THE FIVE-YEAR REVIEW
& FIVE YEAR VISIT REPORT

Journey to Excellence in International Education

School Improvement through Accreditation

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<tr>
<th>SCHOOL</th>
<th>Island School</th>
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<tr>
<td>COUNTRY</td>
<td>Hong Kong</td>
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<tr>
<td>VISIT DATES</td>
<td>22 to 24 February 2016</td>
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<tr>
<td>CIS VISITOR</td>
<td>Ray Davis</td>
</tr>
<tr>
<td>WASC VISITOR</td>
<td>Val Staley</td>
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Based on the 8th Edition of the
CIS Guide to School Evaluation & Accreditation

Version 8.2: Apr 2014
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The school’s Five-Year Review Report has four distinct purposes:

1. Chart the school’s progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant accomplishments and/or challenges which have occurred since the school’s First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school and its future development.
3. Reflect on three core principles of the accreditation protocol (School’s Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these “drive” the school’s programs, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

THE REPORT

Completing the Template

Although the template for the Five-Year Review Report may appear straightforward, the report’s usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigor, candor, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person’s opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest “thinking in progress” rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

Timeline

The school’s Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the First Report on Progress and Planning. Schools should allow at least six months for creating the Five-Year Review Report.
THE FIVE-YEAR VISIT

Dates for the Visit

CIS will confirm dates for the Five-Year Visit before or immediately after the Five-Year Review Report has been submitted.

Visiting Team

Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors’ comments will be on the same template as the school’s in order to provide for easy comparison between the school’s and the Visitors’ perspectives on the areas under review.

The school will receive the Visitors’ Report as soon as the accreditation agencies have authorized its release and usually within four weeks of the visit.

RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8th Edition of the CIS Guide to School Evaluation and Accreditation
- The Visiting Team Report (written approximately five years earlier)
- The First Report on Progress and Planning (written approximately three years ago)
- The school’s Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.
REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced (NB: Schools complete Parts II and III; Part IV is reserved for the Visitors’ concluding observations):

Part II
- Section 1a Context & Process
- Section 1b Progress on Visiting Team Recommendations
  - Section 2a Action Plans
  - Section 2b Accomplishments & Challenges
  - Section 2c Core Principles

Part III
- Section 3 The Future
  - School Data
  - Persons Involved
  - Supporting Documentation

Part IV
- Visitors’ Concluding Observations
### PART II

**FIVE-YEAR REVIEW TEMPLATE**

(NB: Text boxes will expand to accommodate comments)

<table>
<thead>
<tr>
<th>SECTION 1a – CONTEXT &amp; PROCESS</th>
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<tbody>
<tr>
<td>- Describe the school’s accreditation and school improvement history.</td>
</tr>
<tr>
<td>- Describe how this report was created and who was involved.</td>
</tr>
<tr>
<td>- Describe any particular challenges encountered in producing the report.</td>
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#### SCHOOL COMMENTS

In February 2011 the school hosted the full team visit and received its final report and notification of full accreditation in June of the same year.

The main impact of the CIS: WASC report was that it galvanized the whole school community around the value of its guiding statements. The accreditation process initiated a full review and reconsideration of its core philosophy and this process, it can be said, became the key driver for the substantial curriculum redesign that we have undertaken over the last 5 years.

April 2014 - Island School received feedback from ESF on a review of the Year 7 and 8 curriculum. The Key Questions of the review were:

- What are the overall strengths of the program and the areas for development?
- What is the progression of the curriculum from Year 7-8?

The findings were largely positive and served to reinforce the strengths and areas for development that we had already identified. A copy of the final report will be made available to the visiting team.

The ESF issue a bi-annual survey to teachers, students and parents which helps the school to collate data relating to the perceptions of key stakeholder groups.

Given that the school has fully engaged with the need to act on the recommendations of the 2011 report and has been keen to move on its own, self-identified aims, it is true to say that this report is a product of fundamental and institution wide work.

It is also true to say that the process of producing this report has been streamlined and rationalised.

The two main areas of development over the last 5 years have been in the curriculum and the Island School redevelopment project. These are, of course, linked as it necessary to understand what we teach and learn in order to design the optimal space for doing it.

**Curriculum**

The changes have been radical and exciting and have involved all sections of the school. As they have been embedded they have gained in popularity and are now strongly supported by staff and students, as well as by parents and the school council. The new programmes and their innovations have been visited, looked at and studied by visitors from all round the world. Reports and papers on them are quoted below in this report.

Details are on the curriculum section of the school website, including the rational for all the changes. Briefly, these are the changes.

1. **Lower School**
   - The introduction of a genuinely trans-disciplinary course in Island Time for years 7 and 8 has made the link to the enquiry based learning in our partner primary schools much smoother.


