

This year has been one of working through a number of issues to create a clear and consistent pathway for student success at GWA

GWA VISION

GWA VISION

- ◆ **Be a school that when others talk about the IB school that you really want to look at to see what is innovative and implementing best practice then GWA comes immediately to mind.**
- * **Achieve an average IB DP score of 34 in 3 years**

How are we going to get there?

A detailed 3 Year Strategic Plan provides the pathway for success. The next pages show the different areas of the plan and examples of some of the detailed Action Plans

GEMS World Academy - Dubai

3-Year Strategic Plan

2015-2018

Teaching for Effective Learning

Curriculum Alignment

Rigor and Differentiation

Critical Thinking and Inquiry Skills

Arabic Studies

Islamic Studies

***Improving Student Outcomes in MYP
and DP***

Alternative Graduation Routes

2 Teaching for Effective Learning: Increase effectiveness of teaching for effective learning.

Performance Outcomes

All formal and informal observations will have an overall rating of GOOD, VERY GOOD or OUTSTANDING as measured by observations conducted by the school.

GWA will receive a VERY GOOD or OUTSTANDING rating for "Quality of Teaching" as measured by KHDA inspections across all phases.

Utilize weekly Professional Learning times to highlight best practices and engage all teachers in professional learning across the school.

Adopt a student information management system that allows for effective analysis and monitoring of progress and attainment data.

	Phase	Division	Department	Year	Action	Success Criteria	When	Who	
2.5	All	K-12	All Staff	15-16	Make peer observations a more systematic and regular component of staff learning and growth	Staff use peer observations more effectively to link to professional/personal learning goals and development; greater consistency in use and a deeper understanding of effective strategies for teaching; increased sharing and discussion of organizational practice; update Teacher Growth and Supervision Handbook to reflect this.	March 2016	Teachers and Teaching Assistants	Di an pa me
2.6	1, 2	ES	ELT and ILT	15-16	Informal ELT observation shared with grade levels and departments	ELT will track and organize informal observations so it can be shared with teams and coaches to lead learning discussions and actions; greater professional capacity in teams, making them more accountable to each other in overall student learning, rather than being accountable individually to admin formal observations	February 2016	ELT and ILT	

1 Arabic Studies: Improve all aspects of Arabic (raising students' attainment and improving progress) by revising the curriculum

Performance Outcomes

Vertical alignment of Arabic curriculum with assessments will be formally documented, ensuring an appropriate scope and sequence.

All KHDA/DSIB ratings for Arabic will be at least GOOD in progress and attainment (Phases 1, 2, 3) and ACCEPTABLE (Phase 4).

The quality of teaching and learning in Arabic will be consistently (80%) at the GOOD or OUTSTANDING level as measured by the Evidence of Learning Rubric.

	Phase	Division	Department	Year	Action	Success Criteria	When	Who
1.1	ALL	Both	Arabic	15-16	<u>Hire outside consultant agency (RAZI Education) to provide curriculum and instructional support within the department.</u>	Outcomes of work with RAZI Education identified.	Ongoing	Ghada & SLT
1.2	ALL	Both	Arabic	15-18	Implement a system of peer observation to improve collaboration and reflection processes.	All teachers visiting other classrooms (Arabic and non-Arabic) to gain new ideas and strategies.	Ongoing	Ghada & SLT
1.3	ALL	Both	Arabic	15-16	Effectively engage student interest through learning content, instructional approach, and assessment tools using collaborative group work strategies.	50% of class time (minimum) is facilitated through collaborative teaching and learning strategies.	Ongoing	Ghada & SLT

7 Academic Performance in Secondary: Improving students' outcomes in MYP and DP

Performance Outcomes

MYP validated grades using MYP criterion

Internal Moderation and external moderation of assessment and curriculum

DP World Exam Scores improving

Year End High School Exams 10-11 improving

Focus	Phase	Division	Department	Year	Action	Success/Impact Criteria	When	
7.8	3,4	SS	Middle Leaders	15 - 17	Improve Summative and Formative Assessment procedures	<ul style="list-style-type: none"> Review and development of an assessment policy which aligns with the programme and supports best practices in teaching and learning. All subject groups will standardize assessment tasks and moderate results. Students are given information about the assessment criteria and how they are graded before each assessment. Formative assessment is provided in each subject regularly.(To build learning experiences) Summative assessments are used to determine overall achievement in a unit of work. Reflection and target setting is documented 	<p>Review Assessment Policy (December 2015)</p> <p>Ongoing/ Yearly</p>	Co Te Te



So what Structural and Systemic changes are going to be made in the coming academic year?

