

# Annual Report 2014-15

Grow. Discover. Dream.



DISCOVERY COLLEGE  
智新書院

# Our Vision Statement

## **Grow.**

Be passionate about being the best you can be.

## **Discover.**

Find wonder in the world around us.

## **Dream.**

Dare to make a difference for yourself, humanity and our planet.

# Our Powerful Learning Statement

At Discovery College we believe that powerful learning and teaching occurs under a shared spirit of respect, which dignifies and prizes our diversity of experiences and perspectives, reaches into our traditions as well as into the future, excites a passion for ongoing inquiry and strives to help all learners reach for enduring excellence.

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## Reflecting on 2014-15

Mark Beach, Principal

Working in a school is incredibly rewarding. Here, we measure our successes not by the dollar profits or sales figures, but by the growth and development of our students, be that academic, sporting, artistic or social.

Sometimes we see success during the course of a single day, when a student masters a skill or comes to understand a concept. Other times, it may take longer to see success, such as watching a Year 1 student gradually become an independent, self-motivated learner over the course a year. Teachers, and certainly parents, become very adept at recognising these moments of success, be they immediate or gradual. Our role as a school is to not only provide learning experiences that encourage success, but also to build on those achievements, day by day, week by week, year by year. Though there were many moments of growth and achievement

for our students in 2014-15, three in particular stand out for me as important indicators of success for the College.

One of these is our students' effort and scores on the IB Diploma Exams. Seven years ago we set some goals for our achievement in this area, including an aim of trying to match the ESF schools' average scores during their first years of offering the Diploma Programme. In 2013-14 we achieved an average across the cohort of 32 points (out of a maximum 45). This was not only above the world average but exactly matched the average of ESF schools in their first year. This year, our average IB Diploma score rose to 33.9, more than double the increase of ESF schools in their second year of the programme. We were naturally delighted with this, however, of equal and perhaps greater importance, is the fact that almost 96% of students who were entered for the full IB Diploma achieved it (up from 92% in 2013-14) and that every DC student was successful in finding a tertiary pathway. This success comes not only from the students' hard work, but from the committed and passionate teachers and staff throughout DC, and the generous time and support of our colleagues in other ESF schools, who have graciously shared the lessons they learned during their early years of the Diploma Programme.

Our MYP results for 2015 were equally impressive, with DC students' scores continuing to rise well above the world averages. For the first time this year, DC had students receive a perfect score, with not one but two DC students earning 49 of 49 points.

Lastly, this year saw the completion of construction on the Discovery Foreshore. This vitally important school and community space quickly transformed not only what was possible within our PE and Cobra Sports programme, but also provided us with a wonderful area for student play. Each morning and most afternoons there are teams practicing for sports games. Pressures on the playground space diminished overnight and students, who for the past seven years had been constrained by a lack of space, were suddenly out running and playing like young people should. It was such a nice feeling to see DC students playing chase, doing cartwheels, or simply lying on the (artificial) grass – enjoying every moment to use this new field. We were very fortunate to have the support of Hong Kong Resorts and the Discovery Bay COC, along with a very generous donation from our PTA, which funded several elements of the development.

These successes were reached in part through our focus on the College's annual and strategic goals. Over the year we continued to work toward some important targets and realigned our focus into the following overarching key priorities, which are reported on in this publication:

- Excite a passion for all learners to strive for enduring excellence;
- Build a culture of professional learning that is rigorous, evidence-based, collaborative and autonomous;
- Through Positive Psychology, foster a flourishing community to strengthen wellbeing and achievement; and
- Ensure that the long-term and short-term financial and property needs of the school are met.

These key priorities guided our work throughout the year and ensured that we remained, as always, focused on providing a learning environment that supports and encourages our students' growth and success.



# School Council Report

Simon Wong, School Council Chairman

The 2014-15 academic year has truly been one of growth and discovery for our students, as well as for me in my first year as School Council Chairman. I have enjoyed getting to know many parents, staff and students this year, and I very much value the opportunity to serve the College in this capacity.

The School Council is composed of representatives from the parents, teachers, and staff of the College, as well as representatives from the wider community. These individuals are volunteers who share their knowledge, skills and experience for the benefit of the College as a whole. The guidance offered and decisions made form part of the framework within which our teachers work, and ensure that the learning and wellbeing needs of students and staff are met. Membership of the School Council

does require an enormous commitment of time and energy. However, the insights into DC and the opportunities to help influence the direction of the College are invaluable rewarding.

This year the School Council, together with the College leadership team, reviewed the short and long term needs of the college and examined the progress made toward the goals set forth in the annual plan, many of which are reported in this publication. Throughout the year, various subcommittees examined important topics including finance and property needs and staff wellbeing, which provided information for our discussions and decision-making. I am pleased with the progress Discovery College continues to make, and the aspirational goals DC has set forth. As you will read throughout this report, the focus continues to be on providing the best possible education and learning environment for all students. I commend the teachers, staff and parents for their commitment to achieving these goals, as evidenced by the excellent 2015 IB Diploma results.

I am especially grateful to my fellow members of the School Council for their work this year. I would like to especially recognise Mr Alfred Wong and Mr Frederic Guiral, who have completed terms of service as community representative and parent representative respectively. Their contributions and dedication will be sorely missed.

The enthusiasm and sense of community within the College is evident to me each time I have occasion to visit the campus. I would like to thank the DC Community for welcoming me to this role, and I look forward to a wonderful year ahead.

## School Council 2014-15

Chairman  
Simon Wong

Parent Representative  
Stephen Peaker

Community Representative  
Alfred Wong

Staff Representative  
Catriona Tuimaka

Parent Representative  
Frederic Guiral

Community Representative  
Jennifer Ho

Staff Representative  
Jason Edwards

Parent Representative  
Margaret Hinch

Community Representative  
Kitty Cheng

Staff Representative  
Pat Romano

ESF Representative  
Vivian Cheung

Principal  
Mark Beach

# DCPTA Report

The DCPTA exists to support the goals of Discovery College to provide our children with the best possible education. As teachers, staff, parents, families, sponsors, supporters and friends, we work together as partners to achieve this goal through a comprehensive programme of events, initiatives and services, which support the College community and enrich the school life of parents, teachers and students.

Supporting the celebration of student's achievements is an important part of the work of the DCPTA. We are proud to have been able to help both financially and through volunteering our time with the graduation celebrations for Years 13, 11 and 6. We support student exhibitions and performances by providing interval drinks for events such as the Primary production of *Alice's Adventures in Wonderland*, the Year 13 IB Diploma Visual Art exhibition and the College's Annual Concert and Ensemble Evening.

The DCPTA provided the College with \$500,000 at the end of the year to pay for several items associated with the new Discovery Foreshore. This included shade trees, a new shade cloth, chilled & filtered drinking fountain and a storage shed. The DCPTA has been raising money to support the Foreshore for several years through a range of activities including raffles, quiz evenings, Bollywood Nights and more.

This was the third year we have been able to invite and the Hong Kong Welsh Male Voice Choir to perform at the College. The performance is a highlight of our calendar and offers a wonderful opportunity for the DC Cobra Choir to perform with this amazing group of singers.

The DCPTA, together with the school, continues to organise and fund the Arts & Culture Festival reflecting DC's international mindedness and multicultural community. Family Fun Day, an event designed to bring together the school community, has become our major fundraising event.



Money raised through this event supports the funding of the teacher initiatives, which this year included purchasing LEGO based products for the enhancement of teaching science/technology and for the delivery of STEM type CCAs; decorations for the Year 4 and 5 shared area; and four class sets of Giant Polydrons used to help students recognise and understand two- and three-dimensional shapes and texture.

In June 2015, the DCPTA sponsored the DC Dragon Boat teams, with the youth team again bringing home the 2nd runner up trophy.

The DCPTA guest speaker programme included a mother-daughter talk, an information talk from IMI on healing children naturally and a parent information evening on the adolescent brain development & managing electronic devices.

The DCPTA organised a welcome coffee morning for new parents on the first day of term and was represented with stands at the DC Information Fair and at the 'Back to School' Fair held at DBIS. A comprehensive video highlighting the role and activities of the PTA was shared during these presentations.

The Annual Student Directory was produced, featuring cover artwork by one of DC's Visual Arts scholarship students. The Directory facilitates communication between families outside school hours. Similarly, the DCPTA continued to fund and coordinate the Class Parent Representatives (CPR) programme in the Primary School. This network ensures the establishment of a vital communication link as well as supporting social activities, which bring families together outside school hours. In the Secondary school, students in each year group also received annual DCPTA funding.

The PTA Shop continued its successful drive to offer non-mandatory stationery packs and calculators, which were sold at a very competitive price, saving parents time and money.

The DCPTA Committee members are parent and teacher volunteers, who work together to make a difference in our school community. We would like to thank those parents who have given generously of their time to support us. All contributions, however large or small, are appreciated and go a long way in helping our community achieve its goal of providing the best education for all our children at Discovery College.

# Key Priority: *Excite a passion* for all learners to strive for enduring excellence.

## Primary Years Programme (PYP)

Within Primary, professional learning continued to be dedicated to developing visible learners. As a result teaching and learning practices have continued to develop to ensure that students are assessment capable. Students know where they are in their learning, what their next steps for learning are, and how they will achieve their goals.

