

Five-year Action Plan: Performance Targets/Indicators

2014-2015 School Year

Targets/Concerns	Strategies / Initiatives	Performance Indicators	Evaluation Methods and Follow-up Plans	Time Scale	Parties Involved & Resources
Learners and Learning All learners can articulate what they are learning, where they are at, their next steps.	Professional development continuing from work with Cognition with reference to the work of Dr John Hattie. Whole-Staff Meetings. Sector Meetings.	Learners can articulate/explain their learning intention/goal (What). Learners understand the progression of learning in relation to the goal (Where). Learners understand where they are on the progression of learning (Where). Learners understand where and how to make further progress (Next steps).	All learners can articulate: <ul style="list-style-type: none"> • What they are learning • Where they are at • Their next steps. 	Ongoing	College Leadership Team, all teaching staff
Professional Learning Community Build capacity of staff to understand and refine and use a model of professional inquiry.	Continuing work with established Guiding Coalition (scoping team) with edPartnerships (Maureen O'Rourke). PYP & MYP coordinators with staff around professional inquiries.	Trial Group. Use of language in the strategic plan (ie aspirations, priorities, targets). Collect and analyse assessment data to inform teaching and learning. Participate willingly and effectively in professional learning to enhance skill development or broaden knowledge.	Trial group are engaged in a professional inquiry team (collaborative).	Ongoing	College Leadership Team, all teaching staff and edPartnerships (Maureen O'Rourke)
Maintain PYP, MYP and DP authorisation Maintain CIS/WASC accreditation.	Approval from IB and CIS-WASC to align re-authorisation and accreditation schedules.	Agreed alignment of IB re-authorisation and IB PYP, MYOP and DP re-authorisation in 2018.	Documented agreement of alignment from IB with CIS 5 year visit in 2018 and re-accreditation visit in 2023.	MYP re-authorisation 2015. Ongoing 2018 and 2023 aligned visits.	DC Leadership team. Secondary Leadership – MYP and DP Coordinators. Primary Leadership – PYP Coordinator.
Diploma Results	Review of DP achievement by class/by department. Analysis of DP results 13/14 and identifying any standout patterns. School Visits to ESF schools (SIS, WIS, KGV, RCHK)	DC will continue to exceed DP world averages and the differential between ESF average DP score and DC average DP score will decrease.	Compare and contrast data at key stages throughout the 14/15 with 13/14 data and act accordingly. DC Average DP score will increase from 2013/14.	Ongoing	Head of Secondary and DP coordinator
Finance & Property Achieve a balanced operational budget/the ability to repay the DOA. Generates sufficient income to cater for both annual and long term capital needs. Has an approved Master Plan for property needs.	50-year Maintenance Plan externally audited for accuracy. Strategic conversations with Admissions. Direct marketing and advertising.	Long-term Financial Plan in place to ensure a budget surplus by 2018-19 academic year. \$4million target achieved and funds available for capital projects. Long-term Master Property Plan developed for College.	Monthly monitoring of the Long-term Financial Plan, including all forecasts/actual income and expenditure. Flexibility in the use of space.	By June 2015	Finance & Property sub-committee, Principal and Business Manager, ESF Directors