The main features of a new system would be:

The length of the lessons to be longer (Whole school) 70 or 75 minutes

Reduction in the number of transitions in a school day (Whole School)

Investigate the possibility of shorter learning days. starting earlier and finishing earlier.

Remove the 6 day schedule for most likely 10 day cycle (Week A/Week B)

Flexibility in providing the recommended learning time for lessons and length of school day will greatly depend on problem-solving how to maximise under utilised facilities to release the pressure points of whole school shared facilities.

Schedule/Timetable Changes

Day commences at 8:00am P-12

Finish times Sunday to Wednesday:

PreK and KG1 – 1:15pm

KG2 to Grade 5 – 2:45pm

Grade 6 to 12 - 3:00pm

Finish times on Thursday

PreK and KG1 – 1:15pm

KG2 to Grade 5 – 1:15pm

Grade 6 to 12 – 1:15pm

The School Day

Elementary		Grade 6-9	Day 1	Grade 10	Day 1	DP (11 and 12)	Day 1
8:00 - 8:40 am	Instructional Time	8:00 - 8:40 am	1	8:00 - 8:40 am	1	8:00 - 8:40 am	1
8:40 - 9:25 am		8:40 - 9:15 am		8:40 - 9:15 am		8:40 - 9:10 am	
9:30 - 10:15 am	Rotational Recess	9:15 - 9:45 am	Grade 6/7 Recess Grade 8-10 Advisory	9:15 - 9:45 am	Grade 6/7 Recess Grade 8-10 Advisory	9:10 - 10:00 am	Core
10:30 - 11:45 am	Instructional Time	9:45 - 10:15 am	Grade 8-10 Recess Grade 6-7 Advisory	9:45 - 10:15 am	Grade 8-10 Recess Grade 6-7 Advisory	10:00 - 10:20 am	Break
		10:15 - 11:00 am	2	10:15 - 11:00 am	2	10:20 - 11:00 am	2
		11:00 - 11:30 am		11:00 - 11:30 am		11:00 - 11:30 am	
11:45 - 12:25 pm	Rotational Lunch	11:35 - 12:15 pm	3	11:35 - 12:15 pm	3	11:35 - 12:15 pm	3
12:30 - 2:45 pm	Instructional Time	12:15 - 12:50 pm		Lunch		12:15 - 12:50 pm	
		12:50 - 13:15 pm	12:50 - 13:15 pm		12:45 - 13:20 pm		
		13:15 - 13:45 pm	13:15 - 13:45 pm		13:20 - 13:45 pm		
		13:45 - 14:30 pm	4	13:45 - 14:30 pm	4	13:50 - 14:30 pm	4
		14:30 - 15:00 pm		14:30 - 15:00 pm		14:30 - 15:00 pm	

10 Day ES Timetable

Elementary Schedule (draft)