At the later stages of the 2014-15 year, primary also connected the priority around visible learning to the new ESF Learning Goals under the six strands of:

- Active and Engaged Learners
- Responsible Global Citizens
- Critical and Creative thinkers
- Effective communicators
- Collaborative contributors
- Healthy and Resilient Individuals

Using these ESF Learning Goals, the Primary team has developed criteria for what it would look like if students were showing strengths in these areas. It will become the focus for all areas of the Primary curriculum next year and a criteria to measure student progress.

Teacher skills in planning for and implementing rich problem solving mathematical tasks within the curriculum was further developed to ensure all students experience challenge. Planning sessions with the math coordinator, in-class support and the mathematics co-teaching model in Years 3-6 all supported our development in this area. This focus on increasing challenge through problem solving was in response to the ESF Math Review findings in 2013-14. Primary staff from the College have also contributed to the ESF mathematics scope and sequence work samples. These



samples highlight effective rich tasks that challenge students mathematically as they work towards specific outcomes. Focus in this area will continue into 2015-16.

## Middle Years Programme (MYP)

This has been another significant year for the school on its Next Chapter journey. Further development of the scope and sequence of units of work and the written curriculum in preparation for Next Chapter continue to be a focus for Secondary in general, and departments in particular.

Many teachers from across a range of departments attended IB workshops, which addressed key aspects of the Next Chapter. Teachers also developed and led in-school workshops for the entire secondary school during our internal Continuous Professional Development (CPD) sessions. This year's focus was on developing deeper understanding and implementation of Approaches to Learning (ATL) skills in the curriculum. These ATLs will continue to be a point of focus for the upcoming year.

The Year 11 work experience programme ran successfully for its second year. All Year 11 students undertook a four-day internship at a workplace of their choice. Students went through a process of resumé and cover letter writing, approaching workplaces seeking an internship, learning about appropriate dress and decorum in the workplace, and then writing 'thank you' letters at the conclusion of the experience. Student feedback indicated that they found this experience valuable and rewarding. We look forward to continuing to grow and offer this programme to all Year 11 students.

The **2014-15 MYP results** were excellent and a further improvement on the previous two years' results. The results manifest the continuation of our upward trajectory. The mean subject grade for every subject group was above the 2014 average, significantly so in Sciences and Design, and two students achieved full MYP marks: 49 out of 49 points.

## Diploma Programme (DP)

This year, our second cohort of students completed the IB Diploma Programme and graduated from the College. While striving to meet the increased intellectual and organisational demands of study at this level, students put into practice the "learning how to learn" skills acquired in previous years. Having put into practice many lessons learned from watching the first cohort go through the IB Diploma, this cohort achieved an outstanding set of results which were a significant improvement on the previous year (see page 10).



Studied alongside the six academic subjects, the Theory of Knowledge course enabled students to make connections across disciplines and explore what it actually means to know something. The Extended Essay, started in Year 12 and completed in Year 13, allowed students to conduct in-depth research on an area of interest to them and gain experience in writing an academic paper. These two “Core” components were instrumental in preparing students for the rigours of study at University level. Creativity, Action and Service (CAS) is the final piece of the Diploma Programme, and Year 13 students brought to fruition long-term projects that were initiated in Year 12. Our hope is that our alumni will carry forward this sense of obligation to the local community and wider society into their future lives.

Our students in Years 12 and 13 continued to enjoy privileges, including non-uniform, use of a study room, study periods, and an exit pass enabling them to leave school when not in lessons. With these privileges came responsibility – students learned how to manage their time without direct supervision, and acted as leaders and role models to younger students.

In Learning Team time, students carried out work on important areas such as CAS, the Extended Essay and Higher Education applications. Pastorally oriented sessions encouraged an awareness of positive relationships and healthy decision-making. They also had “Leisure” sessions, which featured exercise and social interaction between the two year groups. This year, students took increasing advantage of the Wellness Centre, learning important life-skills such as how to keep fit and maintain a healthy lifestyle.

Many newly recruited teachers came to us with extensive DP experience, and we continue to send teachers to DP workshops to increase their expertise in delivering the programme. As our experience in the DP has grown, our involvement with the wider IB community has further developed. We currently have on staff nine Assistant Examiners, one DP Workshop Leader, one School Visit Team Leader, one Consultant and one former Deputy Chief Examiner.

## Chinese and Language B

The Primary Chinese programme focused this year on differentiated teaching and learning in order to cater for students with a variety of additional language learning

needs. The Chinese teachers have inquired into how they can most effectively use the learning space and design learning engagements to promote positive learning outcomes.

This year the revised ESF Chinese Scope and Sequence was applied across ESF. This revised document is now used as the framework to support DC Primary Chinese curriculum planning. Cross phase meetings between Primary and Secondary Chinese staff have begun to ensure curriculum alignment across the school and the ways in which teachers can support one another and the students better in the future.

In addition to a focus on curriculum development and teaching practices, the Primary Chinese team has provided opportunities for students to practice and share their Chinese learning throughout the year. An example of this occurred during the Chinese Singing Competition, where students demonstrated their talents in music and language through Chinese songwriting and composing, live band performances, raps, solo singing, duet singing and group singing with dancing. Other events focusing on language development included the Year 4 Chinese Flea Market, Year 6 Job Fair and the Year 5 Chinese restaurant visit. During the Year 6 Exhibition, many students were encouraged to share the learning journey in Chinese mother tongue. This work has since been shared across the foundation, as well as at IB workshops across Asia.

Primary Chinese staff received a donation of approximately 1,000 brand new Chinese picture books and various other reading materials from a Year 2 family. The Primary Chinese teachers have focused on promoting reading to enrich students’ Chinese learning by implementing a Chinese home reading programme. Students now have access to a number of Chinese home readers to share with their families on a weekly basis.

In Secondary, both MYP and DP language courses have continued to show a steady growth. As part of the MYP Next Chapter and the upcoming MYP evaluation, we continued to evaluate our MYP units across the two languages and also the two courses, Language Acquisition and Language & Literature.

In the Diploma Programme, the overall results have shown a steady growth. In Chinese, all DP students achieved a 5 or above in their IB subject grades. In Spanish, all DP students have achieved a 4 or above in the IB subject grades. In the 2015 cohort, 17.94% of DP language students got a full mark of 7, and 38.46% students earned a 6. The data has shown excellent improvement compared to the previous year.

Outside of the classroom, both the Chinese and Spanish debate/speech teams worked hard on their competitions. The DC team in the 3rd annual ESF Spanish Speech Competition placed first overall. The younger students in the Chinese Debate Team have grown in the last year, gaining experience in teamwork and enhancing their debating skills.

# Highlights

## Digital Acceleration Review

One of the key reflective practices this year has been a Digital Acceleration Review. Keeping DC's large focus on technology in learning in mind, we have had several working groups examine all aspects of our current and future practice, including best practices in teaching and learning, reviewing major systems and software, and reviewing guiding statements. A committee with representation across the College collected student voice, teacher voice and information from parent surveys to try to get the best information and feedback possible.

As this group reviewed this data, some themes emerged. We continue to see technology used and taught in authentic ways within the curriculum for all students and teachers. Likewise, we have confirmed that the power and flexibility of applications on laptops still have a strong place in Year 6 and above and the 1:1 laptop programme will remain at these levels. To further enhance technology use, we have seen that school-supplied iPads in Years 1 and 2 are more useable and supportive of learning at these levels and will further investigate exactly where tablet type devices, including iPads, sit educationally at higher year levels.

The combining of DC's primary and secondary Ding! into one with single login, with the integration of Google apps, will be an enhancement to our technology programme next year, as will the strengthening and mapping of the Digital Citizenship elements of the educational programme in all year levels. This will enable students to more clearly know what it is to be a responsible digital citizen and know what to do when something goes wrong online inside or outside of school. Over the next academic year the findings of these working parties will find their way into Discovery College's every day practice as we strive to stay abreast of changes with technology.



## Learning through Sports

As Discovery College grows, so too has the sports programme and the ability and drive of our Cobra teams. DC has been competitively participating in the ISSFHK (International Schools Sports Federation Hong Kong) as well as the HKSSF (Hong Kong Schools Sports Federation) in a wide range of sports. 2014-15 also saw the introduction of ACAMIS (Association of China and Mongolia International Schools) tournaments to the Cobra sports agenda.

ACAMIS provides a platform for students to participate in tournament environments at an international level. In the inaugural year of DC participating in core sports, including volleyball, basketball and football, the Cobras had some great success. Champions banners came to DC from the girls volleyball tournament, as well as the girls and boys basketball tournaments. In boys volleyball, golf, badminton and swim invitationals, our Cobra players also excelled.

ACAMIS has been a good experience for DC students to challenge themselves and work together to achieve success. It also allows students to make connections with those from other schools whom they see at various tournaments around the region, building friendly rivalries and most importantly, friendships.

As the sports teams further developed, opportunities were available for students to become Sports Captains. This group of students represented many sports, and served as a leadership group for all teams. The Sports Captains worked with the Sports Coordinator on a number of student initiatives, such as Cobra Sports clothing and merchandise. In addition, the Sports Captains had the honour of participating in the opening ceremony of the new pitch by helping Principal Mark Beach cut the ribbon to officially open the new Discovery Foreshore.