2015-2016 School Year

Targets/Concerns to be Addressed	Strategies / Initiatives	Performance Indicators	Methods of Evaluation and Follow-up Plans	Time Scale	Parties Involved & Resources
Learners and Learning All learners can articulate what they are learning, where they are at, their next steps.	Embedding work of last 4 years on Visible Learning.	Learners can articulate/explain their learning intention/goal (What). Learners understand the progression of learning in relation to the goal (Where). Learners understand where they are on the progression of learning (Where). Learners understand where and how to make further progress (Next steps).	All learners can articulate <ul style="list-style-type: none"> • What they are learning • Where they are at • Their next steps. Measured by peer and leadership observation.	Ongoing	College Leadership Team, all teaching staff
Professional Learning Community Build capacity of staff to understand and refine and use a model of professional evidence based inquiry.	Continuation of work with edPartnerships (Maureen O'Rourke) and Guiding Coalition. Plan and Implement Personal Learning Pathways (Primary) to include Teacher Inquiries and/or other models for learning. Use an Evidence Inquiry Cycle for Teacher Inquiries/Teacher Professional Learning Pathways. Continued work with staff around Teacher Inquiries. Resourced with time and budgets allocated by sectors. Capturing learning through the DC Professional Learning Google Community.	All staff: <ul style="list-style-type: none"> • Use the language of the strategic plan (ie aspirations, priorities, targets) • Collect and analyse assessment data to inform teaching and learning • Participate willingly and effectively in professional learning to enhance skill development or broaden knowledge. 	All primary staff have a personal learning pathway. All teaching staff: <ul style="list-style-type: none"> • Are engaged in a professional inquiry team (collaborative) • Can demonstrate improved practice and/or improved student outcomes, with evidence (evidence-based). 	Ongoing	College Leadership Team, all teaching staff and edPartnerships (Maureen O'Rourke)
Maintain PYP, MYP and DP authorisation Maintain CIS/WASC accreditation.	MYP re-authorisation November 2015.	MYP authorisation maintained.	IB re-authorisation report.	November 2015 for MYP. Ongoing 2018 and 2023 aligned visits.	DC Leadership team. Secondary Leadership & MYP Coordinator.
Diploma Results	Review of DP achievement <ul style="list-style-type: none"> • by class • by department. Analysis of DP results 13/14 and identifying any standout patterns. School Visits to significant IB schools in HK.	DC will continue to exceed DP world averages and be close to or equal to ESF averages.	Compare and contrast data at key stages throughout the 15/16 with 14/15 data and act accordingly. DC Average DP score will increase from 2014/15.	Ongoing	Head of Secondary and DP coordinator

2016-2017 School Year

Targets/Concerns to be Addressed	Strategies / Initiatives	Performance Indicators	Methods of Evaluation and Follow-up Plans	Time Scale	Parties Involved & Resources
Learners and Learning Define 'Personalised Learning' as a way of empowering learning for all students.	Exposure of staff to range of literature around Personalising Learning including models of, specific strategies of delivery and implementation. Through sector meetings, refine and define our understanding of Personalised Learning by sector for next phase of Plan.	Professional reading and dialogue Sharing of practice. Professional Learning Pathways (Primary). Teacher Inquiries (Secondary).	A working and agreed upon definition around Personalised Learning at Discovery College that will inform planning and delivery of learning for all staff.	Ongoing	College Leadership Team, all teaching staff
Professional Learning Community Explore and further refine Evidence Inquiry based professional learning opportunities.	Plan and Implement Personal Learning Pathways for all staff to include Teacher Inquiries and/or other models for learning. Continue using an Evidence Inquiry Cycle for Teacher Inquiries/Teacher Professional Learning Pathways. Budgeted and continued PD with staff around Teacher Inquiries.	Personal Learning pathways. Use of DC Professional Learning Google Community. Professional development run.	Documentation of Evidence inquiry Cycle in staff Personal Learning Pathways. Contents of the DC Professional Learning Google Community.	Ongoing	College Leadership Team, all teaching staff and edPartnerships (Maureen O'Rourke)
Maintain PYP, MYP and DP authorisation Maintain CIS/WASC accreditation.	Preparation for combined visit in June 2018.	PYP, MYP, DP and CIS/WASC committees established and pre-visit reports developed.	Documentation submitted to IB and CIS/WASC.	Ongoing 2018 and 2023 aligned visits	DC Leadership team. Secondary Leadership – MYP and DP Coordinators. Primary Leadership – PYP Coordinator.
Diploma Results	Ongoing review of DP achievement by class/by department. Analysis of DP results 15/16 and identifying any standout patterns.	DC will continue to exceed DP world averages and be equal or better than ESF averages in most cases.	Compare and contrast data at key stages throughout the 16/17 with 15/16 data and act accordingly. DC Average DP score will increase from 2015/16.	Ongoing	Head of Secondary and DP coordinator