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
	Sunday	Monday	Tuesday	Wednesday	Thursday	Sunday	Monday	Tuesday	Wednesday	Thursday
7:30	Student Arrival after 7:30am to gym / Staff Arrival by 7:45am									
7:45	Student Dismissal from gym 7:50									
8:00	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
8:15	Gr3-5 Assembly	8:00-8:40	Gr1-2 Assembly	8:00-8:40	PK-K2 Assembly	8:00-8:40	Gr3-5 Assembly	8:00-8:40	Gr1-2 Assembly	8:00-8:40
8:30	8:00-8:40		8:00-8:40		8:00-8:40		8:00-8:40		8:00-8:40	8:00-8:40
8:45	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2
9:00	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25	8:45-9:25
9:15	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)	Period 3 (Recess)
9:30	15min each group	15min each group	15min each group	15min each group	15min each group	15min each group	15min each group	15min each group	15min each group	15min each group
9:45	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10	9:30-10:10
10:00	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4	Period 4
10:15	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55	10:15-10:55
10:30	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5
10:45	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40	11:00-11:40
11:00	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)	Period 6 (Lunch)
11:15	20min each group	20min each group	20min each group	20min each group	20min each group	20min each group	20min each group	20min each group	20min each group	20min each group
11:30	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25	11:45-12:25
11:45	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7	Period 7
12:00	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10	12:30-1:10
12:15	PK/KG1 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK-12 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK/KG1 Dismiss 1:15	PK-12 Dismiss 1:15
12:30	Period 8	Period 8	Period 8	Period 8	Professional Learning 1:45-3:45	Period 8	Period 8	Period 8	Period 8	Professional Learning 1:45-3:45
12:45	1:15-1:55	1:15-1:55	1:15-1:55	1:15-1:55		1:15-1:55	1:15-1:55	1:15-1:55	1:15-1:55	
1:00	Period 9	Period 9	Period 9	Period 9		Period 9	Period 9	Period 9	Period 9	
1:15	2:00-2:40	2:00-2:40	2:00-2:40	2:00-2:40		2:00-2:40	2:00-2:40	2:00-2:40	2:00-2:40	
1:30	1-5 Dismiss 2:45	1-5 Dismiss 2:45	1-5 Dismiss 2:45	1-5 Dismiss 2:45		1-5 Dismiss 2:45	1-5 Dismiss 2:45	1-5 Dismiss 2:45	1-5 Dismiss 2:45	
1:45	ASAs	ASAs	ASAs	ASAs		ASAs	ASAs	ASAs	ASAs	
2:00	3:00-3:45	3:00-3:45	3:00-3:45	3:00-3:45		3:00-3:45	3:00-3:45	3:00-3:45	3:00-3:45	
2:15										
2:30										
2:45										
3:00										
3:15										
3:30										
3:45										
	Staff Dismissal at 3:45									

10 Day 6-9 Timetable

Grade 6-9	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
8:00 -8:40 am	1	4	2	5	2	6	3	4	1	5
8:40 - 9:15 am										
9:15 - 9:45 am	Grade 6/7 Recess Grade 8-10 Advisory	Grade 6/7 Recess Grade 8-10 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 6/7 Recess Grade 8-10 Advisory	Recess	Grade 6/7 Recess Grade 8-10 Advisory	Grade 6/7 Recess Grade 8-10 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 6/7 Recess Grade 8-10 Advisory	Recess
9:45 - 10:15 am	Grade 8-10 Recess Grade 6-7 Advisory	Grade 8-10 Recess Grade 6-7 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 8-10 Recess Grade 6-7 Advisory	3	Grade 8-10 Recess Grade 6-7 Advisory	Grade 8-10 Recess Grade 6-7 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 8-10 Recess Grade 6-7 Advisory	6
10:15 - 11:00 am	2	5	3	6		7	4	1	5	
11:00 - 11:30 am										
11:35 - 12:15 pm	3	6	1	4	1	5	2	6	8	8
12:15 - 12.50 pm										
12.50 -13.15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	4
13:15 - 13.45 pm										
13.45 - 14.30 pm	4	1	5	2	Dismissaal	3	6	1	4	Dismissaal
14:30 - 15:00 pm										

10 Day 10 Timetable

Grade 10	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
8:00 - 8:40 am	1	4	2	5	2	6	3	4	1	5
8:40 - 9:15 am										
9:15 - 9:45 am	Grade 6/7 Recess Grade 8-10 Advisory	Grade 6/7 Recess Grade 8-10 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 6/7 Recess Grade 8-10 Advisory	Grade 6/7 Recess Grade 8-10 Study Skill and MB	Grade 6/7 Recess Grade 8-10 Advisory	Grade 6/7 Recess Grade 8-10 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 6/7 Recess Grade 8-10 Advisory	Grade 6/7 Recess Grade 8-10 Study Skill and MB
9:45 - 10:15 am	Grade 8-10 Recess Grade 6-7 Advisory	Grade 8-10 Recess Grade 6-7 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 8-10 Recess Grade 6-7 Advisory	Grade 6/7 Recess Grade 8-10 Study Skill and MB	Grade 8-10 Recess Grade 6-7 Advisory	Grade 8-10 Recess Grade 6-7 Interdisciplinary	Grade 6/7 Recess Grade 8-10 Service and Action	Grade 8-10 Recess Grade 6-7 Advisory	Grade 6/7 Recess Grade 8-10 Study Skill and MB
10:15 - 11:00 am	2	5	3	6	Interdisciplinary	4	2	5	2	Interdisciplinary
11:00 - 11:30 am										
11:35 - 12:15 pm	3	6	1	4	3	5	1	6	3	6
12:15 - 12:50 pm										
12:50 - 13:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15 - 13:45 pm										
13:45 - 14:30 pm	4	1	5	2	Dismissal	3	6	1	4	Dismissal
14:30 - 15:00 pm										