#### VISITORS’ COMMENTS

As indicated in the school’s response, the information contained within the Five-Year Report was produced by the school’s Senior Leadership Team and was further informed by the views of faculty and the School Council. A number of the people involved in formulating the report had been members of the original 2009/10 Self-Study Committees.

The Five-Year Report was submitted in January 2016, and the document itself provided the Visitors with an insightful and reflective analysis as to where Island School is at this stage in its development. The report itself is comprehensive, well written, clear in its focus and supported by an abundance of evidence made available via hyperlinks.

The Five-Year Visit took place from the 22 – 24 February inclusive, and was undertaken by two Visitors, one representing CIS and one representing WASC.

On the first morning of the Visit the Principal and the Deputy Principal with responsibility for overseeing the Five-Year report and visit met with the Visitors. This opening meeting significantly enhanced communication and provided an opportunity for meaningful dialogue throughout the Visit.

It was immediately evident that the school has used the recommendations of the CIS/WASC visiting team of 2010 and information gained from additional reflective processes to develop comprehensive forward planning strategies.

The Visitors’ responses contained in this report encompass some reflections on the school’s progress related to the recommendations that stemmed from the 2010 Team Visit and a more detailed analysis of the school’s overall alignment with the Standards & Indicators that constitute the 8th Edition protocol. Where variations occur, the Visitors have identified these in their comments.
It has provided the core that links the subjects together. The focus on a concept led skills based curriculum for this course has seen a great increase in the observable transfer of these skills from subject to subject. The radical (for a secondary school) structure has created a whole new set of pedagogies, putting students at the centre, not just of learning, but designing learning and taking responsibility for it. Creation of an integrated Humanities programme has also made the divisions between subject areas more porous. The time structure of both these courses has allowed significant authentic interaction with the local environment and communities.

2. Middle School
We have reduced the part of the programme that is devoted to IGCSEs from 100% to 70%. The reason for this is that we see the evolution from what we do in the lower school was disrupted by only following IGCSEs. Similarly significant aspects of the IB Diploma and The Applied Learning Programme in the senior school we not adequately prepared for by these courses alone. We offer 56 Elements courses, from which students take 10 over years 9, 10 and 11. These courses are designed around the passions of our teachers and refracted through the skills framework. They emphasise a high level of student responsibility, both in choosing the courses and in planning learning within the courses. They are deliberately very different in structure from the IGCSEs and give a much broader learning experience. All courses are mixed age. None are set by an external syllabus. All allow multiple outcomes and a high level of personalisation. These have become the most exciting and courses in the school and the ones where students both challenge themselves the most and enjoy the most. These courses are 65 hours long, taught in blocks of 3 ½ hours allowing trips off campus an projects requiring more depth Explorations is a mandatory course for the middle year’s students. The content is based on the IGCSE in Global Perspectives and the IE Award. It emphasises collaboration of mixed age groups on research questions from the Global Perspective syllabus.

3. Upper School
The IB Diploma courses have been gradually and slowly modified with the introduction of such courses as Sport Science. The Applied Learning Pathway has grown to dovetail better with the IBDP allowing mixtures of BTEC and IB courses in a student’s package. New courses such as Hospitality and Design have been added to make this a viable option for about 15% of our students.

- Redevelopment

The school has been planning the complete redevelopment of its campus over the last two years. We plan to rebuild the school on its current site and therefore we have been burdened with the added work of planning the temporary relocation of the whole school for the 3-4 year construction period. The appointed lead consultant architects are 100% committed to a full co-creation process and so, subsequently, there is not one member of the school community that has not been involved in extra meetings and workshops as the school has moved towards finalizing the new school design.

The educational brief for the new school has been very much underpinned by the school’s guiding statements. For the last two years we have been busy ensuring that every design decision has been made with explicit reference to our development aims for teaching and learning. These in turn have been given direction by the school’s reviewed philosophy statements. The countless meetings with architects have mainly been attended by the school leaders at every level. We have kept records of the number of meetings the school’s leadership team (including middle leadership) have been involved in and this record will be made available to the visiting team. Whilst this process has been informed by the CIS:WASC accreditation process t at every turn, the school’s senior leadership team decided to make the 5 year review process as low profile as possible.

