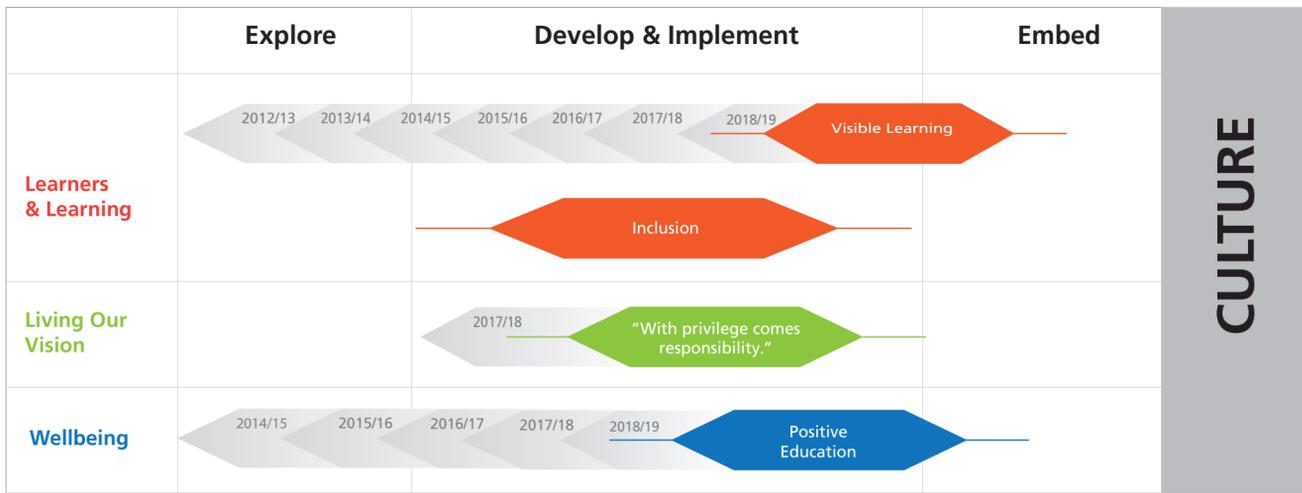


# ESF Discovery College 2019-20 Annual Plan



## Purpose Statement

At Discovery College, our core business is "Improving Student Outcomes". The Annual Plan defines our aspirations and key priorities in order to help us achieve our Vision.

**Grow.** Be passionate about being the best we can be.

**Discover.** Find wonder in the world around us.

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

## Driving Concepts

The following concepts will underpin our behaviours, in that we:

Believe that we have each other's best interests at heart (**Trust**)

Provide autonomy for people to act (**Empower**)

Create value by implementing new ideas (**Innovate**)

Create and maintain the conditions under which people and environments can exist in productive harmony (**Sustainability**)

Value the importance of sharing educational responsibilities for students (**Share responsibility**)

Feel a sense of belonging, purpose and fulfilment (**Inclusion**)

Have positive relationships at the heart of learning and wellbeing (**Quality Relationships**)

Have the ability of people to work together for common purposes in groups and organisations (**Collaborate**)

Support decisions with evidence (**Evidence-based**)

## Key College Priorities for 2019-20

### Learners & Learning

Whole-community understanding of assessment  
Student Agency - learning design  
Inclusion

### Finance & Property

Budget  
Operational, 50-year Maintenance and Long-term  
Property Plans

### Living our Vision

With privilege comes responsibility

Other Annual Plan targets, College and/or sector, may be developed that don't naturally fit within the Key Priorities, however, time and resourcing will be predominantly focused on the major priorities.

### Wellbeing

Visible Wellbeing

## ESF Strategic Plan: Deliver Exceptional Learning Outcomes for all Students

### Inclusion:

Launch and implement the **ESF Inclusion Strategy**, that increases access and removes barriers for all.

### Agency:

Strengthen cross-phase understanding and dialogue to ensure a smooth continuum of learning K-13.

Facilitate the implementation of the Enhanced PYP across the Foundation.

Support schools to use data more effectively to improve student learning.

Embed technology as a central aspect of student's learning.

### Wellbeing:

Measure student wellbeing using the Assessing Wellbeing in Education (AWE) Questionnaire.

Develop wellbeing through student voice.

