Learning Communities as an on-going process. • Staff to create PLCs and sign up to them. 	<ul style="list-style-type: none"> • Videos taken and flipped practices shared on firefly • Greater practical time noted • PLCs continue to use “bring and brag” to celebrate highlights. • PLCs continue to be staff led.
<p>Aspiring and existing Middle Leader development</p>	<p>To create a schedule for training both existing middle leaders and aspiring or new middle leaders that covers the key areas of leadership.</p>	<p>Autumn 2017</p>	<p>Christian Bishop</p>	<ul style="list-style-type: none"> • Have detailed schedule planned out and shared with all middle leaders. • At times schedule should be left open and be dictated by middle leaders on areas they feel they need addressing. 	<ul style="list-style-type: none"> • Schedule created and shared. • Middle leaders given input to content of schedule. • Completed plan created in conjunction with middle leaders.
<p>Performance management and PDR reviews are planned in throughout the year.</p>	<p>Align to company best practice and keep up to date with any changes from NAE or UK</p>	<p>On-going</p>	<p>Christian Bishop</p>	<ul style="list-style-type: none"> • Calendar in performance management cycles with PDR sessions and initial target setting meetings. • Meet all staff and discuss their backgrounds, strengths, training they have received and their passions. 	<ul style="list-style-type: none"> • Calendar is in line with QAM overview. • Pair up teachers following completion of PDRs • Final PDR reviews, staff evaluate effectiveness of paired work and internal training, evaluation form



Drive engagement with NAU	To engage staff in self study and facilitated courses on NAU	On-going	Christian Bishop	<ul style="list-style-type: none">• For all staff to have completed the introductory courses on NAU prior to arrival• Share upcoming courses and dates with staff. Celebrate competition and award badges to those completing courses.	<ul style="list-style-type: none">• All staff to be given access to courses on NAU prior to joining the school.• Courses shared• Staff signed up• Badges allocated
---------------------------	--	----------	------------------	---	---

Strategic Intention 8 – Marketing, Admissions & Communications

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Communication	To allow our wider community to access relevant information in a concise and easy manner	Spring 2018	Director of Marketing	<ul style="list-style-type: none"> • Create a more user friendly approach to communication • Update and develop presence on social media platforms • Send more targeted content to parents and the wider community • Enter into more frequent dialogue with parents • Post more teacher driven content, relevant & practical as well as promotional material 	<ul style="list-style-type: none"> • Use of mailchimp and other survey tools to garner feedback to influence practice • Sites updated and visits/hits increased • Parents receive information and news relevant to them • Interactions and conversations noted and evidenced, actions taken as a result of feedback • Teachers contribute to social media and parental communication
Involvement	To give opportunities for our parents to be involved with school life	On-going	<ul style="list-style-type: none"> • Director of Marketing • SLT 	<ul style="list-style-type: none"> • Create the role of and appoint parent advocates • Establish the Parent Advisory Committee • Develop the role of class representatives • Continue to work closely with the PTA • Publicise all events in school such as International Day and Christmas Carols, in order to maximise involvement 	<ul style="list-style-type: none"> • Parents are more aware and more involved with events, greater numbers and a greater variety of parents offering to contribute.



Community projects	To be a school which is part of the community and not simply located within the community	On-going	<ul style="list-style-type: none">• Director of Marketing• David Sheehan	<ul style="list-style-type: none">• Arrange Open days• Increase the availability for the use of school facilities by the wider community• Continue to support charities	<ul style="list-style-type: none">• Calendar of events organised• Local community use facilities• Houses involved in fund raising activities
MAC team	To ensure the data held is relevant and up to date, allowing for effective Marketing and Communication	On-going	Director of Marketing	<ul style="list-style-type: none">• Conduct data drilling and data cleansing• Streamlining forms and documentation held• Search engine review• Media involvement• Consistency of outgoing communications across platforms	<ul style="list-style-type: none">• Pupil information held is relevant and up to date• Fewer forms to fill in by parents• A more prominent, targeted response to Google [or similar] searches• Links developed with local media to allow greater promotion of the school through increased cooperation

Strategic Intention 9 - Leadership

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Distributed leadership	Develop potential in staff to lead and take responsibility for tasks/roles.	On-going	SLT and Middle Leaders	<ul style="list-style-type: none"> Identify colleagues with capability for additional responsibility Implement system of recording information Offer opportunities to lead projects and tasks Programme of CPD/other mechanisms in place to support colleagues 	<ul style="list-style-type: none"> Discussions, meetings and observations have provided information System to gather and record data in place Staff taking roles and tasks with additional responsibility Participation in support by colleagues with enhanced roles
Future appointments	NAIS is prepared and proactive for future developments.	On-going	Brian Cooklin	<ul style="list-style-type: none"> Staff in place for school expansion Staff appointed to respond to needs of exam courses 	<ul style="list-style-type: none"> New campus opens with sufficient staff appointed and meeting company expectations All planned exam courses taught by qualified teachers
Use of research and inspection findings to improve systems, practice and performance	Understand how to improve and become a self-improving school.	On-going	SLT	<ul style="list-style-type: none"> Implement recommendations of ISI inspection Develop framework for school self-evaluation 	<ul style="list-style-type: none"> Improvements and changes made based on recommendations Framework exists that can be used as a tool for future improvements