The opportunities for teamwork, leadership, skill development and continued learning were evident throughout the Cobra Sports programme this year.

## Cross-Curriculum Collaboration

Numerous units across both Primary and Secondary focus on cross-curriculum themes and concepts. This collaboration helps students gain a broader understanding of a concept and reinforces their learning.

One such project was the Year 11 collaborative design project, which provided an opportunity for students to work in groups across the design disciplines to solve a design problem. Students used the theme of social entrepreneurship to identify the design problem. Social entrepreneurship is empathetic, innovative, sustainable, but is not charity. Social entrepreneurship aligns closely with the 'Caring' learner profile attribute, in which students show empathy and respect to the needs of others, have a personal commitment to service, and act to make a difference to the life of others.

The student groups worked together to identify a problem and design a solution. For example, through their research, one group noted that less economically developed countries often have a mismanagement of waste, creating poor living conditions for children and families. They focused on an impoverished area in Manila, where children are not allowed to go to school if they do not have shoes. Since most of these families cannot afford shoes, the children are then denied the right to education and also face health dangers from walking in dirty or unsafe areas without shoes.

Their project focused on designing a type of shoe that is sustainable, inexpensive, protective, and made from resources available in the area, to try to address this critical need. They researched materials commonly found in the targeted area, such as gunny sacks, tires, and felt to determine which materials would be practical, comfortable, safe and appropriate to the environment. They then put their ideas to work by producing a 3-D model from their sketches and conducted tests to determine what could be improved to ensure that their product met the needs of their audience. As this project evolved, students were able to demonstrate their understanding of a social issue, and the ways in which a design project can address a critical need in a community.



## Visual and Performing Arts

Discovery College staged productions in the Primary and Secondary schools this year. The Primary production of *Alice's Adventures in Wonderland* challenged students with action, comedy, and wonder, while the Secondary production of *Vinegar Tom* explored deeper topics of acceptance and discrimination. Both productions showcased the acting talents of students and gave students important insights into theatre productions on stage and behind the scenes.

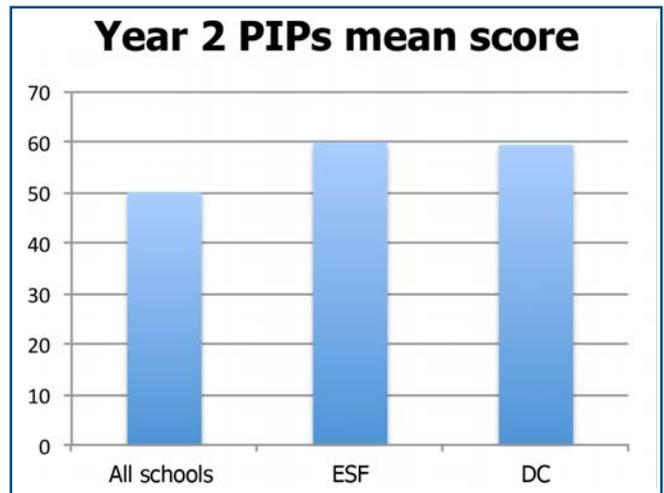
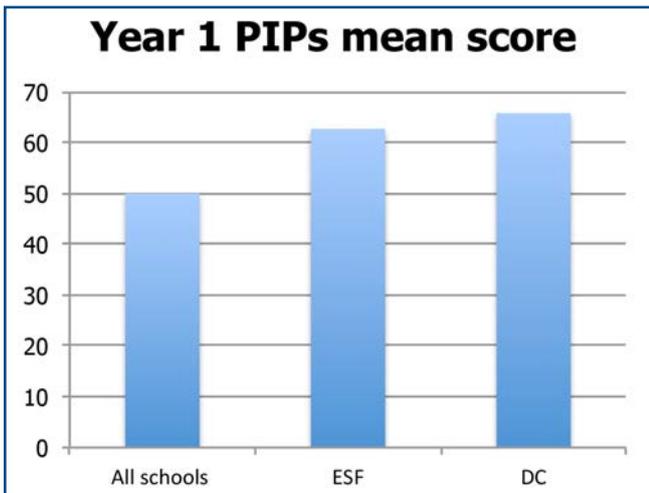
There were numerous opportunities for student artists to showcase their work around Discovery College this year. The Visual Arts and Film curriculum reinforced themes of exploration and self discovery and gave students an opportunity to try new things and share their talents, while interdisciplinary units across the College allowed students to demonstrate their understanding of various themes through art. As the year progressed, student art could be seen on display throughout the College, perhaps most notably during the Year 11 site-specific art installation, where student artwork was installed all across the campus. In March, DC presented the IB Diploma Visual Arts Showcase which highlighted the work of our graduating Visual Arts students, an exhibition that was the culmination of the two-year Diploma Programme.

The musical performances at DC this year highlighted the range of musical abilities across the College, bringing classical, jazz, contemporary and rock to the stage. Annual major performances such as the Young Performer's Evening, Recital Evening, Ensemble Evening and Annual Concert offered opportunities for students to showcase their talents. The Discovery College chamber orchestra, stage band, jazz ensemble and choirs performed at several DC events and community gatherings throughout the year. Lunch-time concerts also provided avenues for students in both Primary and Secondary to challenge themselves, practice their performance skills, and show support for their peers.

# Academic Achievement

## Performance Indicators in Primary Schools (PIPS)

Performance Indicators in Primary Schools (PIPs) are taken by all ESF students at the start of Year 1 and Year 2. PIPs are administered by the Centre for Evaluation and Monitoring at Durham University (CEM) and are taken by more than 3,000 schools, most of whom are in the U.K. and following a British curriculum. The assessment is a computer based assessment for which each student is given a standardised score for Mathematics, Reading and Phonics, as well as a Total Score. The mean standardised score for each component is 50 (this indicates the average student in the whole PIPs cohort) with a standard deviation of 10. A score of 60 indicates achievement in the top 16% of all CEM students and a score of 70 in the top 2%. The assessment is not age related which is significant given that DC students in Year 1 are on average nine months younger than their counterparts in the U.K. DC students score well above the cohort and are similar to or above ESF averages.



## International Schools Assessment (ISA)

The International Schools Assessment is a tool specifically designed for benchmarking international schools and provides detailed diagnostic information on individual students. It measures mathematics, reading and writing ability, and it is carried out in Years 4, 6, 8 and 10. All parents in these levels receive a detailed report on their child. Other ESF schools do this in Years 4 and 6 but not in Secondary.

This year Discovery College performed very strongly in all elements of the ISA test across all year levels. DC students performed above the ISA mean in all tests. When compared to ESF means DC students performed almost exactly on the ESF mean for all tests in Year 4 and 6 (there is no ESF comparison for Years 8 and 10).

Mathematics				
	Year 4 (Grade 3)	Year 6 (Grade 5)	Year 8 (Grade 7)	Year 10 (Grade 9)
<b>DC</b>	<b>314</b>	<b>460</b>	<b>520</b>	<b>602</b>
ESF	318	456	n/a	n/a
ISA Cohort	302	434	503	567

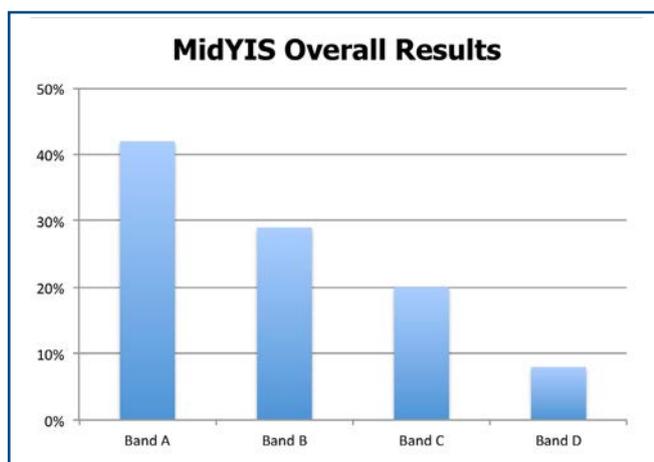
Reading				
	Year 4 (Grade 3)	Year 6 (Grade 5)	Year 8 (Grade 7)	Year 10 (Grade 9)
<b>DC</b>	<b>302</b>	<b>428</b>	<b>471</b>	<b>548</b>
ESF	304	428	n/a	n/a
ISA Cohort	282	401	454	516

Writing - Narrative				
	Year 4 (Grade 3)	Year 6 (Grade 5)	Year 8 (Grade 7)	Year 10 (Grade 9)
<b>DC</b>	<b>391</b>	<b>485</b>	<b>549</b>	<b>620</b>
ESF	392	486	n/a	n/a
ISA Cohort	373	470	531	588

Writing - Exposition				
	Year 4 (Grade 3)	Year 6 (Grade 5)	Year 8 (Grade 7)	Year 10 (Grade 9)
<b>DC</b>	<b>409</b>	<b>507</b>	<b>531</b>	<b>605</b>
ESF	409	499	n/a	n/a
ISA Cohort	402	482	527	585

## Middle Years Information System (MidYIS)

This computer adaptive test is completed by all Year 7 students. It measures vocabulary, mathematics, non-verbal reasoning, skills and accuracy and is used by all ESF secondary schools. Overall results in this instrument are presented in four bands where A is the highest achievement and D is the lowest. In an average school, 25 percent of students fall into each band. This performance is measured against a school cohort primarily made of schools from the UK, and this information is used to benchmark our Year 7 cohorts. It serves as another measure to identify where support is needed and to correlate with teacher judgement in the MYP. DC students continue to perform strongly with just over 70 percent of students at DC in either band A or B overall and 42 percent of our students in the A band.