Not only have we spent innumerable hours working with architects on the design of the new school, but have spent nearly as much time working on the contingency of decanting the school into two campuses in the Tai Wai area of Hong Kong.
The timetabling team alone, has spent many days projecting forward and drafting timetables for the 2016-17 academic year and beyond. It is difficult to convey just how preoccupying the whole process of planning for redevelopment has been.
What this has meant is that we have not reconvened the groups for each section as we did for the first stage of accreditation. Instead the senior leadership team has drafted the first version of this report and then distributed it for feedback from faculty and school council.
The current state of our buildings also presents a challenge. The process of meeting our central aims for development, particularly with regard to teaching and learning, has been impeded by the traditional and inflexible nature of our old accommodation. We have recently had to net the entire building to make the community safe from falling concrete and are always frustrated when trying to accommodate our ‘new’ curriculum in a building that is designed for a different philosophy and approach.
Obviously this is a broad overview and we really look forward to discussing these issues in real depth during the team’s visit.
Whilst this is regrettable and we realise that a fully active involvement of all stakeholders would have been the best option, given the school’s current development agenda, it was best for all that we approached the five year review in this way.
SECTION 1b – PROGRESS ON VISITING TEAM RECOMMENDATIONS

- Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report.
- Indicate the rating you gave each recommendation at the time of the FRPP (C - Completed, IP - In Progress, F - Planned for the Future, N - No Action, or R - Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation C (Completed), IP (In Progress), or R (Rejected).
- For recommendations still In Progress, indicate, in Section 2, appropriate action plans that have been designed.

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<thead>
<tr>
<th>SECTI O N</th>
<th>VISITING TEAM RECOMMENDATIONS</th>
<th>SCHOOL RATING</th>
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<tr>
<td>A</td>
<td>Recommendation # 1</td>
<td>FRPP 5 Yr.</td>
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The visiting team recommends that the Council, administration and staff continue to permeate all decision-making processes with the school’s philosophy and objectives

- The school culture is now such that our stated values and the newly defined ‘Learning Journey’ document benchmark all decisions and developments in the school.
- The new curriculum design for Years 7-11 can be evidenced as coming directly from our school values statements.

From the school’s website.....

"Island School Values are at the heart of Learning"

The Island School Curriculum is based on the Island School Values and the ESF Learning Goals. Analysis of these values, and their implications for learning, has led to a flexible curriculum throughout the school. These are the headlines statements from the school values, which can be found in more detail here.

The Island School Community Pursues Excellence

This is achieved by a range of courses that challenge students to be the best they can be. Some of these courses lead to external assessment such as the IB Diploma or the BTEC. In these cases our results are consistently outstanding and our students can achieve the top grades throughout the world.

Other courses allow students to go beyond the exam courses with a breadth and depth that can be varied to challenge students at the highest level.

The Island School Community Embraces Responsibility

Students take responsibility for their learning in two ways. There is a wide variety of choice of courses in the middle school and senior school. Students, with careful advice, take responsibility for planning their learning by choosing the courses that are best suited to them, their needs, and their aspirations.
the freedom to plan their learning, either through what they learn or how they provide evidence for that learning. While they find this hard to start with, they learn to take responsibility for their learning as they mature and so are better prepared for the demands of the programmes in the senior school and beyond school.

The Island School Community Celebrates Individuality

The unprecedented range of courses in the middle school allows a tailored, personalized programme for each student that reflects all aspects of their individuality, from their different learning styles to their different interests. The opportunities are there for all students to define the learning programme that suits their individual needs. Support is available to challenge and guide students at every level.

In the upper school the two graduation programmes are designed to be flexible enough for students to express their individuality within the curriculum as well as through the wide range of extracurricular activities.”

<table>
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<tr>
<th>Recommendation # 2</th>
<th>FRPP</th>
<th>5 Yr.</th>
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<tr>
<td>The visiting team recommends that the Leadership Team and staff investigate ways of determining how Island School adds value to individual student growth in line with its philosophy and objectives.</td>
<td>IP</td>
<td>IP</td>
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<tr>
<td>• Island School uses a Value Added approach to assessment</td>
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<tr>
<td>• The current ARR system is being reviewed and replaced with a much more student centred product. Please see a specification for the emerging design here. Pilot in 2015-16. New assessment system</td>
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<tr>
<td>• See above for the way in which the development of the Island Futures Curriculum has very much been driven by the production, review and ongoing use of our IS values. The Elements courses provide extensive opportunities for personalised learning (‘Individuality’) and many include actions around very worthy causes (‘Responsibility’). Similarly Explorations involve students in project based learning activities around major global issues often</td>
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<th>Recommendation # 3</th>
<th>FRPP</th>
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<td>The visiting team recommends that the Leadership Team continue to develop additional procedures that will enable the school to determine the degree of success in putting its philosophy and objectives into practice.</td>
<td>IP</td>
<td>C</td>
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<td>• The Learning / Curriculum review. Initial notes and outcomes IS Curriculum Review Introduction ppt Notes from Curriculum Review Meeting @6th Oct 2015</td>
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<td>• Several visits from external agencies: Leicester University research reports, ESF reviews, other schools. Ian Gilbert</td>
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<td>Reflections on Island Futures Curriculum from Dr. Deborah Kidd</td>
<td>The Future of Teaching and Learning: ‘Whose Curriculum is it anyway?’ article about Island School curriculum by - Ian Gilbert Lance King’s - Feedback on Island Futures</td>
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<tr>
<td>• Learning conversations / student leadership</td>
<td>Learning conversations - key questions Student Leadership final document</td>
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NOTE ON SECTION B:

- In this section, schools whose Self-Study and Visiting Team Reports were based on the 8th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), as well as the Vertical Summary Report.
- Schools whose Self-Study and Visiting Team Reports were based on the 7th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), but exclude recommendations from the individual subject/learning area Vertical Reports (e.g. English, Mathematics, Science, etc.).