Develop and implement the code of conduct and other safeguarding policies and practices.

Key Priority	Learners and Learning	
Aspiration	Visible Learning is where teachers see learning through the eyes of their students and students see themselves as their own teachers. (Hattie, 2012)	
Target/s	Strategy How will we get there?	Success criteria Monitoring our progress
<b>Our community further develops an understanding of assessment, in order to impact learning across Y1-13. Specifically, creating a clear and consistent college-wide philosophy of feedback.</b>	<p>A working group formed to review, update and consolidate the two existing assessment policies.</p> <p>We develop clear expectations and a shared language of feedback and its use in every classroom.</p> <p>We develop staff understanding of feedback and assessment through targeted professional learning opportunities.</p> <p>We use opportunities for observations, data collection and professional discussion to ensure there is a consistent experience for every student from Year 1-13.</p> <p>We offer a range of parent learning sessions and communication approaches to develop their understanding of assessment.</p>	<p>A whole school assessment policy has been drafted and consulted on.</p> <p>Staff have discussed and created a set of expectations for feedback from Year 1-13 which are clearly understood and enacted within all teaching teams.</p> <p>Students from Year 1-13 can consistently articulate their understanding of feedback and how it impacts their personal learning.</p> <p>Through discussion with their line manager, all staff can articulate their understanding of feedback and how it impacts learning.</p> <p>Staff are able to measure the impact of feedback, its use within their lessons and the impact on student learning through the regular collection of student voice, observations and other data sources.</p> <p>Parent learning sessions are delivered regularly across the year for whole college, Primary and Secondary.</p>
<b>Teaching enables student agency, whereby students play an active role in designing and shaping their learning experiences.</b>	<p>We develop clear expectations and language of co-creation of learning experiences from Year 1-13.</p> <p>We develop staff understanding of lesson and unit co-creation through targeted professional learning opportunities.</p> <p>We develop effective ways to celebrate and share practice around student agency across the curriculum.</p>	<p>Staff have discussed and created a set of expectations for co-creation from Year 1-13 which are clearly understood and enacted within all teaching teams.</p> <p>Professional learning has been provided utilising both DC staff and external providers.</p> <p>Staff demonstrate their understanding and use of lesson co-creation through planning documentation and implementation within teams.</p> <p>Formal and informal opportunities have been provided for staff from Year 1-13 to share practice.</p> <p>A website community has been developed and utilised for staff to share practice of student agency.</p>
<b>Teaching fosters inclusion by increasing access and engagement in learning for all students.</b>	<p>Further develop consistent differentiation practice, which enhances learning for all students Year 1-13, by:</p> <ul style="list-style-type: none"> <li>Ensuring all teachers, in all classes understand that differentiation is their responsibility.</li> <li>Providing collaboration and information sharing opportunities to enable all staff to know the needs of all learners and be able to adapt practice to meet these needs.</li> <li>Ensuring unit and lesson planning incorporates explicit differentiation strategies at all levels of capability.</li> </ul> <p>Provide opportunities for targeted use of the ESF inclusion packages supported by the LDT.</p>	<p>Teachers plan for and deliver learning experiences that allow every student to make excellent progress.</p> <p>Examples of differentiation can be identified at all levels and in all curriculum areas across the College.</p> <p>'Sharing structures' are clearly defined and documented and allow teachers at all levels to quickly and easily access and share information that supports differentiation to meet student needs.</p> <p>The CAT tool is further developed and used for curriculum planning from Year 1-13, including explicit differentiation practices.</p> <p>As required, ESF Inclusion packages have been delivered to meet the needs of staff.</p>
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>ESF Inclusion Strategy.</li> <li>Continue to explore ways to ensure that differentiation is taking place in all lessons in order to fully support learning for all students. (Domain D, Standard D11, CIS/WASC Visiting Team Report).</li> <li>Develop a policy outlining how the additional needs of gifted and talented students will be addressed to support student learning (Domain D, Standard D11, CIS/WASC Visiting Team Report).</li> </ul>	