## Students Excel in ICAS Competition

Two students at Discovery College earned the highest score in an academic subject in the International Competitions and Assessments for Schools (ICAS) across all of Hong Kong in the spring of 2015. These students each received the ICAS Medal in their respective subject.

In the previous five years, 15 students at Discovery College have earned an ICAS Medal as the top student in a subject at their year level in Hong Kong.

Adding to that list are the 2015 ICAS Medal winners from Discovery College:

- Joseph Cheung, Year 11 - English
- Isabella Dia-Tsi-Tay, Year 13 - English (her second medal)

The ICAS is administered and marked by an external company, and is offered to students across Hong Kong and around the world. Participation in the assessment is voluntary for students at Discovery College. In addition to the ICAS Medal winners, the DC students received 22 High Distinctions, meaning they scored in the top one percent in Hong Kong.

The following Discovery College students earned a High Distinction in Spring 2015:

- Year 13: English - Isabella Dia-Tsi-Tay; Writing - Isabella Dia-Tsi-Tay;
- Year 12: English – Michael Xin, Nicholas Beale; Writing – Michael Xin;
- Year 11: English – Joseph Cheung, Catherine Shaw;
- Year 10: English – Aashman Vyas, Matthew Charters; Mathematics – Yan Yau Cheng; Science – Yan Yau Cheng;
- Year 9: Science – Kevin Xin; English – Kevin Xin;
- Year 8: Writing – Anjalika Ybema; English – Mihika Jindal; Science – Skye Fung, Alexander Braun;
- Year 7: Writing – Seo Jin Park;
- Year 6: English – Kimberley Wee; Writing – Ralph Lam; Science – Hyung Jun Kim;
- Year 5: Mathematics – Abhinav Khanna.

# IB Diploma Results - Class of 2015

An important aspect of the College's goals for the IB Diploma was to continue to improve the results in line with those of the other ESF schools. Discovery College's second graduating class completed the IB Diploma in May 2015. The summary information here illustrates their results and is accurate as of August 2015. The overall results are a significant increase from last year's results and compare very well with world averages. The increase in DC's average score from 2014 to 2015 is more than double the increase of ESF schools' scores in the second year offering the programme.

## IB Results in Context

In order to put this data in context, particularly when comparing results with other schools in Hong Kong, the following points should be remembered:

- Not all IB Diploma schools in Hong Kong publish their results.
- Some schools are selective at admissions and/or upon entry into Year 12; Discovery College is not.
- Many IB Diploma schools in HK offer alternative programmes at Years 12 and 13, with only the strongest students doing the IB Diploma. In some cases less than 20% of the students take the IB Diploma. In 2015, DC entered 98% of students for the full IB Diploma.
- Discovery College is a community school primarily serving the needs of students in Discovery Bay. We offer pathways (full IB Diploma and IB Diploma Courses) in which all students can achieve success. Students keen to try the full IB Diploma, even though they may struggle, are given the opportunity to do so.
- The results of schools new to the IB Diploma generally improve over the first few years, as subsequent cohorts have the benefit of peers' experiences as an example from which to learn and are therefore better prepared. We have seen this occur this year, in our second year of entering students for the IB Diploma. An increase of 2.0 in the average grade between the first and second cohorts is outstanding and greater than many other schools achieved.

## Summary Results - May 2015

	DC (May 2015)	DC (May 2014)**	Worldwide (May 2014)*
Number of students entered for the full IB Diploma	46	49	61,644
Number of students entered for IB Diploma Courses	1	3	67,553
Number of students achieving the IB Diploma	44	45	53,552
% of students achieving the IB Diploma	95.7%	91.8%	79.3%
Number of students achieving a Bilingual Diploma	7	11	15,321
% of students achieving a Bilingual Diploma	15.2%	22.4%	24.9%
Mean points score for all IB Diploma students	33.9	31.9	30.1
% of students achieving 30+ IB Diploma points	80.4%	69.4%	53.2%
% of students achieving 35+ IB Diploma points	47.8%	26.5%	24.9%
% of students achieving 40+ IB Diploma points	13.0%	8.2%	6.8%
Mean grade for all subjects	5.34	4.96	4.70
Mean Core Points (for Extended Essay and ToK)	1.80	1.57	1.20

\* IBO Worldwide data for May 2015 is not yet available; May 2014 data has been provided. The worldwide data has stayed fairly consistent over the last few years.

\*\* The DC 2014 data is from the May 2014 session, including re-marks. It does not include November re-sits.

# Higher Education Office

The Higher Education Office (HEO) focused on finalising and submitting university applications for Year 13 students, many of whom were ultimately accepted to their first choice. To ensure that students and families are well prepared for their next steps, the HEO also focused this year on educating parents and students in Years 10-12 on the preparation they should undertake for educational and vocational futures. These sessions, which featured talks from university representatives, DC alumni, and other experts, helped to provide important insights for families.

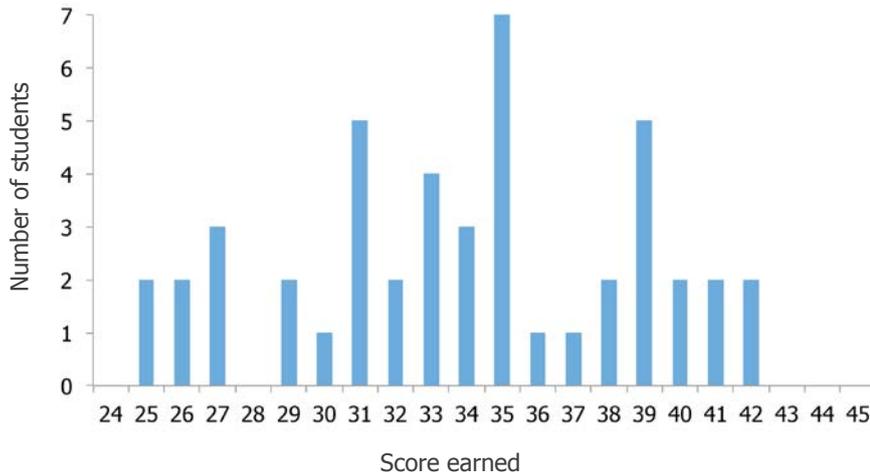
With the addition of a second higher education counsellor to DC this year, the HEO was better able to serve students, offering individual and group counselling sessions. The expertise of the higher education counsellors in university systems around the world enables the HEO to keep students and parents informed about the requirements for tertiary studies, the latest trends, the wide variety of courses on offer and the entire university application process.

In September 2014, DC hosted its first University Fair, which representatives from more than 90 colleges and universities from the UK, US, Australia, Canada, Japan, Hong Kong, Singapore and Europe attended.

All DC students in Years 10-13, as well as many parents, had the opportunity to meet with many of these representatives and have their questions answered. The university representatives provided very positive feedback about the event and our students.

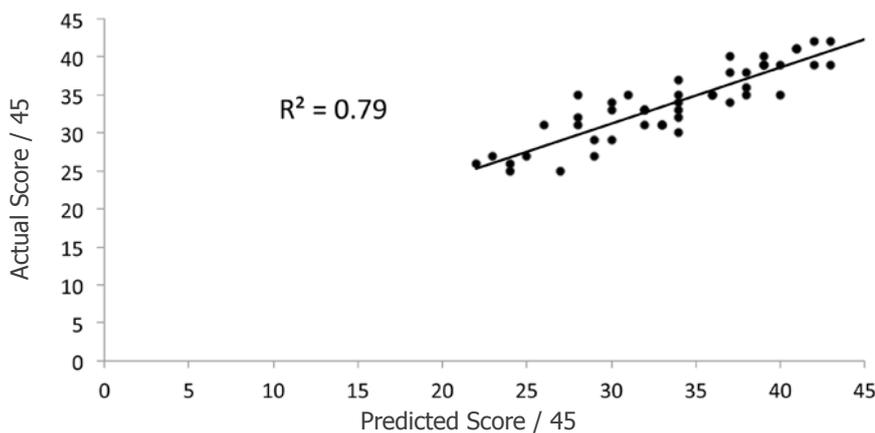
This event was open to the entire community, and students from the YMCA Hong Kong Christian College, Discovery Bay International School and Guangdong Country Garden School also came to Discovery College and benefitted from the fair. This will be an annual event for DC, ensuring our students and our community have access to important university information.