### SCHOOL SECTION: (11-16):

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<th>SECTION B</th>
<th>VISITING TEAM RECOMMENDATIONS</th>
<th>SCHOOL RATING</th>
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<tr>
<td>B2</td>
<td>Recommendation # 1</td>
<td>FRPP 5 Yr.</td>
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<td></td>
<td><em>The visiting team recommends that the curriculum leaders, in collaboration with teaching staff, consider the introduction of a formal curriculum mapping structure, to be adopted by all departments, in order to develop consistent documentation and articulation of the curriculum</em></td>
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<td></td>
<td>- See FRRP</td>
<td>C R</td>
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<td>- We have looked at such tools as Atlas Rubicon and considered its use. After this consideration we have decided not to adopt a consistent model for all the varied aspects of curriculum. For example the range and choice of the courses in Futures varies so much that no model will suit them all. The vertical nature of the classes also prevents this.</td>
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<td>- The inherent difference between courses that are end-defined, and those that are defined by experience rather than common outcome also means that use of a common mapping tool would restrict the variety of courses and experiences.</td>
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<td>- The skills aspect of the curriculum is mapped in detail in the Skills Framework and the 5 Cs are used throughout the school.</td>
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<td>- In short we are using our guiding statements and the newly reviewed and developed skills framework to bring consistency of approach to our written curriculum (see skills based curriculum, futures curriculum website, and the skills framework).</td>
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<td>- Having said this there is a common format for articulating and communicating our curriculum. Please see an example of this here for the Year 7 and 8 curriculum</td>
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<td></td>
<td>Recommendation # 2</td>
<td>FRPP 5 Yr.</td>
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<td></td>
<td><em>The visiting team recommends that the school’s administration, in collaboration with curriculum leaders, identify further opportunities for collaborative planning within and between departments.</em></td>
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<td></td>
<td>- We have continued to close the school at 2pm every Wednesday to provide adequate collaborative planning time for faculty and guidance teams across the school.</td>
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The implementation of our School Development Plan priorities has been recently formulated into regular Monday meetings with various working teams meeting in parallel to focus in on the various strands of our school plan. These meetings have been very action based, interactive and consultative. Reporting procedures have been developed to assure the dissemination of plans and ideas. As well as that we have been working hard to ensure that each team works in symphony with the others.

- Redevelopment.
- Island Time continues to support whole school discussions around pedagogy. The way the course is delivered enables each year team to meet during PE activities and regular key sessions to the whole year group by 1-2 teachers enables teaching teams to meet and collaborate.
- Periodically teams working on specific areas for development will be supported to take planning time - usually in the form of a half or full day. Supply teachers and those under on their timetable will cover classes to enable this collaboration.

Recommendation # 3

The visiting team recommends that the Senior Leadership Team consider ways to support change by appropriate planned professional development and the evaluation of the process and effects of implementing change.

At the start of the review and redesign of our 11-16 curriculum we held several leadership, whole staff, student and parent workshops to ensure that our emerging ideas aligned fully with our expressed mission and values. We worked in partnership with staff to develop a curriculum that truly reflected our espoused values. Staff professional learning has encompassed amongst many others, Lynn Erickson, the inquiry approach of the PYP etc.

Elements and exploration teaching teams have had regular opportunities for collaborative planning. Having said that these opportunities came short of the required time. The school regrets this, but feels it has done its utmost to provide time to support changings in curriculum and pedagogy.

The school has continued to support the ongoing training needs of our IB diploma teachers

CPD / Professional Development - some examples of recent Island School staff training

- **Staff Training Day - 20th February 2012**
- **Personalized Staff Training - 14th November 2013**
- **Personalized Staff Training - 11th March 2014**
- **Staff Training Afternoon - 4th December 2014**
- **Staff Training planning 2014-15**
- **Creativity, Communication & Capacity to Learn Training Day - 12th December 2014**
- **Guidance Training Day - 9th November 2015**
- **Pedagogy Training Day - 26th January 2016**
Recommendation # 4

The visiting team recommends that the school administration, in collaboration with curriculum leaders, ensure that the CPD plan integrates the needs of staff with the overall direction of the school and is linked to the philosophy and objectives.