10 Day 11-12 Timetable

DP (Grade 11/12)	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
8:00 - 8:40 am	1	4	2	5	8.00 - 9.55 2	6	3	4	1	8.00 - 9.55 5
8:40 - 9:10 am										
9:10 - 10:00 am	Core	Core	Core	Core	9.55 - 10.25 Break	Core	Core	Core	Core	9.55 - 10.25 Break
10:00 - 10:20 am	Break	Break	Break	Break		Break	Break	Break	Break	
10:20 - 11:00 am	2	5	3	6	10.30 - 12.25 3	4	1	5	2	10.30 - 12.25 6
11:00 - 11:30 am										
11:35 - 12:15 pm	3	6	1	4						
12:15 - 12.45 pm										
12.45 - 13.20 pm	Lunch	Lunch	Lunch	Lunch	DP Student Meeting 12.30 - 1:00	Lunch	Lunch	Lunch	Lunch	DP Student Meeting 12.30 - 1:00
13:20 - 13.45 pm	4	1	5	2		Dismissal	3	6	1	
13.50 - 14.30 pm										
14:30 - 15:00 pm										

Pastoral Care

Supporting Student Outcomes

Core Values Include:

- To enable each student to fulfil their own potential both academically and socially;
- To ensure that each student has access to personal, vocational and academic guidance and support where necessary;
- To provide opportunities for and encourage students to exercise individual and social responsibility;
- To promote in students the self-awareness and self-confidence that they need to face the challenges, both academic and personal, that are placed on them;

Pastoral Care

Supporting Student Outcomes

Building upon and supporting existing GWA practices:

STUDENT SUPPORT AND INTERVENTION
(Grade Leaders and Student Advisors)

VERTICAL INTEGRATION AND COLLEGIABILITY
(The House System)

STUDENT ENTITLEMENT OPPORTUNITIES
(Integrated Leadership Program)

Student Support and Intervention

Introduction of GRADE LEADERS

Primary purposes

Effective working knowledge of every student in each grade both academically and socially

Track and monitor student academic outcomes (progress and attainment)

Lead the Student Advisors

Support School Counsellors via referrals and behavioural management

Introduction of Student Advisors

Effective working knowledge of every student in each Advisory Group both academically and socially

Leading the Advisory Program

Development and Implementation of Advisory Program

GWA House System

Rebranding of the House System

Iconography, colours, heritage, infrastructure, mottos

4 House Leaders (Staff) Student Leaders (4 per House)

**2 x House Captains (Grade 11-12)
2 x House Captains (Grade 5)**

House designations

8 x Advisory Groups per Grade with 4 house divisions
4 house groups within each class of Primary grades (K-5)

Development of House Program of Student Events

Entitlement - Student Leadership

Review existing processes

Development of Supplementary roles in conjunction with existing practices

Possible examples include

Executive Student Directors (x2 – Grade 11-12)

Student Directors (x2 – Grade 5)

House Captains (x8 in G11-12)

House Captains (x8 in G4 moving to G5)

Leaders of learning

Student Advisory Representatives

MIS

Management Information

System

- **Advantages and Benefits**
- Track students behavior / commendations / medical records
- Track data over a period of time.
- Data all housed in one place. (SEN, EAL, MAP, Assessment Data, Medical History, Behavior, ASA, Athletics, IXL, PM benchmark data)
- Accessible 24/7 for staff
- Ability to tailor user permissions, keeping data safe and confidential.

Timeline of implementation

February	March	April
Purchase and Installation of Servers Installation of iSAMS Data Preparation	Data Migration Data Migration Review Training	Training Data Refresh Additional Testing Sign Off Go Live





GEMS World Academy – Dubai

2015-2016 School Year

School Self-Evaluation for Improvement Planning

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GWA 2015-16 Self Evaluation Dubai School Inspection Bureau report (SEF)



Assure the quality of education



90 Different measures
Provide parents and the community
with accurate information about the
quality of school performance



60% Outstanding
Raise the performance of private
schools in Dubai

36% Improved from 2014-15 SEF