## DC Student Score Distribution



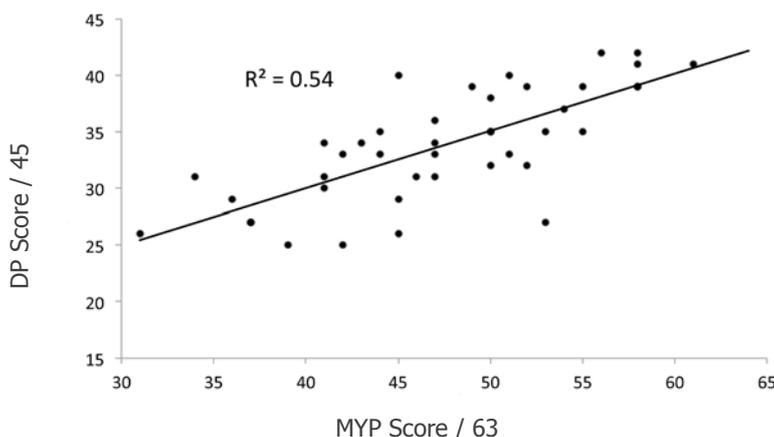
The chart above shows the full distribution of scores earned by Discovery College students. The highest possible score in the IB Diploma is 45.

## Actual Score to Predicted Score Correlation



The graph above shows the correlation between overall scores predicted by teachers and the actual results achieved. The correlation coefficient of 0.79 shows that our predictions were in general very accurate.

## MYP to DP Score Correlation



The graph above shows the correlation between MYP scores and the DP exam scores.

# Class of 2015 Graduate Destinations

Discovery College is very proud of the achievements of all 47 students in the class of 2015. All of our students earned their qualification, enabling them to be accepted to universities around the world. Students have chosen to pursue academic studies in a range of subjects, while several have selected work, military or service opportunities before pursuing university studies. Applications to universities in Korea, Australia and New Zealand are still in progress. Listed below are the university placements for the class of 2015. The number in parentheses indicates multiple graduates attending the university.

## United Kingdom

University of Birmingham  
Cambridge University  
Durham University (4)  
University of Exeter  
Falmouth University (2)  
Goldsmiths, University of London  
University of Kent  
Loughborough University (2)  
The University of Manchester (2)  
Queen Mary, University of London  
University College London (UCL)  
University of Warwick  
University of York

## Canada

Simon Fraser University  
University of British Columbia (2)  
University of Toronto (2)  
Vancouver Film School

## Hong Kong

University of Hong Kong (HKU)  
Hong Kong University of Science and Technology (HKUST)

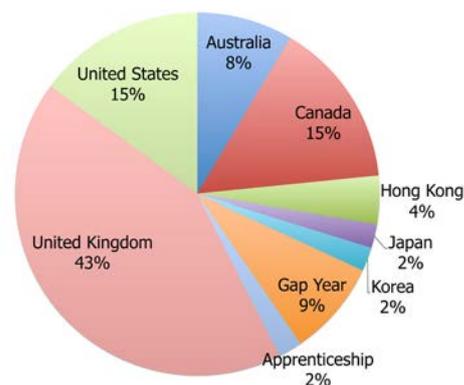
## Japan

Ritsumeikan Asia Pacific University

## United States

Columbia College Chicago  
University of Massachusetts Amherst  
Northeastern University  
Parsons School of Design  
University of California, Santa Barbara  
Syracuse University  
University of Washington

## Destinations of 2015 graduates by percentage



# Alumni Connecting and Giving Back

As Discovery College's first graduates, the Class of 2014 has managed to stay connected to DC and give back to the College when possible. In the last year, alumni have been back on campus and available virtually to contribute to the DC community, demonstrating their continued passion for learning and commitment to DC.

Many alumni have been back on campus throughout the year to speak with Diploma students about the DP Programme, university applications, and life after DC. Alumni were present at such sessions throughout the year, and most notably at the Year 13 send-off in June, where they shared real-life advice with those who would soon be joining them as alumni. DC alumni who have left Hong Kong have still managed to stay connected with DC and lend their help. Sie Rossiter '14 and Mimi Ho '14 both provided video messages that could be shared with DC students. The opportunity for current students to hear from their peers has been invaluable, and will help DC students be better prepared for the road ahead.

In addition to sharing advice, alumni have also readily shared their skills and talents. Chris Jenkins '14 and Samantha van den Esschert '14 both supported the Secondary Drama production of *Vinegar Tom*, as lighting specialist and co-director respectively. Barak Michaelis '14 has also been back at DC during August helping in the Digital Literacies department before returning to university studies in China this Autumn. Likewise, Jeremy Ho '15 volunteered in the DC Library this summer, helping to catalogue new collections, before he leaves for university, and Nicole Lau '15 has been helping in the Primary Music classes before she begins her university studies in music education. These are just a few of the many examples of our alumni remaining engaged with Discovery College and continuing to show their excitement and passion for learning.

DC alumni have many ways to stay connected with the College and one another. An e-newsletter provides regular



Alumni gathered in London in February 2015 for a reunion dinner with Principal Mark Beach.

news and updates, as well as a digital copy of the *Shi Jie Magazine*, twice per year. The DC Alumni Facebook group has more than 95 percent of alumni as members. Alumni can also follow Discovery College on Facebook and Twitter for the latest news from the College. Updates provided by alumni are also shared with the DC community through the *Shi Jie Magazine* and *ESF Alumni News*.

Recognising that in-person connections are also very important, DC alumni in the UK gathered for a reunion with Principal Mark Beach in late January. The group shared their university stories and reported feeling well prepared for the university experience. The students who attended are studying at University College London, University of Kent and Oxford. Plans are already underway for another DC reunion in the UK this spring.

With the addition of the graduates of 2015, the DC alumni population is growing. We look forward to the many contributions our alumni will continue to make to DC and their respective communities.



Alumni from the class of 2014 returned to DC to share their experiences with the Year 13 class.



Students in Year 13 enjoyed hearing from alumni about their university experiences.

# Key Priority: Build a culture of *professional learning* that is rigorous, evidence-based, collaborative and autonomous.

Professional learning across Discovery College this year focused on opportunities for staff to collaborate and grow as professionals. Through DC-led and ESF-wide CPD days, as well as numerous workshops offered by the IB in Hong Kong and throughout Asia, staff participated in trainings that were challenging, applicable and targeted toward student outcomes.

Support staff had the opportunity to participate in numerous educational sessions offered through ESF this year. Several staff attended courses that enhanced their work covering topics such as Mandarin language, first aid training, problem solving and decision making, leading and motivating your team, and the use of Excel software. In addition, the DC business manager as well as the communications and development manager participated in regional workshops related to their areas of work.

## Primary professional learning

2014-15 has been another successful year for primary staff professional development with an array of opportunities accessed by staff. Teacher inquires continued to focus

on building staff capacity, with inquiries based solely on improvement of student learning outcomes. Our work with Maureen O'Rourke continued throughout this year, and a number of staff participated in a workshop centered around the focus of 'Teachers and Leaders Partnering to Learn.'

The primary ESF priority, 'Thinking Scientifically' provided our staff with an opportunity to engage with other ESF schools to learn about and share practice in regards to science and inquiry. We had a number of staff participate throughout the year in subject specific professional learning across ESF, including Mathematics, Literacy and Reading. Opportunities for our single subject teachers to access specific professional learning related to their discipline was also a highlight, with Chinese, PE and Music teachers all participating in a number of sessions.

As a component of the ESF 'Action Research, Collaboration, Theory into Practice' group, a number of staff had an opportunity to cross collaborate with teacher from across the Foundation to inquire into a range of research based topics.





These projects were significant in moving ESF forward in key areas such as, reading, service learning and learning spaces.

Professional learning for Educational Assistants this year continued to be differentiated according to their needs. Educational Assistants valued the opportunity to meet fortnightly and engage in professional learning opportunities that were relevant to their day-to-day role. These opportunities included, but were not limited to, ICT, Restorative Practices, Reading in the Early Years and Positive Psychology.

The Primary Leadership Team and Team Leaders participated in leadership opportunities including the ESF Senior leaders Conference and the ESF Emerging Leaders Summit respectively.

### Secondary focuses on new opportunities

In 2014-15, teacher inquiries were central to staff development as we developed our understanding of the Evidence Inquiry Spiral and how it is utilised to drive staff professional learning. Centred around the concept that our learning as teachers is driven by our students' needs is still challenging, however we remained focused on embedding this approach in the third year of inquiries. The major development was the inclusion of Heads of Departments as overseers of the process and regularly checking in with their department members. The planning of this process and the skill-building required to facilitate these discussions successfully lead to nearly all of our middle leaders, including Deans, being trained in Performance Coaching.

The four CPD half days throughout the year were centred around the development of our Middle Years Programme

with particular focus being on unit design and ATL mapping.

This year saw DC trial a new additional approach to Professional Learning through the designation of 'Explore' Spaces, which were designed to allow staff to use allocated time to look into a new aspect of our practice by collecting, collating and critiquing readings associated with agreed-upon themes. These included Digital Acceleration, Personalised Learning and Positive Psychology. Staff were able to choose one of these and spend the allotted time building their understanding of the subject.