- Action research Summary 2014
- New PRD system

CPD / Professional Development - some examples of recent Island School staff training

- Staff Training Day - 20th February 2012
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- Creativity, Communication & Capacity to Learn Training Day - 12th December 2014
- Guidance Training Day - 9th November 2015
- Pedagogy Training Day - 26th January 2016

- All CPD plans explicitly align with ESF and SDP learning goals

Recommendation # 5

The visiting team recommends that the school administration, in collaboration with curriculum leaders, develop and articulate expectations and protocols to ensure effective reporting of students' achievement to parents

- Review of ARR system by a group of staff with student feedback.
- Development of completely new system that will be trialled in 2016 and reviewed by staff, parents and students with a view to full implementation in 2016/7 - see Design Specification here
- Blogs are used as formative reflection and assessment tools in the Futures curriculum (11-16) particularly in all Elements and Explorations courses.
- Futures exhibition and Viva Voce interviews with parents present allow parents and teachers to be jointly part of the summative assessment process.
- Tutoring for Learning continues to provide opportunities for in depth joint discussions on student progress between students, parents and teachers in all years.
- The current focus group on “Learning conversations” seeks to improve the way the school uses effective formative feedback on student guidance and learning. The key aim is to support language for learning which ultimately enables our students to become more active in leading their own academic progress and key skill development.
- The school’s Facebook page and annual report (which is...
<table>
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<tr>
<th>Recommendation # 6</th>
<th>FRPP</th>
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| The visiting team recommends that the school administration review the timing and frequency of parent-teacher interviews.  
- Adjustments to the timing and frequency of parent-teacher interviews occur on an annual basis in response to changing needs and review  
- We have moved to a longer 2-6pm timeslot and the meetings take place in curriculum areas giving more of an opportunity for conversations to be had around actual learning outcomes.  
- A key support staff member has developed a highly advanced method for online appointment booking and ‘event’ organization. Student helpers ensure the smooth running of these afternoons and support all teachers with logistical and appointment issues.  
- Student attendance at these interviews is almost standard now.  
- A lot of work has been undertaken to ensure that all admissions interviews are more effective and in line with the school’s and ESF’s guiding statements? | C | C |

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<th>Recommendation # 7</th>
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| The visiting team recommends that the school administration, in collaboration with curriculum leaders, consider the development of guidelines and standards for technology use in teaching and learning.  
Some examples of staff resources produced by the school’s learning technology integrator, curriculum leader for Digital Literacy and the ICT director...  
- Staff guidance on laptop use  
- Staff guidance on printing documents  
- Research tools guidance for staff and students  
- Student and Parent laptop induction course  
- Staff protocols for email use  
- Island School Acceptable Use Policy (AUP)  
- “Looking after yourself online” student/staff guidelines  
- Cool Tools 2015  
- Staff guidelines for moodle use  
- Blogging Guidance for Staff  
- Teachers’ Gateway update  
- Digital Citizenship resources for teachers  
- ‘What is good ISLE use?’  
- Planning tutor sessions around digital citizenship  
- Digital Citizenship in the Year 7 tutor programme  
- Safer internet guidelines | IP | C |
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|         | *The visiting team recommends that the curriculum leaders, in collaboration with teaching staff, consider the introduction of a formal curriculum mapping structure, to be adopted by all departments, in order to develop consistent documentation and articulation of the curriculum.*  
  *See above* | C R |
|         | **Recommendation # 2**         | FRPP 5 Yr.    |
|         | *The visiting team recommends that the school's administration, in collaboration with curriculum leaders, identify further opportunities for collaborative planning time within and between departments.*  
  *See above* | C C |
|         | **Recommendation # 3**         | FRPP 5 Yr.    |
|         | *The visiting team recommends that the Senior Leadership Team consider ways to support change by appropriate planned professional development and the evaluation of the process and effects of implementing change.*  
  *See 11-16 section above for general response*  
  *Continued IB support. We have recently hosted two IB regional workshops in a wide variety of subject areas.*  
  *IB diploma training record 2014-15 Applied Pathway CPD 2015-16*  
  *Significant training for BTEC courses has been undertaken. This has been delivered by external providers and generated internally particularly for planning purposes.* | C C |
## Recommendation # 4

The visiting team recommends that the IB Diploma Coordinator, in collaboration with curriculum leaders and teaching staff, identify opportunities for a more effective integration of the IB Learner Profile into the IB Diploma programme.