Key Priority	Wellbeing	
Aspiration	Through positive education, foster a flourishing community to strengthen wellbeing	
Target/s	Strategy How will we get there?	Success criteria Monitoring our progress
<b>All members of our community understand key principles and practices of wellbeing and how to make these visible; they take responsibility to develop their wellbeing using this understanding.</b>	<p>School staff will participate in Visible Wellbeing professional learning days, implementing their learning through integration in the student experience.</p> <p>Develop a student PosEd Lead Team to support the implementation of Visible Wellbeing.</p> <p>The PosEd Lead Team(s) will participate in regular coaching and review.</p> <p>Parent education and information opportunities will be provided across the year.</p>	<p>Staff will understand and implement the practices of Visible Wellbeing, in particular the following domains of the SEARCH framework through:</p> <ul style="list-style-type: none"> <li>Embedding: Character Strengths, Emotional Management, Attention &amp; Awareness</li> <li>Exploring: Relationships, Coping, Habits &amp; Goals</li> </ul> <p>Students will experience opportunities to understand and implement the practices of:</p> <ul style="list-style-type: none"> <li>Embedding: Character Strengths, Emotional Management, Attention &amp; Awareness</li> <li>Exploring: Relationships, Coping, Habits &amp; Goals (leading into 2020-21)</li> </ul> <p>Parents will continue to understand the importance of, and how to implement at home, the VWB Domains of the SEARCH framework.</p>
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>ESF Learning Goals: Learners in ESF are developing the ability to be healthy and resilient individuals (ESF Strategic Plan 2015-20).</li> </ul>	

Key Priority	Ensure that the long and short term financial and property needs of the school are met.	
Aspiration	Discovery College: - Achieves a balanced operational budget, including the ability to repay the DOA (Deed Of Agreement). - Generates sufficient income to cater for both annual and long term capital needs.	
Target/s	Strategy How will we get there?	Success criteria Monitoring our progress
<b>Budgeted enrolment figures meet or exceed projected numbers.</b>	<ul style="list-style-type: none"> <li>Regular meetings and updates from Admissions team.</li> <li>Review Admissions processes including advertising, publications, school tours, etc.</li> <li>Increased publication of school successes, including exam results, higher education destinations and scholarships.</li> <li>Explore the judicious use of the Scholarship Fund to support the operational budget.</li> </ul>	<p>Budgeted enrollment figures exceeded.</p> <p>Achieve a balanced operational budget.</p>
<b>Review the College's Operational and 50-year Maintenance Plans in light of:</b>	<ul style="list-style-type: none"> <li>Current and anticipated student number forecasts reviewed against historical and current trends.</li> <li>Annual operational costs reviewed in light of future savings.</li> <li>Feasibility studies completed, tenders issued and cost implications reviewed and agreed.</li> </ul>	<p>50-year Maintenance Plan updated.</p> <p>Operational budget six-year forecasts updated and communicated to community.</p>
<b>Long-term Master Property Plan will be developed, including a minor annual capital improvements register.</b>	<ul style="list-style-type: none"> <li>Complete application to EDB for an increase to the GFA (Gross Floor Area).</li> <li>Seek approval from HK Resorts and HK Building Department.</li> <li>Complete GFA plans including details, costings, purpose and timeline.</li> <li>Develop a minor annual capital improvements register.</li> </ul>	<p>Long-term Master Property Plan developed for College.</p>

Key Priority	Living our Vision - Grow. Discover. Dream.	
Aspiration	All community members appreciate and model the phrase, "With privilege comes responsibility."	
Target/s	Strategy How will we get there?	Success criteria Monitoring our progress
<b>Enhance our culture such that all community members take responsibility for each other, recognising their interdependence, the importance of international mindedness, and the significance of their actions in relation to other people.</b>	<p>Create explicit opportunities, with staff, students and parents, to engage in discussions about the Guiding Statements and the link between privilege and responsibility.</p> <p>Student Council to lead the review of the International Mindedness Statement across the college.</p> <p>Further integrate Action, CE and CAS into the teaching and learning programme across Year 1-13.</p>	<p>Annual evaluation of Guiding Statements through the School Council, including student participation data; student stories; student achievement.</p> <p>Examples of acts of responsibility, appreciation, kindness, empathy, etc., are evident throughout our community.</p>
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>The college leadership team explore ways to permit and prompt students to reflect on international mindedness in their learning and in their behaviours to better promote global citizenship in student learning. (Domain A, Standard A3, CIS/WASC Visiting Team Report).</li> </ul>	

Grow. Discover. Dream.