Other professional learning opportunities for staff included our Deans supporting all staff to understand and implement our Student Support systems and structures, a small review group looking into our Community Engagement programme, and a Self Study Committee chaired by Adrian Gan in preparation for our MYP Evaluation visit in November 2015. Alongside these, the CPD Committee (Secondary Leadership Team and elected staff) continued to review and approve applications for staff to attend opportunities including IB workshops, ESF-wide action research projects, Performance Coaching, curriculum development, First Aid and International SOS (related to No Boundaries), leadership development, Higher Education conferences and other specialised opportunities.

Spending has been allocated toward areas tied to the College's annual priorities and the Secondary priorities. This prioritisation will continue, as it is transparent to staff and allows us to continually be making progress in areas that the College has identified as most important.

**Key Priority:** Through Positive Psychology, foster a *flourishing community* to strengthen wellbeing and achievement.

## Building a Flourishing Community

During 2014-2015 Discovery College aspired, through Positive Psychology, to foster a flourishing community to strengthen wellbeing and achievement across our community. Positive Psychology is the scientific study of 'what makes life worth living.' DC staff, both teachers and support staff, looked at the factors that enable individuals, families, classrooms and our whole community to thrive. Wellbeing is at the center of Positive Psychology; without wellbeing individuals are less able to thrive or achieve to their full potential.

The focus began with developing a foundational understanding of Positive Psychology and how this contributes to wellbeing and achievement. This was achieved in a number of ways including the use of an external consultant to provide whole College professional development; College-wide staff meetings focused on Positive Psychology; the identification and training of key drivers within the school; and the creation of a College-wide Lead Team. Opportunities for staff to deepen their understanding of Positive Psychology individually or in small groups were provided. A Positive Psychology Google Community was set up as a platform to share and discuss research, ideas and strategies concerning wellbeing and flourishing. Over 80% of the College teaching staff have joined this online resource and are regularly receiving up to date information and ideas. Staff have begun to experiment with different aspects of Positive Psychology such as strengths, growth mindset, gratitude and kindness, and staff are looking at different ways to implement these within the classroom and College community.

In addition, eight of our teaching staff trained in Mindfulness Based Stress Reduction (MBSR), which allowed a deeper understanding of the benefits of meditation. Research has shown that through practicing mindfulness, improvements in academic achievement and wellbeing can be achieved by the reduction of anxiety and stress. The eight-week course allowed teachers to further train in programmes such as .b (dot-b) and Mindfulness Matters. The trained staff members are now looking for ways to implement mindfulness strategies in the classroom in order to strengthen wellbeing and achievement.





## Secondary Student Support and Wellbeing

The Deans, Student Counsellor, Vice Principals and Learning Advisers worked collaboratively through the year to strengthen the wellbeing programme for each year group. It became a specific and planned means of helping students to value themselves and others, and to provide the tools to assist students to 'flourish.' It was built on the guiding philosophies of the International Baccalaureate, Restorative Practices and PERMA (Martin Seligman, 2011) and utilised the CASEL-SEL Model.

The use of the model allows the fundamentals that we believe are necessary to engage students to be delivered. However, it is flexible enough that it can be reactive to situations when needs arise. An example of this is when poor use of the Internet and online communication within a year level impacted relationships among the students. The Dean and Learning Advisers were able to change the focus of 'responsible decision making' to actively engage the students in conversations and activities that focused on positive communication strategies to assist with building positive relationships.

Through the Positive Psychology learning that occurred during the year, terminology began to change and activities supported by evidence

began appearing in the programme. For example, goal-setting became discussions around adopting a growth mindset, and inner-awesomeness became investing and understanding one's own character strengths through the Values in Action - VIA survey.

Celebration of students' successes, be they large or small, became an embedded part of teacher practice. Emails, newsletters and the Explorer continued, but the introduction of DC Postcards took it to a new level. The cards were made available for all staff to write personalised messages to individual students and were then posted home.

Students as leaders within their cohorts became stronger across the year groups through the Ambassadors programme. Students self-nominated and completed an application form before interviewing with their Dean and a Learning Adviser. The selected Ambassadors included 10-15 students in each year group. These Ambassadors organised social events for their year group, ran team building events and liaised with their Dean regarding the general needs of the students. The position of an Ambassador became highly valued by students, as they could see the opportunity to be a visible leader within their year group.

## Learning Diversity Team

The LDT (Learning Development Team) changed its name during 2014-15 to the Learning Diversity Team. The change was made to better acknowledge the support within the department to include Enrichment, Mother Tongues, EAL and SEN students. We use the term Individual Needs (IN) covering all students in need of special services. During 2014-15 the Learning Diversity Team continued to refine procedures and practices put in place. As always, our foremost aim was to give all students access to the curriculum. We did this by providing accommodations for tasks and projects; for individual students this also meant modifications within the curriculum.

The department created transparent systems of electronic communication so that teachers were aware of all the developments that could affect LDT students in their classrooms. The use of Google Communities as a means of communication among staff was developed. The ILP's (Individual Learning Plans) were all online and therefore more accessible to both parents and staff involved with the student.

The LDT continued to advocate for students for whom English is not the primary language. One of the roles within LDT is the role of EAL (English as Additional Language) specialist, and we developed strategies for supporting these students. The EAL register was updated on a continual basis. Within the admission process we added an English assessment (Oxford Placement Test).

The LDT also supported teaching staff with classroom management and learning strategies. Team members continued to be part of planning during subject meetings and through these provided professional development for teachers. Integral to the philosophy of providing an inclusive environment for all learners, the LDT continued to coach, collaborate and consult very closely with the two Primary and two Secondary LDT educational assistants.

## Student Council

A comprehensive student questionnaire in September 2014 returned more than 300 replies, leading the Student Council to take a different approach in 2014-15 which better reflected the types of issues students highlighted as priorities.

These questionnaire responses resulted in the following actions being undertaken by the Student Council:

- the establishment of a Student Council blog to better inform the student body about ongoing issues and responses;
- a strong communication programme regarding the development and opening of the new Discovery Foreshore;
- the creation of a number of short videos to introduce the DC Student Counsellors and Social Worker;
- further improvements in the Cafeteria including theme days and shortened queues; and
- a series of meetings with the Secondary Leadership Team to discuss ways to improve student voice in the learning process.

In addition, the Student Council continued to manage the student-run CCAs and PTA Student Grant programme, with money being allocated over the year to support primary play equipment and a new fridge in the Diploma Centre.

## Scholarship Students

In the 2014-15 year, 46 students at Discovery College received a scholarship to support their education. The Discovery College scholarship programme recognises students who excel in an area of study and who also contribute considerably to the wider life of the College. In addition to excelling in their area of scholarship (academics, athletics, visual arts, music, drama or design), scholarship students are seen as leaders among their peers in both academics and community service.

In addition to representing Discovery College in their area of talent across Hong Kong and the wider community, this year saw scholarship students giving back to DC in numerous ways, including running CCAs, co-coaching Cobra teams or development squads, and volunteering at College events and activities.

The scholarship fund also continued to support a wide range of college activities apart from the individual scholarship recipients, including much of the learning support; technicians in art, music and PE; some of the external sports coaches; and subsidies for activities, bus transports and events.





## House Leadership

The five Houses at Discovery College are the only structured vertical connection for students from Year 1 to Year 13 to interact, work together and compete. For the second year Student House Captains came together and designed an activity where all students could work together across the primary and secondary sectors.

Run over an afternoon, the House Picnic provided an opportunity for primary and secondary students to eat together and then participate in a range of activities in mixed age groups. Students within each house paired into buddy groups, with upper Secondary students working with Primary students to guide them through each activity. Students participated in a range of activity stations, including limbo, climbing wall, basketball shot challenge, crazy golf, hula hoop challenge, reading station, photo booth, puzzles and more. Student and staff indicated that these connections were a success for the vast majority.

The House programme now includes 19 minor and major events, including favourites such as the Battle of the Bands, House Trivia and House Basketball, with more planned for next year as our House Captains grow and develop in their roles.



## Class Captains

One leadership opportunity for Primary students is the opportunity to serve as a Class Captain. Each term, two students from each class in Years 3-6, one girl and one boy, are elected by their peers.

The Class Captains met regularly throughout each term, and discussed leadership topics, such as what it means to be a great leader. Students received special leadership badges and wore them with pride.

In addition to learning more about leadership, the Class Captains also discussed initiatives that they could lead and participate in that would make the school a better place, and some ways in which they could help their classmates have a positive experience at school.

## Parent Engagement

One way the College has attempted to increase our connection with parents is the introduction of additional opportunities for parents to come to the College and learn about their children's learning. Parents were also warmly welcomed to participate in student sharing of their learning during assemblies, exhibitions, and conferences. These opportunities allowed students to demonstrate their understanding and share their experiences with their parents.

To start the academic year, a Parent Information Fair was held in August 2014. The key purposes of the Parent Information Fair were to enable parents to meet staff, familiarise themselves with learning programmes, understand DC systems and processes and have any questions answered. Many parents attended the sessions and gained valuable information for the start of the academic year.

This year, Primary launched 'Come Learn with Me' parent sessions, which aimed to:

- inform parents of the different aspects of the Primary Years Programme;
- equip parents with relevant and current strategies to support learning at home;
- identify and address needs that arise from the parent community; and
- strengthen relationships and communication between the school and home.