### Inquirers
- Island Time emphasises the skill of "Capacity to Learn" which very much seeks to explicitly teach research skills. It also focuses on students’ ability to generate good questions.
- Island Time also features a unit called ‘Truth & Lies’ which again explicitly drives the teaching of critical thinking skills. The whole course builds on the prior learning of the PYP course which is offered at all the ESF partner primary schools that feed Island School.
- There is an emphasis on students developing their ability to lead their own learning. This is happening particularly in the

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Knowledgeable
- i
- Blue Tree Green Sky

Thinkers
- The school has developed a 65 hour elective course for the ‘Futures’ curriculum which has become very popular. Critical Thinking Elements Course Critical Thinking Development Plan 2013-14
- The Key Skills Framework emphasises Creative and Critical thinking skills and clearly defines a set of sub-skills for this area. This skills framework is beginning to underpin all curriculum areas, particularly Island Time, Explorations and the Elements courses. In turn this helps the transition onto the post 16 curriculum experience. “Analysing claims of knowledge is at the heart of the IB Theory of Knowledge course. Students will develop skills to help them tell knowledge from opinion and propaganda. They will question the basis of claims of truth from a wide variety of areas. These will include the sciences, politics and advertising. They will compare and contrast academic papers, newspaper articles and websites. One of the key questions we all face is which sources of knowledge are reliable and why?” Island Futures Website

Communicators
- Identity Unit (Public speaking) Year 8

Principled
- IISJ (Island School Social Justice)
- FuturED#2
- WANBO Facebook
- Helpers at Island School

Open-minded
- See above

Caring
- See above

Risk-takers
- Elements courses allow students to try a range of electives.
- A renewed emphasis on creativity across the curriculum and within the skills framework has meant that risk-taking is encouraged, particularly when generating new ideas. This is best exemplified by the Year 7 and Year 8 Innovation units in Island Time.

Balanced
- The Development and review of tutor time has supported tutors to be more effective at identifying and supporting those experiencing emotional, psychological and personal issues.
- Well-being agenda has been more pronounced in the school development plans in the last several years. The VP who leads
On guidance has been instrumental in developing the school's approach to the issue of staff and student wellbeing.

- The Tutoring for learning (TfL) is under constant review, but has always had student wellbeing and the development of self-management as its core aims.
- PSHE focus days have been introduced to ensure whole year groups have time to learn about key topics such as drug awareness and sex education.
- Wellbeing and identity units in Island Time

---

**Reflection**

- Current emphasis on 'learning conversations' aims to develop more of a language for learning that will support reflectiveness in our students.
- Every Elements course requires students to reflect on the way they lead their own learning and how they have developed their key skills during each experience.

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<tr>
<th>Recommendation # 5</th>
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<tr>
<td>The visiting team recommends that the school administration, in collaboration with curriculum leaders, develop and articulate expectations and protocols to ensure effective reporting of student achievement to parents.</td>
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points from Council meetings as a Chair’s summary publicly.

- He has also been proactive in promoting more in-depth debate and wider community involvement in the various council committees. The committee meetings have provided much needed opportunities for wider participation. Much of the council’s work is done at committee level leaving the core council to perform a more effective governance role.
- The Annual report contains a summary of the council's work over the previous year.
- School policies that the School Council approves are posted on the school website.
- The Principal’s PA keeps a list of policies (the long-term agenda) which the School Council approves with the ‘date last approved’ and ‘date for planned next review’.
- Council has representatives from the wider community, the parent body, students and faculty.

