

# Island School Draft Three Year Plan

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## 2015-2018

This plan is broad headlines at this stage. The first year has been filled out in detail. Subsequent years may change, particularly due to any uncertainties over the timings of the decant and the rebuild.

### Buildings

- a. Current Site  
Maintain the current site for the time we are still in these buildings. Ensure it remains safe and secure, with regular checks on concrete and netting etc. Make sure that we do not suffer unacceptable deterioration due to a feeling that we are leaving in 18 months.
- b. Decant Sites  
Work with ESF, government, Legco etc to ensure that we keep to the time line for decant in 2017. Work with Architects to bring the decant sites up to the standard that we require to maintain (at least) the quality of an Island School education. Engage in regular detailed planning meetings to plan the construction and refurbishment required. Use the opportunity of a new site to experiment with furniture and fittings that may or may not be used in the new building.  
Solve the transport issues associated with the decant.
- c. Redevelopment  
Work closely with architects on the design of the site from the current general plan to the fine detail that will be decided later on. Ensure that this building will be the flagship building that is fit for the education of the future.

### Finances and management

- d. Stabilise funding  
Manage the demands of the new curriculum and the increasing demands in areas such as communication, HR, ICT, compliance etc. Make sure we can staff these areas adequately and seek to work with ESF so they all understand the increasing needs and financial costs.
- e. Enrolment issues  
Manage the fall in enrolment that has started to be seen due to the decant. Publicise, communicate and advertise the quality of our education to reassure potential parents. Work with ESF to make sure that a temporary shortfall in numbers does not damage the quality of education for the rest. Try to move ESF towards a more rational policy on students transferring out of Island School.
- f. Fundraising  
Start an annual fundraising drive to support the continued increased annual costs of the education programme, the decant and the Island School Trust
- g. Management structures and staffing for the decant  
Sort out how our staffing needs to look when we are split between two schools. What duplication of roles in teaching and support staff is necessary to maintain the quality of education? What staffing levels are needed to reduce the amount of travelling between the two sites during the day?
- h. Accreditation  
Ensure the CIS WASC recommendations are complied with.

## Curriculum, Teaching and Learning

- i. Embed current changes
  - i. Island Futures

After four years of deep and detailed curriculum innovation, we need to plan for a period of less rapid change when we can monitor and gradually improve the quality of the more than 50 new courses we have put on. Engage more teachers in the transformative experiences of teaching these courses, and ensure the benefits feed back into the more traditional ones. Ensure that the experiences and enquiry of the staff are shared.
  - ii. Skills and ATLs

Continue the work started in recent years embedding our skills framework (The five Cs: see below) into all aspects of school life. Make the relationship to the IB ATLs (see below) manifest and clear at all levels.
  - iii. Wellbeing Curriculum

Continue the work of last year in detailing and documenting our wellbeing curriculum. Make necessary adjustments to other areas of the curriculum to enable wellbeing to be properly included.

Embed the role of school counsellor, and the counselling team in school life to improve our support for students and staff at risk.
  - iv. CPD

Build on the successful foray into Action Research (see below) within the school and our links with Leicester University. Tailor CPD to a wider range of teaching methodologies to match the breadth of the curriculum. Plan for the use exciting new teaching environments the new school will offer, by training teachers in advance for it.
- j. The next steps
  - i. Curriculum Review and learning Policy (see below)

Engage all staff in a review of the learning experience of our students in a variety of ways. Measure this against a new Learning Policy that will be developed alongside.
  - ii. Learning Conversations

Broaden our understanding of learning conversations. How does the new curriculum affect these? How are they affected by the split site?
  - iii. Assessment Module

Create a new assessment module that replaces the Gateway and matches the needs of our new curriculum. This will bring together academic and co-curricular life and be focussed on students selecting evidence to demonstrate their learning.
  - iv. Service learning

Expand and understand our definition of Service Learning. Work with external agencies to bring light on what we do and should do.
  - v. The GCSE question

Work with ESF and international Schools outside ESF to make final decisions on what a middle school education should look like. Ensure that the massive gains of our current curriculum are not compromised by a future change, but use the positive movement of the Foundation to make it even better.
  - vi. The BTEC question

Answer the same questions about the APL if there are difficult changes made to BTEC courses.

## Notes on some of the terms used in this document

### The 5 Cs

These are the titles of the various areas of our skills framework.

- Communication
- Collaboration
- Creativity
- Capacity to learn
- Conscience

There is more detail in the detailed documentation you will find here <https://goo.gl/N5PA8j>

### ATLs

These are the IBs Approaches to Teaching and Approaches to Learning. They are very similar to and largely the equivalent of the 4 Cs. There are more details here: <https://goo.gl/ok7NPw>

### Action Research

As part of our professional development programme, several members of staff have engaged in research projects based in Island School. These have varied from the value of different teaching methods to the most effective ways for students to learn and revise. In six of these cases, this research has been done in conjunction with the University of Leicester, who have restructured part of their MA in International Education so that the first year can be an Action Research Project at Island School. This gives them extra teaching in research methods, and credits towards an MA at the end. The benefit of the research is that we can share the results across the school so we all benefit.

### Learning Policy

The fundamental starting point for a school in deciding what to do is to define what we mean by learning. Once this is done we can design curriculum and teaching around creating and encouraging learning. We also have a language to use when discussing learning as well as a way of reviewing what we do be seeing if learning is taking place. Our teaching and Learning Policy is many years old and is now in need of review. This is being done by teachers in conjunction with students. The team of Student Learning Advisers, drawn from years 11 to 13 have been invaluable in this process. We are also looking at statements of learning from other sources such as the Common Ground Collaborative. You can find our more about them here. <http://www.thecgcproject.org/>