The 'Come Learn with Me' sessions in 2014-15 included:

- Introduction to the Primary Years Programme;
- Supporting your child as they learn to read;
- Assessment and reporting in the PYP; and
- Handwriting without tears.

The Primary Chinese team also continued to provide parent education sessions, through the series 'Say it with Me.' These sessions began with an overview of what it means to be a language learner, and then continued to develop and explain specific details regarding what Chinese language learning looks like in the different pathways.

In Secondary the Parent Information Fair provided the opportunity to share the learning the students would



be engaged in during the year through the following workshops:

- An overview of the Secondary School
- Community Engagement in the Middle Years Programme (MYP)
- CAS in the Diploma Programme (DP)
- Introductions to both the MYP and DP

Throughout the year, information sessions occurred in a timely manner to meet the needs of parents and students. A workshop focused on understanding the MYP assessment informed parents before the first set of reporting. Subject Selection Evenings for the MYP and DP offered opportunities for parents to learn more about curriculum choices. Similarly, an introduction to the Personal Project was offered for Year 10 parents.

In addition to the curriculum directed workshops, the College also ran a whole-College workshop for parents introducing the Positive Psychology and the elements of Growth Mindset, Kindness and Gratitude.

## Family Fun Day

Discovery College's 2015 Family Fun Day was the biggest and best yet. Held in November and featuring wonderful games, creative crafts, delicious food stalls, and perfect weather, this annual event provided another opportunity to engage the community and build relationships among and between students, parents and staff.

Highlights of the day included music performances by DC's talented students and entertaining displays by DB-based groups. Activities kept children of all ages entertained, including bouncy castles, messy play area, trash or treasure game, HIT Room spin cycle challenge and student-run face painting, coloured hairspray, sponge the teacher, DC challenge and soccer shootout. A new hit this year for tweens and teens was the hilarious Bubble Soccer. Many attendees also enjoyed the wonderful variety of commercial and charity stalls, student-run Mendoza backpack stall, second-hand book stall and mini photo shoots by Highjump Photography. Family Fun Day would not happen without the very generous support of the many parents, teachers, students and community sponsors who contribute to the success of the day.







## Community Engagement

Community Engagement activities play an important role in learning, and they also help to reinforce many of the attributes of the IB Learner Profile. Through MYP Community Engagement, DP Creativity Action Service (CAS), and through action in the PYP, students gained empathy and respect for the needs of others. The introduction of a Community Engagement blog and Community Engagement Captains in the Secondary School helped to make opportunities for engagement more visible and accessible.

Students took on a number of Community Engagement projects this year. For example, Primary students participated in Box of Hope, and collected more than 240 boxes. Year 7 and 8 Community Engagement captains joined in the effort by running a Soap Drive, and collected 187 bars of soap, which were added to the Boxes of Hope and distributed to children throughout Hong Kong and Asia.

Throughout the year students organised a variety of activities, including teaching refugees in Hong Kong Cantonese, raising funds for UNICEF through activities such as the Teacher Dress-up Auction and the Nepalese Rupee Rush, the second annual S2S relay in Discovery Bay and events to help celebrate international days such as World Water Day, World Food Day and World Ocean Day. Several DC students hosted a Save the Kitchen Bake-off, which raised more than HK\$13,000 to support the Chungking Mansion Service Centre's food programme, while others organised a used textbook sale to benefit families in poverty in the Philippines. Through these activities and so many others, community engagement opened students' eyes and minds to other cultures, points of view and experiences.

In the DP, students completed CAS projects, and reflected on their experiences, noting their opinions changing as they learned more about others. In one such project this year, students volunteered with refugees in Hong Kong, and had the chance to speak with these individuals, learning more about the life of refugees in their home countries and in Hong Kong. Engagement activities such as this one helped students develop tolerance and understanding.

A number of No Boundaries activities also had service as a part of the experience this year. This was done in order for students to gain an awareness of the destination they visited as well as the issues people face in these locations. The service activities were relevant, meaningful and challenging, and they allowed students to directly address an identified community issue.

In all Community Engagement activities this year, students were involved in reflection – before, during, and after each activity – to help them consider their perceptions about the people and places they worked with as well as how the experience may have challenged them personally and enhanced their understanding.

## Arts & Culture Festival

The Discovery College annual Arts Fest took on a new name and focus this year, when the Arts & Culture Festival was presented in December. Organised by the DCPTA and now in its seventh year, the festival is a highlight of the College calendar. This year it evolved to increase students' exploration of cultures and international mindedness through a broad range of arts.

Australian landscape artist Nicole Voevodin-Cash was the College's artist-in residence throughout the festival. She ran workshops with Years 6 and 11, making inflatable sculptures, and facilitated 'artist talks' with Years 12 and 13. All had the opportunity to observe her at work as she created art pieces here in DC.

All year groups participated in activities run by leading local and international artists, educators and entertainers. These ranged from Chinese Dragon Dance, Brazilian Capoeira and Chinese water colour to interactive drumming, stage fighting and graffiti art. Senior students benefited from specialist electives aimed at their curriculum needs and personal interests.

The week also showcased our students' artistic talents through a number of events, including exhibitions of visual artwork, the staging of *Vinegar Tom* by senior drama students and the annual Ensemble Evening. The Arts & Culture Festival would not be possible without the dedication and enthusiasm of the staff, parents and families and individuals who are our Patrons of the Arts.



# Key Priority: Ensure that the long-term and short-term *financial and property* needs of the school are met.

## Discovery Foreshore

On 20 May 2015, the College held a short soft opening of the new Discovery Foreshore. All students had the chance to stand out on the new pitch in their House colours and celebrate together the completion of this new space that will be a welcome addition of play space and fields for our College and community. The DC Sports Captains helped Principal Mark Beach cut the ribbon signalling the opening of this new community space.

Action on the pitch kicked off straight-away with the Cobra U12 boys football team playing DBIS on opening day, with a friendly staff game following soon after. Throughout the end of the 2014-15 academic year, the Discovery Foreshore was in near constant use, with casual play during lunch and recess times, PE lessons throughout the day, Cobra Sports team trainings and games, and for community use on evenings and weekends.

The Discovery Foreshore opening marked the completion of a project that began more than six years ago as a joint effort by Discovery College, the Discovery Bay City Owner's Committee, HK Resort Company Limited and the DB community. The artificially turfed area is a wonderful school and community asset that will be open to public use, with group bookings managed by the school.

The sports area is covered in "Poligras" artificial turf, a FIFA 2-Star certified system, which was featured at the 2012 Olympic Games. On the ground are markings for two pitches of dimensions 51.4 x 22.0 m and 37.3 x 20.1 m. The larger is for football and rugby, and is equipped with special dual-use goalposts. The smaller is for football and netball. The foreshore area also features a small shaded area, as well as a set of long steps alongside the pitches to accommodate spectators. The DCPTA generously supported the project by funding a large storage shed for sports equipment, a chilled and filtered drinking fountain, the canopy for the shaded area and the many trees that will provide cover from the sun.





# Facility enhancements

In collaboration with ESF and the School Council, the long and short term needs of the College are reviewed each year, establishing priorities for facility needs as well as financial planning.

Among the enhancements this year was the resurfacing of the lower ground floor playground. The surface is made of EPDM, which provides a soft, porous surface for play. This material is designed to handle the weather elements, and it provides a cushioned and non-slip surface for increased safety during play.

The updated playground has large casual play spaces, a climbing area, and a structured court with markings for basketball, volleyball and netball. The bright new surface will last the College for some time, and is already seeing increased use during lunch and recess times and during some PE lessons.

The College started the development of a long-term sustainability plan, which will focus on energy use, rubbish/recycling and future planning for school grounds. As this plan progresses in the next year, the involvement of staff, students and community members will be critical to drive these initiatives forward.

As part of this plan DC is committed to greening our facilities. In the 2014-15 year, progress was made by planting many new trees in the lower ground floor playground to establish additional shaded spaces for students. The College will embark on additional greening areas throughout the campus in the coming years.



# 2014-15 Budget and Expenditure

	Actual 2014-15 HK\$'000	Budget 2014-15 HK\$'000
<b>Income</b>		
Tuition fees (gross)	148,000	143,836
Donation	94	
Rental	2,267	2,501
Transfer from previous years' scholarship fund surplus	1,500	1,500
Others	7,978	8,487
<b>Total Income</b>	<b>159,839</b>	<b>156,324</b>
<b>Expenditure</b>		
Staff expenses	124,729	125,481
Other expenses - operational	14,316	16,696
Depreciation	2,842	2,446
Repairs and maintenance	5,086	3,555
Management and administrative expense to ESF	2,830	2,830
Development and operating agreement (DOA)	10,991	10,991
Scholarship fund and hardship allowance	14,800	14,384
<b>Total Expenditure</b>	<b>175,594</b>	<b>176,383</b>
<b>Surplus / (Deficit) before capital income</b>		
<b>Capital Income</b>		
Nomination rights	4,150	1,000
Non-refundable building levy (NBL)	7,695	7,222
<b>Total Capital Income</b>	<b>11,845</b>	<b>8,222</b>
<b>Surplus / (Deficit) including capital income</b>		
	<b>(3,910)</b>	<b>(11,837)</b>

Draft results as of 5 October 2015, prior to intra-company adjustments.

