

## 5. Five-year Action Plan: Performance Targets/Indicators

2019-2020 School Year

Targets/Concerns to be Addressed	Strategies / Initiatives	Performance Indicators	Methods of Evaluation and Follow-up Plans	Time Scale	Parties Involved & Resources
<p><b>Learners and Learning</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.</p>	<p>A working group formed to review, update and consolidate the two existing assessment policies.</p>	<p>A whole school assessment policy has been drafted and consulted on.</p>	<p>Policy developed</p>	<p>Ongoing</p>	<p>College Leadership Team, all teaching staff</p>
<p><b>Wellbeing</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.</p>	<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>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> </ul>	<p>Professional development days held</p> <p>Embedding into learning and teaching initially through early adopters in the lead team</p>	<p>Ongoing</p>	<p>College Leadership Team, Positive Education Lead team all teaching staff</p>

<p><b>Maintain IB PYP, MYP and DP &amp; CP authorisation</b></p>	<p>Work on recommendations from PYP, MYP, DP and CIS-WASC 2018 synchronised visit reports</p>	<p>Number of recommendations addressed.</p>	<p>Biannual follow up reports.</p>	<p>Ongoing 2023 IB 4 programme aligned visit.</p>	<p>DC Leadership team. Primary and Secondary Leadership teams.</p>
<p><b>IB Diploma Programme Results</b></p>	<p>Ongoing review of DP achievement by class/by department. Analysis of DP results 19/20 and identifying any standout patterns shared with School Council and community.</p>	<p>DC will continue to exceed DP world averages and be equal or better than ESF averages.</p>	<p>Compare and contrast data at key stages throughout the 19/20 with 18/19 data and act accordingly.</p>	<p>Ongoing</p>	<p>Head of Secondary and DP coordinator</p>
<p><b>Finance &amp; Property</b> Budgeted enrolment figures meet or exceed projected numbers</p>	<p>Regular meetings and updates from Admissions team</p> <ul style="list-style-type: none"> <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>	<p>Budgeted enrolment figures exceeded</p> <p>Achieve a balanced operational budget</p>	<p>Review of planning and actual enrollment figures</p>	<p>Ongoing</p>	<p>Finance &amp; Property sub-committee , Principal and Business Manager, ESF Directors</p>

Targets/Concerns	Strategies / Initiatives	Performance Indicators	Evaluation Methods and Follow-up Plans	Time Scale	Parties Involved & Resources
<p><b>Learners and Learning</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.</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>Teaching staff have discussed and created a set of expectations for feedback from Y1-13 which are clearly understood and enacted within all teaching teams.</p>	<p>All teachers can articulate:</p> <ul style="list-style-type: none"> <li>• Types of feedback</li> <li>• Purpose of these types</li> <li>• Expectations on consistent use</li> </ul>	Ongoing	College Leadership Team, all teaching staff
<p><b>Wellbeing</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.</p>	<p>School staff will participate in Visible Wellbeing professional learning days, implementing their learning through integration in the student experience.</p> <p>Continue to 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, 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>	<p>Professional development days held</p> <p>Embedding into learning and teaching planning through the CAT tool in all year levels and departments</p>	Ongoing	College Leadership Team, Positive Education Lead team all teaching staff

<b>Maintain IB PYP, MYP and DP &amp; CP authorisation</b>	Work on recommendations from PYP, MYP, DP and CIS-WASC 2018 synchronised visit reports.	Number of recommendations addressed.	Biannual follow up reports.	Ongoing 2023 IB 4 programme aligned visit.	DC Leadership team. Primary and Secondary Leadership teams.
<b>IB Diploma Programme Results</b>	Ongoing review of DP achievement by class/by department. Analysis of DP results 20/21 and identifying any standout patterns shared with School Council and community.	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 20/21 with 19/20 data and act accordingly.	Ongoing	Head of Secondary and DP coordinator
<b>Finance &amp; Property</b> Budgeted enrolment figures meet or exceed projected numbers	Regular meetings and updates from Admissions team <ul style="list-style-type: none"> <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  Achieve a balanced operational budget	Review of planning and actual enrollment figures	Ongoing	Finance & Property sub-committee , Principal and Business Manager, ESF Directors

### 2021-2022 School Year

<b>Targets/Concerns to be Addressed</b>	<b>Strategies / Initiatives</b>	<b>Performance Indicators</b>	<b>Methods of Evaluation and Follow-up Plans</b>	<b>Time Scale</b>	<b>Parties Involved &amp; Resources</b>
---	---------------------------------	-------------------------------	--	-------------------	---

<p><b>Learners and Learning</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.</p>	<p>We use opportunities for observations, data collection and professional discussion to ensure there is a consistent experience for every student from Y1-13.</p>	<p>Students from Y1-13 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>All learners can articulate</p> <ul style="list-style-type: none"> <li>• What types of feedback they receive</li> <li>• How it impacts on their learning</li> </ul> <p>Measured by peer and leadership observation.</p>	<p>Ongoing</p>	<p>College Leadership Team, all teaching staff, selected students</p>
<p><b>Wellbeing</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.</p>	<p>Continue to 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, Relationships, Coping, Habits &amp; Goals</li> </ul> <p>Students will experience expanded opportunities to understand and implement the practices of:</p> <ul style="list-style-type: none"> <li>• Embedding: Character Strengths, Emotional Management, Attention &amp; Awareness, Relationships, Coping, Habits &amp; Goals</li> </ul> <p>Parents will continue to understand the importance of, and how to</p>	<p>Professional development days held</p> <p>Embedding into learning and teaching through intentionality in the planned and taught curriculum</p> <p>Parent session scheduled and run</p>	<p>Ongoing</p>	<p>College Leadership Team, Positive Education Lead team all teaching staff</p>