2017-2018 School Year

Targets/Concerns to be Addressed	Strategies / Initiatives	Performance Indicators	Methods of Evaluation and Follow-up Plans	Time Scale	Parties Involved & Resources
Learners and Learning Trial implementation of 'Personalised Learning' elements as a way of empowering learning for students.	Based on agreed definition of Personalised Learning implement a volunteer group to plan and trial personalised learning elements in their programmes. Share practice and experiences of the trial group.	Volunteer trial group established. Sharing sessions scheduled and held.	Evidence based inquiry on the impact of the trial group strategies in their classrooms.	Ongoing	College Leadership Team, all teaching staff
Professional Learning Community Build the capacity of staff to ask challenging questions and provide feedback to support each others' learning.	Build capacity of all staff to use the 4Cs (clarifying, collaborating, consulting, coaching) effectively and skillfully. Resourced with finance from whole-school and sector budgets Skill development in using the 4Cs....clarifying, collaborating, consulting, coaching (all staff). Effective feedback strategies (all staff).	Staff ask challenging questions of, and provide feedback for, each other (rigorous). Staff better using student achievement data to inform next steps (evidence-based). Staff share and critically interrogate practice in an ongoing, reflective, inclusive learning-oriented and growth promoting way (collaborative/ rigorous).	Records of professional interactions as part of Evidence Based Inquiries.	Ongoing	College Leadership Team, all teaching staff
Maintain PYP, MYP and DP authorisation Maintain CIS/WASC accreditation.	Combined visit from CIS/WASC and IB in June 2018.	PYP, MYP, DP and CIS WASC combined visit outcome.	Maintain CIS-WASC accreditation Re-authorisation for PYP, MYP and DP.	Ongoing 2018 and 2023 aligned visits.	DC Leadership team. Secondary Leadership – MYP and DP Coordinators. Primary Leadership – PYP Coordinator.
Diploma Results	Ongoing review of DP achievement by class/by department. Analysis of DP results 16/17 and identifying any standout patterns.	DC will continue to exceed DP world averages and be equal or better than ESF averages.	Compare and contrast data at key stages throughout the 17/18 with 16/17 data and act accordingly. DC Average DP score will increase from 2016/17.	Ongoing	Head of Secondary and DP coordinator

2018-2019 School Year

Targets/Concerns to be Addressed	Strategies / Initiatives	Performance Indicators	Methods of Evaluation and Follow-up Plans	Time Scale	Parties Involved & Resources
Learners and Learning Implementation of 'Personalised Learning' elements as a way of empowering learning for all students.	Based on agreed definition of Personalised Learning all teaching staff to plan and trial personalised learning elements in some of their programmes. Share practice and experiences of the trial group.	Documentation of personalised elements in at least one course taught by each teaching staff member. Sharing sessions scheduled and held.	Evidence based inquiry on the impact of the strategies in their classrooms.	Ongoing	College Leadership Team, all teaching staff
Professional Learning Community	Embedding & review of Evidence Based Enquiry.	Staff naturally using processes to identify opportunities in their practice to improve student outcomes based on evidence.	Records of professional interactions as part of Evidence Based Inquiries.	Ongoing	College Leadership Team, all teaching staff
Maintain PYP, MYP and DP authorisation Maintain CIS/WASC Accreditation.	Work on recommendations from PYP, MYP, DP and CIS-WASC visit reports	Number of recommendations addressed.	Biannual follow up reports.	Ongoing 2018 and 2023 aligned visits.	DC Leadership team. Primary and Secondary Leadership teams.
Diploma Results	Ongoing review of DP achievement by class/by department. Analysis of DP results 17/18 and identifying any standout patterns.	DC will continue to exceed DP world averages and be equal or better than ESF averages.	Compare and contrast data at key stages throughout the 18/19 with 17/18 data and act accordingly. DC Average DP score will increase from 2017/18.	Ongoing	Head of Secondary and DP coordinator