Accountability	To ensure colleagues are aware of responsibilities and areas of accountability and delivery	On-going	SLT	<ul style="list-style-type: none">• Roles of senior and middle leaders understood• Demonstrating accountability and delivery	<ul style="list-style-type: none">• List of key operational tasks with clearly defined reporting lines• Meeting Quality Assurance Mechanism• Success of key operational tasks reviewed during PPR
----------------	---	----------	-----	---	---

Strategic Intention 10 – Excitement and Challenge

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Sports [for example GGA, COBIS, ISSFHK]	Provide pupils opportunities to develop teamwork, competitiveness, pride and respect in victory and defeat.	On-going	Director of Sport	<ul style="list-style-type: none"> ▪ Sports teams and squads competing nationally and internationally ▪ Investigate and develop range of sports played competitively ▪ Raise profile of GGA within NAE ▪ Increase ability to stage fixtures using school and local facilities 	<ul style="list-style-type: none"> ▪ Participation in competitions and events ▪ New teams created with sufficient players to complement our existing group ▪ Further GGA take place ▪ Measure the number of fixtures hosted and participation in local competitions
Juilliard	Give pupils a deep engagement with performing arts - promoting cultural literacy, creativity, critical thinking and collaboration.	On-going	<ul style="list-style-type: none"> ▪ Director of Music ▪ Head of Drama ▪ Dance Lead 	<ul style="list-style-type: none"> ▪ All pupils experience opportunity to develop instrumental skills ▪ Use of social media to promote participation ▪ Establishment of Juilliard Dance programme ▪ Enhanced school arts programme including events with Juilliard alumni ▪ Campus open to community to allow wider participation 	<ul style="list-style-type: none"> ▪ Increased number of pupils playing instruments ▪ Regular social media coverage ▪ Dance component embedded into curriculum ▪ Measure uptake of community involvement

Participate in a range of events, competitions and activities; both internationally and locally	Develop well-rounded, socially skilled, and healthier pupils.	On-going	<ul style="list-style-type: none"> • Global Campus Coordinator • Head of Drama • Relevant NAIS HK colleagues 	<ul style="list-style-type: none"> • Global Campus • HK Speech Festival 	<ul style="list-style-type: none"> • Increased participation in events • Record keeping system to track performance
Enhance and expand the ECA programme	Develop skills, knowledge and talents of pupils through enjoyable activities	On-going	Tom Ferguson	<ul style="list-style-type: none"> • Increase in range and variety of activities • Meet desires of pupils 	<ul style="list-style-type: none"> • Monitor provision • Parent and pupil feedback
Trips, including residential visits	Make an invaluable contribution to the academic, personal and social development of young people	On-going	Christian Bishop	<ul style="list-style-type: none"> • Include CAS element for trips, helping the community and to provide progression in this area leading toward the IB • Foster links with NAE schools • Strong emphasis on experiential learning, building our pupils independence through a hands-on approach to activities 	<ul style="list-style-type: none"> • Pupils understand requirements and begin preparation for IB • Programme of exchange and record of this with schools, using Global Campus, firefly and other platforms

Strategic Intention 11 – Behaviour

Development Priority	Why?	Timescale	Lead Responsibility	Actions	Evaluation
Show improvement and continued excellence in behaviour through effective tracking, analysis and appropriate intervention in all year groups.	<ul style="list-style-type: none"> Low-level behaviour left unchecked can escalate into more serious behaviour. Recognising patterns in behaviour and behaviour management will allow for identification of best practice and what needs to be improved. 	Summer 2018	David Sheehan	<ul style="list-style-type: none"> CPOMS system Launched using clear messages. All incidents are logged using CPOMS 	<ul style="list-style-type: none"> Systems and evaluation will be tested regularly and thoroughly with the question, 'Can we break the system?' Regular evaluation of recording, escalation and handling of behaviour incidences
Review and embed the school's behaviour policy; identifying consistency and pathways for behaviour management and its escalation.	<ul style="list-style-type: none"> Reinforce behaviour standards across school including classroom, playgrounds and corridors Develop understanding of a consistent approach to dealing with issues, staff expectations for behavior management, reporting, tracking and communication 	Behaviour Policy Training Autumn 2017 On-going Monitoring	David Sheehan	<ul style="list-style-type: none"> New behaviour policy in place All staff trained on the expectations and procedures set out in the new policy All staff actively contributing to iSAMS and CPOMS record 	<ul style="list-style-type: none"> Analyse trends in tracking data to determine usage and subsequent interventions planned Monitor consistent use of rewards/sanctions across the year group Observations of behaviour and staff response in corridors, playgrounds and classrooms and subsequent interventions planned



		CPOMS Review Summer 2018 Student Survey Summer 2018		<ul style="list-style-type: none">Year groups create and submit agreed variations applied across the year group (to be added to the Behaviour Policy as appendices)	<ul style="list-style-type: none">Student Survey
--	--	--	--	---	--