		implement at home, the VWB Domains of the SEARCH framework			
<b>Maintain IB PYP, MYP and DP &amp; CP authorisation</b>	Work on recommendations from PYP, MYP, DP 2018 synchronized visit reports.	All recommendations addressed.	Biannual follow up reports.	Ongoing 2023 IB 4 programme aligned visit.	DC Leadership team. Primary and Secondary Leadership teams.
<b>IB Diploma Programme Results</b>	Ongoing review of DP achievement by class/by department. Analysis of DP results 21/22 and identifying any standout patterns shared with School Council and community.	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 21/22 with 20/21 data and act accordingly.	Ongoing	Head of Secondary and DP coordinator
<b>Finance &amp; Property</b> 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	Actual vs projected costs	Ongoing	Finance & Property sub-committee, Principal and Business Manager, ESF Directors

2022-2023 School Year

<b>Targets/Concerns to be Addressed</b>	<b>Strategies / Initiatives</b>	<b>Performance Indicators</b>	<b>Methods of Evaluation and Follow-up Plans</b>	<b>Time Scale</b>	<b>Parties Involved &amp; Resources</b>
<p><b>Learners and Learning</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.</p>	<p>We offer a range of parent learning sessions and communication approaches to develop their understanding of assessment.</p>	<p>Parent learning sessions are delivered regularly across the year for whole college, Primary and Secondary.</p>	<p>Parent learning sessions scheduled and held.</p>	<p>Ongoing</p>	<p>College Leadership Team, parents</p>
<p><b>Wellbeing</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.</p>	<p>The Staff and Student PosEd Lead Team/s will participate lead refinement and embedding of the programme</p>	<p>Staff can provide evidence of how they have authentically embedded:</p> <ul style="list-style-type: none"> <li>• Character Strengths,</li> <li>• Emotional Management,</li> <li>• Attention &amp; Awareness,</li> <li>• Relationships,</li> <li>• Coping,</li> <li>• Habits &amp; Goals</li> </ul> <p>Into their planning and practice.</p> <p>Students can articulate their understanding of and the practices behind:</p> <ul style="list-style-type: none"> <li>• Character Strengths,</li> <li>• Emotional Management,</li> <li>• Attention &amp; Awareness</li> <li>• Relationships,</li> <li>• Coping</li> <li>• Habits &amp; Goals</li> </ul>	<p>Undertake review of evidence of practices in the written and taught curriculum and run</p>	<p>Ongoing</p>	<p>College Leadership Team, Positive Education Lead team, all teaching staff, students</p>
<p><b>Maintain IB PYP, MYP, DP and CP authorisation</b></p>	<p>Preparation for 4 Programme combined IB visit in June 2023.</p>	<p>PYP, MYP, DP and CP committees established and pre-visit reports developed.</p>	<p>Documentation submitted to IB.</p>	<p>2023 synchronised visit.</p>	<p>DC Leadership team. Secondary Leadership –</p>

					MYP, DP and CP Coordinators. Primary Leadership – PYP Coordinator.
<b>IB Diploma Programme Results</b>	Ongoing review of DP achievement by class/by department. Analysis of DP results 2022-23 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 23/24 with 22/23 data and act accordingly.	Ongoing	Head of Secondary and DP coordinator
<b>Finance &amp; Property</b> Long-term Master Property Plan will be developed, including a minor annual capital improvements register	<ul style="list-style-type: none"> <li>Successful approvals and planning</li> </ul>	Long-term Master Property Plan developed for College	Successful redevelopment	Ongoing	Finance & Property sub-committee , Principal and Business Manager, ESF Directors

### 2023-2024 School Year

Targets/Concerns to be Addressed	Strategies / Initiatives	Performance Indicators	Methods of Evaluation and Follow-up Plans	Time Scale	Parties Involved & Resources
<b>Learners and Learning</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.	Evaluation of implementation strategies so far.	Success in meeting indicators in this area from the last 4 years.	Collection of teacher, student and parent voice on use and understanding of feedback.	Ongoing	College Leadership Team, all teaching staff, students, parents



<p><b>Wellbeing</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.</p>	<p>Complete review of evidence of effectiveness of the implementation of Visible Wellbeing and identify any recommendations going forward.</p>	<p>Review and recommendations completed</p>	<p>Publicising and acting on recommendations going forward.</p>	<p>Ongoing</p>	<p>College Leadership Team, Positive Education Lead team, all teaching staff, students</p>
<p><b>Maintain IB PYP, MYP, DP and CP authorisation.</b></p>	<p>Work on recommendations from PYP, MYP, DP &amp; CP 2023 IB synchronized visit report.</p>	<p>Number of recommendations addressed.</p>	<p>Biannual follow up reports.</p>	<p>Ongoing 2028 IB 4 programme aligned visit.</p>	<p>DC Leadership team. Secondary Leadership – MYP, DP and CP Coordinators. Primary Leadership – PYP Coordinator.</p>
<p><b>IB Diploma Programme Results</b></p>	<p>Ongoing review of DP achievement by class/by department. Analysis of DP results 16/17 and identifying any standout patterns.</p>	<p>DC will continue to exceed DP world averages and be equal or better than ESF averages.</p>	<p>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.</p>	<p>Ongoing</p>	<p>Head of Secondary and DP coordinator</p>