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<td>The Visiting Team recommends that the School Council and Leadership Team encourage school wide participation in the discussions related to space required for inquiry-based instruction, and the concerns about high maintenance costs resulting from aging facilities.</td>
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- There has been considerable discussion with Architects over the space and facilities that will be required in the new school and in the temporary decant schools. All members of staff have been involved and there has been significant opportunity for involvement of parents, students and alumni.
- A lot of research has been done into current and innovative practice in creating learning environments. This has been published in a regularly updated redevelopment section on the school website.
- The costs of maintenance are gradually increasing, but we hope that the timeline for redevelopment will be kept to.
- Many classrooms have been redesigned and refurbished. We have endeavoured to trial different furniture products to make better use of our cramped facilities. With the aim of experimenting with different ways of creating more flexible and agile learning spaces, we have tried completely new ideas of how to approach classroom design in the hope that this will better prepare us for the challenges of temporary relocation and designing our new school.
- Several recently created larger spaces have been used for the more inquiry based approaches of Island Time and the Elements course.
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<td></td>
<td>The visiting team recommends that the SLT in consultation with the Leadership Team and Faculty review how the link between the performance management process and professional development can be improved to meet both school objectives and ensure teacher needs are met.</td>
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<td></td>
<td>- The Professional Review and Development (PRD) process has been revamped by the person in charge of CPD to ensure a better alignment. A number of different pathways have been introduced for teaching staff to reflect the nature of their CPD journey through PRD if, for example, they are engaged in an action research project.</td>
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<td></td>
<td>- Action research Summary 2014 New PRD system New PRD form</td>
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<td>- This will have a further improvement when the school assessment module is introduced, as the same tool will be used for staff.</td>
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<td>The visiting team recommends that the school administration review and further develop the performance management process and related professional development schemes for non-teaching staff</td>
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<td>- Whilst the new Professional Review and Development (PRD) process applies to all staff, there is still a need to develop more equitable and systematic approach to the issue of non-teaching staff’s entitlement to professional learning.</td>
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<td></td>
<td>- New PRD system</td>
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<td>The visiting team recommends that the school administration review regularly teaching conditions, including class contact time and evaluation of change.</td>
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<td></td>
<td>- After review and the implementation of the Island Futures curriculum, class contact time for all teachers has been reduced.</td>
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<td>- The changes for Island Futures and Island Time have been constantly reviewed internally and externally. External reviewers have included Leicester University research reports, ESF reviews, other schools, Ian Gilbert.</td>
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<td>- The ongoing curriculum review has included a cross section of staff.</td>
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<td>- Summer works - prototyping different learning spaces, larger spaces and team teaching, trialling different furniture.</td>
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<td>- Complete school redevelopment is well underway and has included considerable staff involvement.</td>
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<tr>
<td>The visiting team recommends that the school administration systematically review how the new MMS has impacted teachers’ ability to fulfil pastoral roles.</td>
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<td>- See C1</td>
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<tr>
<td>- All senior heads of house oversee the tutor programme for a particular year. Resources and a scheme of work are published on the Tutor Time at IS website.</td>
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<tr>
<td>- The school surveyed around 80 students to collect their views on what makes a good tutor. This has helped us to design our approach to tutor time and helped us to understand better the aspects of a tutor’s role which are most effective.</td>
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<td>Survey here</td>
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<td>Responses here</td>
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<td>Findings and questions raised from the data collected here</td>
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<tr>
<td>The visiting team recommends that the school administration review and devise a plan to delineate clearly and communicate expectations and responsibilities within the Higher Education support programme</td>
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<tr>
<td>- The role of the expanded team is now clear to all constituencies within the school. There is a very positive working relationship between the pastoral staff and the HE team and an excellent service is provided to</td>
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<tr>
<td>The visiting team recommends that the school administration continue to seek ways to ensure that Faculty are supported to increase levels of collaboration.</td>
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<td>- Collaboration time on Wednesday afternoon has been better protected. Time has been delineated within this for cross curricular courses as well as departmental work.</td>
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<td>- Staff have all been given the opportunity to collaborate on the development of the school plan and its implementation. Many staff members have taken up this opportunity.</td>
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<td>- Curriculum Leaders often share good practice around</td>
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</table>
|         | The visiting team recommends that the Learning Development Department staff, school administration and school Counsellors continue to explore ways to provide more consistent support to students experiencing emotional, psychological and personal issues.  
- More part time counsellors have been appointed over the last several years and we now have three, where there was only one at the time of the first full CIS: WASC visit. A full time counsellor was appointed and started at Island School in August 2015.  
*Guidance and support Counselling at Island School*  
- A learning Support Class was inaugurated at IS in 2013.  
- The Development and review of tutor time has supported tutors to be more effective at identifying and supporting those experiencing emotional, psychological and personal issues.  
- Well-being agenda has been pronounced in the school development plans in the last several years. The VP who leads on guidance has been instrumental in developing the school's approach to the issue of staff and student wellbeing.  
- The Tutoring for learning (TfL) is under constant review, but has always had student wellbeing and the development of self-management as its core aims.  
- PSHE focus days have been introduced to ensure whole year groups have time to learn about key topics such as drug awareness and sex education.  
- Wellbeing and identity units in Island Time  
- Mentoring system in houses | C C |
|         | Recommendation # 2           | FRPP 5 Yr.    |
|         | The visiting team recommends that the school nurse, in collaboration with the school administration, explore ways to improve the present health care facilities  
- Not feasible on the current site, however planning for the decant site and the redevelopment has included improved facilities | R R |
|         | Recommendation # 3           | FRPP 5 Yr.    |
|         | The visiting team recommends that the school administration investigate ways of improving the resources to cover the health needs of the school.  
- We have been rigorous in ensuring first aid training, wilderness training and lifesaving training have been delivered to all who need it. All teachers have regular first aid training.  
- Training provided by ISOS for staff members on trips. ISOS support available before and during trips to advise on health conditions as well as provide emergency help.  
- Health Unit in Island Time. In year 7 Island time a 6 | IP C |
- Escape. Island Futures curriculum enables students to have over 2 hours of physical exercise per week.
- PE in Island Time. Every Year 7 and 8 students has 35 minutes extra PE per week during Island Time on Tuesdays.
- Safe use of laptops. The Digital Literacy curriculum, the guidance programme and the laptop induction course all focus on health and wellbeing issues related to the use of technology and the internet.
- We work with the service provider at our campus food outlets to ensure that meals and snacks are healthy. Certain food products are not sold for health reasons and we have monthly ‘Meatless Mondays’.
- PSHE focus days regularly deal with a range of health issues.
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|         | The visiting team recommends that the ESF, school administration and School Council determine a long term solution to the school’s accommodation issues as soon as possible.  
- Plan for complete redevelopment of school agreed by ESF board in 2013  
- Architects engaged in Dec 2013  
- Co-creation project begun in Jan 2014.Countless meetings between architects, staff, students, parents etc. have been completed in the last two years  
- A full design is now nearing completion.  
- Timeline is to move out to “decant” schools in 2017, and complete building by 2021. This depends on final government approvals. |
|         | Recommendation # 2             |
|         | The visiting team recommends that the school administration work with the ESF Facilities Department to ensure resolution of the issue of walkways and playground surfaces that are slippery when wet.  
- New surfaces on walkways have significantly reduced slip hazards.  
- The state of the stairs and walkways is constantly monitored with this issue in mind. |
|         | Recommendation # 3             |
|         | The visiting team recommends that the school administration work with the ESF Facilities Department to ensure the immediate fitting of anti-slip strips on all stairs on the campus.  
- Done |
|         | Recommendation # 4             |
|         | The visiting team recommends that the school administration work with the ESF Facilities Department to expedite the repair of the walkway banisters around the campus which are currently suffering rusting.  
- Continuing. Sections of the banisters are repainted during most term breaks and the ESF facilities department are continually monitoring this process. |
|         | Recommendation # 5             |
|         | The visiting team recommends that the Pastoral Leaders work with the Student Council to engender a greater sense of personal responsibility in all students for cleaning up after themselves and for the care of the immediate school environment.  
- In progress as it needs to be done with each new group of students. |
|         | Recommendation # 6             |
|         | FRPP 5 Yr.                     |

