



CULTURE

### Purpose Statement

At Discovery College, our core business is "Improving Student Outcomes". The Annual Plan defines our aspiration 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 fulfillment (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 2018-19

#### Learners & Learning

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

#### Living our Vision

- With privilege comes responsibility

#### Wellbeing

- Visible Wellbeing

#### Programme Development

- Introduction of the CP

#### Finance & Property

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

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.

### 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

#### 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

#### 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

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	Success criteria
	<i>How will we get there?</i>	<i>Monitoring our progress</i>
Our community understands the role of assessment for, as and of learning, resulting in highly intentional practices in which teachers & students: <ul style="list-style-type: none"> <li>engage in self-reflection</li> <li>use evidence to improve learning</li> </ul>	Review the Assessment Policies, using this review to create a guiding document (for a whole-community audience) outlining our core values and expectations around assessment  Develop assessment workshops to guide our community's understanding of assessment and the different roles of assessment for, as and of learning (with a focus on assessment as learning).	Assessment Policy is updated with school wide expectations made clear. A guiding document is produced and communicated effectively.  Workshops are delivered and our community can articulate the different roles of assessment for, as and of learning
Teaching enables student agency, whereby teachers and students work together to create, act on, and share feedback in order to improve learning	Develop clear expectations for the use of feedback, including articulation of the roles of teacher and student in this process  Continue to develop teacher understanding and practices around the use of online portfolios, with a focus on their use as a tool for feedback	Expectations are developed and broadly understood  Teachers use online portfolios, and other appropriate tools, to provide high quality feedback to and from students  Students can articulate/explain their learning intention/goal (What), and: <ul style="list-style-type: none"> <li>understand the progression of learning and where they are in relation to the goal (Where)</li> <li>understand how to make further progress, and in which aspects of their learning (Next steps)</li> </ul>
Teaching enables student agency, whereby students play an active role in designing and shaping their learning experiences	Explore best practice in student co-construction of learning.  Develop a toolkit of approaches to co-construction, in order to involve students in the act of unit design and reflection	Students are part of the process of unit design and reflection (student involvement) A toolkit of approaches to co-construction is created and used
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>To continue to create new ways for students to have greater agency in their learning and play an active role in unit design and review. (Domain C: CIS/WASC Self-Study)</li> <li>To continue to look for ways to strengthen our student reporting process and practices, especially in the area of authentic reflection through portfolios developing on the solid foundations already set. (Domain D: CIS/WASC Self-Study)</li> </ul>	

Key Priority	Ensure that the long and short term financial and property needs of the school are met
Aspiration	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	Success criteria
	<i>How will we get there?</i>	<i>Monitoring our progress</i>
Budgeted enrolment figures meet or exceed projected numbers	<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> </ul>	Budgeted enrolment figures exceeded
Review the College's Operational and 50-year Maintenance Plans in light of: <ul style="list-style-type: none"> <li>The achievement of a balanced school budget</li> <li>The significant anticipated costs for the canopy and air-conditioning plant</li> </ul>	<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 issues and cost implications reviewed and agreed</li> </ul>	50-year Maintenance Plan updated  Operational budget 6-year forecasts updated and communicated to community Long-term Master Property Plan will be developed, including a minor annual capital improvements register
Long-term Master Property Plan will be developed, including a minor annual capital improvements register	<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>	Long-term Master Property Plan developed for College
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>The Proprietors/Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community. (CIS Domain B, Standard B3)</li> <li>The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school. (CIS Domain G, Standard G1)</li> </ul>	

Key Priority	Living our Vision - Grow. Discover. Dream.
Aspiration	All community members appreciate and model the phrase, "With privilege comes responsibility."

Target/s	Strategy	Success criteria
	<i>How will we get there?</i>	<i>Monitoring our progress</i>
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	Evaluate the Guiding Concepts with our community  Evaluate leadership opportunities for staff and students  Create explicit opportunities, with staff, students and parents, to engage in discussions about the Driving Concepts and the link between privilege and responsibility  Continue to explore and celebrate the ways in which all members of our community can be the best that they can be, with a focus on taking collective responsibility	Annual Evaluation of Guiding Statements, including student participation data; student stories  Examples of acts of responsibility, appreciation, kindness, empathy, etc., are evident throughout our community  Community Concert
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>How well is the students' learning developing their capacities as global citizens, and how is this reflected in their learning and in their behaviours? (Future Aspirations, Domain A, Standard A3)</li> <li>All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis. (CIS Domain A, Standard A5)</li> </ul>	

Key Priority	Wellbeing
Aspiration	Through positive education, foster a flourishing community to strengthen wellbeing

Target/s	Strategy	Success criteria
	<i>How will we get there?</i>	<i>Monitoring our progress</i>
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.	<ul style="list-style-type: none"> <li>School staff will participate in Visible Wellbeing professional learning days, implementing their learning through integration in the student experience.</li> <li>Develop a student PosEd Lead Team to support the implementation of Visible Wellbeing.</li> <li>The PosEd Lead Team/s will participate in regular coaching and review.</li> <li>Parent education and information opportunities will be provided across the year.</li> </ul>	Staff will understand and implement the practices of Visible Wellbeing, in particular the following domains of the SEARCH framework: <ul style="list-style-type: none"> <li>Character Strengths</li> <li>Emotional Management</li> <li>Attention &amp; Awareness</li> </ul> Students will experience opportunities to understand and implement the practices of: <ul style="list-style-type: none"> <li>Character Strengths</li> <li>Emotional Management</li> <li>Attention &amp; Awareness</li> </ul> Parents will begin to understand the importance of, and how to implement at home, the: <ul style="list-style-type: none"> <li>VWB - Domains of the SEARCH framework</li> </ul>
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>Every institution in society has a moral obligation to promote human flourishing, and none more so than those responsible for educating young people – families, schools and colleges. (International Positive Education Network)</li> <li>Student wellbeing has become a focus of international education policy for global organisations such as the World Health Organisation (WHO), the United Nations Children's Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organization (UNESCO). (Visible Wellbeing, Professor Lea Waters)</li> <li>How does the school consider the specific needs and wellness of students according to their individual needs? (CIS Future Aspirations, Domain E, Standard E3)</li> </ul>	

Key Priority	Programme development
Aspiration	Introduction of the Career-related Programme (CP)

Target/s	Strategy	Success criteria
	<i>How will we get there?</i>	<i>Monitoring our progress</i>
Develop the Career-related Programme as a flourishing, valued and inclusive Y12-13 programme	Use multiple channels to communicate positively with our community about the programme, its purpose and its opportunities  Support our Y12 students in pursuing the programme, and showcase their work and achievements  Guide Y11 students positively towards the CP where its features match their profile and educational aspirations  In partnership with ESF and other schools, explore new partnership opportunities to broaden the curriculum offer  Review and monitor our language and practices in relation to the student experience of Y12-13, to ensure they make all students feel included and valued	There is a high level of awareness and understanding of the CP in our community  Our Y12 CP students are a prominent presence within their year group and across the College, and feel included in a coherent Y12-13 student experience  Y11 students receive positive guidance and the take-up of the programme for 2019-20 is strong  A broad curriculum offer is put forward to students, which is appealing and relevant to their needs and interests
<b>Rationale/Links</b>	<ul style="list-style-type: none"> <li>The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students. (CIS Domain C, Standard C1)</li> <li>Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities. (CIS Domain D, Standard D1)</li> </ul>	