## Notes:

- As a Private Independent School (PIS), Discovery College receives no government funding/grants. DC is entirely self-funded.
- Discovery College is required to pay back ESF's capital investment over a period of time. This is an annual cost to the College.
- There are specialised staff salaries funded out of the scholarship fund, which helped to reduce our 2014-15 deficit.

# Discovery College Community

## By the Numbers

### Student Enrolments

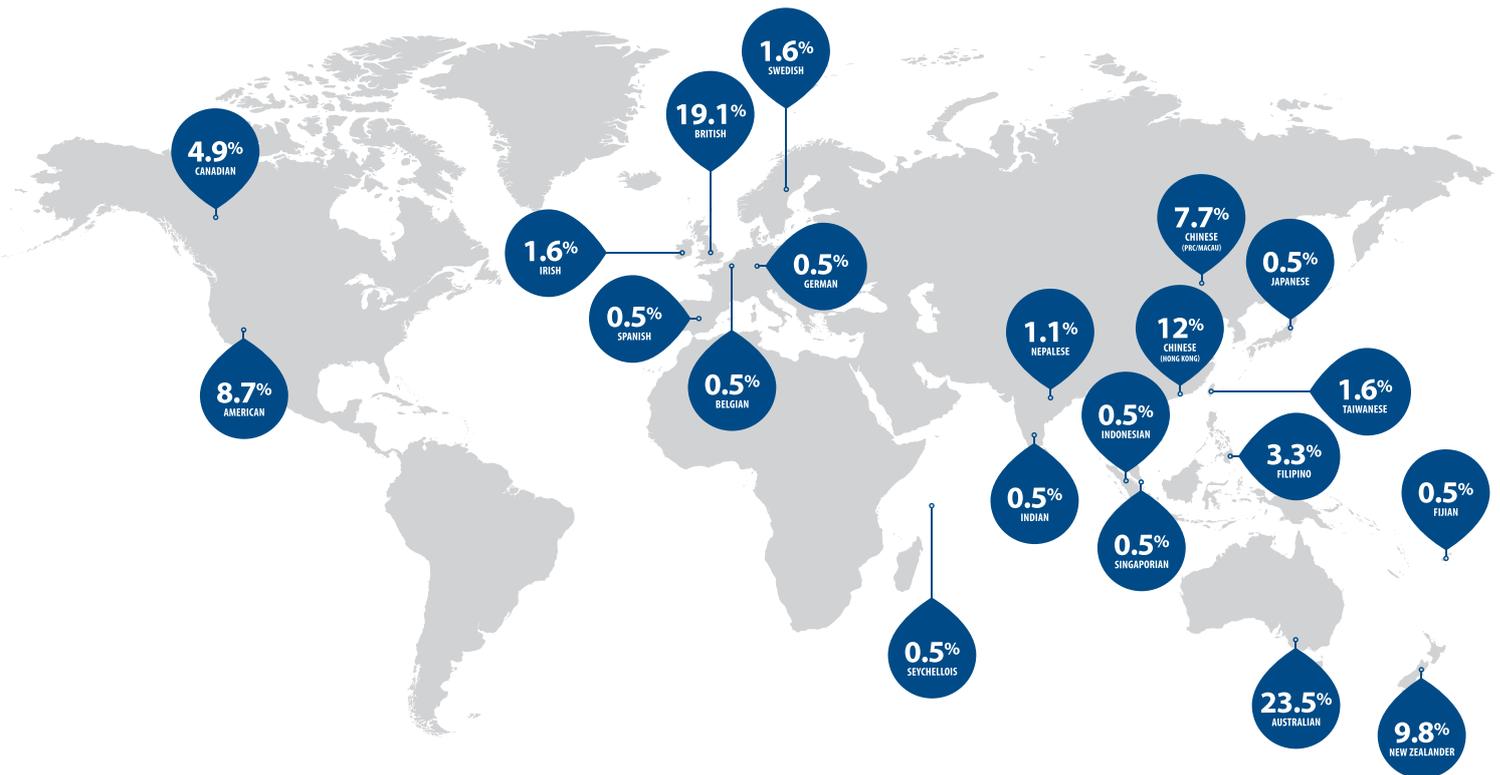
Discovery College had another steady year of enrolments in 2014-15. The data below represents student enrolments and withdrawals (those who left the College) for the academic year 2014-15, including summer.

Year Level	Total number of students	Total number of withdrawals
Year 1	120	6
Year 2	120	13
Year 3	120	16
Year 4	120	10
Year 5	90	6
Year 6	90	23

Year Level	Total number of students	Total number of withdrawals
Year 7	110	15
Year 8	114	16
Year 9	108	23
Year 10	100	17
Year 11	99	16
Year 12	81	3
Year 13	47	2

### Staff Nationalities

In 2014-15 the staff at Discovery College comprised individuals from 21 countries including Australia, Belgium, Canada, China, Germany, Spain, Fiji, Hong Kong, Indonesia, India, Ireland, Japan, Nepal, New Zealand, the Philippines, Seychelle Islands, Singapore, Sweden, Taiwan, the United Kingdom and the United States.

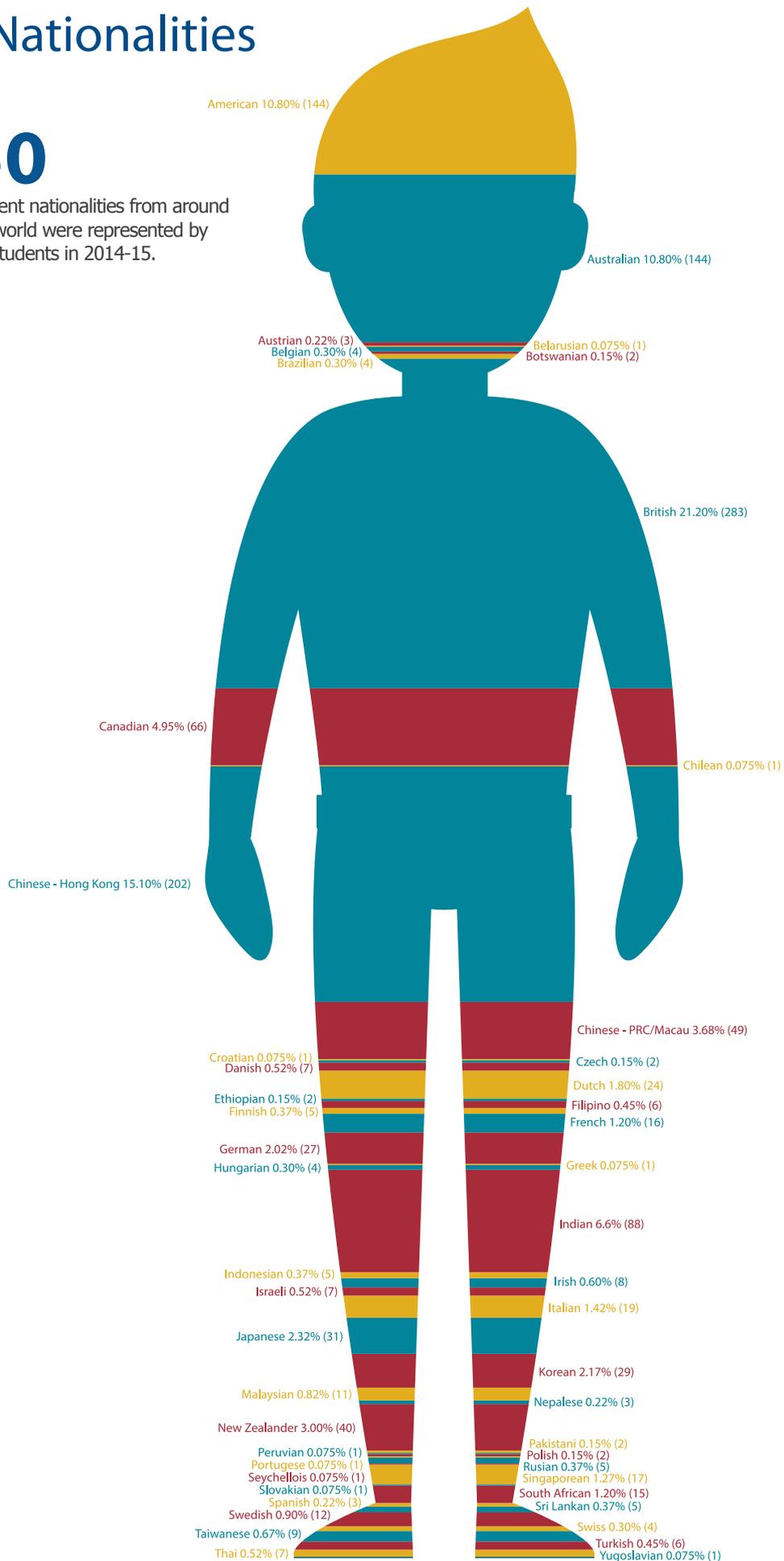


# Student Nationalities



## 50

Student nationalities from around the world were represented by DC students in 2014-15.





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