SCHOOL RATING:  
IP: Immediate Prioritization  
C: Complete
### Recommendation # 7

The visiting team recommends that the school administration ensure adequate security arrangements at all entrances and in particular the rear gates during the start and end of school.

- Rear gates are only opened for a short space of time to allow students to access and leave the site at the beginnings and ends of school days.
- Student prefects are stationed at the gates at the beginning of the school day to greet younger students.

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### Recommendation # 8

The visiting team recommends that the school administration and the ICT support staff work with teaching staff to resolve the perception or actuality of network issues hindering the use of technology to support learning in some areas.

- Significant expenditure has allowed us to upgrade the network to keep up with the needs of the school. However there is still a perception that the infrastructure is not dependable. We have extended the ICT technical team to ensure added frontline support. Various technical solutions have been implemented to make our broadband use more effective. Revisiting the AUP with students to ensure there is reduced ‘hogging’ of bandwidth through recreational usage.

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The visiting team recommends the school administration, with input from the staff and communication with the parents, continue to explore ways to improve communication about individual student learning.

- Much work has been undertaken to communicate student learning via our new website, the school Facebook page, and the Parent Portal,
- Student blogs which are used in every Elements course and the Explorations course are hyperlinked in the online assessment tool along with significant learning outcomes. Parents have fluid access to this.
- New assessment system will allow for much more formative feedback, student reflection and will enable students to curate and publish their learning outcomes for parents to view. [see Design Specification here](#).
- The school’s Annual Report showcases students’ learning achievements and is, itself, entirely produced by students.
- Improvements to the school’s Tutoring for Learning system has put higher priority on three way conversations between teacher, students and their parents around learning achievements and goals.

| SCHOOL RATING | |  
|---------------|---|---|
| FRPP         | C | C |  
| 5 Yr.        |   |   |
Summarize action plans the school has developed in response to Visiting Team Recommendations rated In Progress (IP) at this Five-Year stage.

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<th>Success Criteria</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>• 2015-16 School Development Plan</td>
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<td>• 2012-15 Strategic School Development Plan</td>
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**SECTION A:**
The 2011 CIS/WASC Visiting Team made three recommendations in Section A. All three recommendations were addressed with two judged completed and one in progress.

Prior to the joint CIS/WASC Team Visit of 2010, the school undertook a comprehensive review of its Philosophy and Objectives, which involved all key stakeholders. The outcome of the review identified three core values that now set strong direction for the school and are at the heart of all decision making. The school has been forward-thinking and proactive in using the three values to set an innovative learning agenda. The values of pursuing excellence, embracing responsibility and celebrating individuality are firmly centred on the student as a learner and identify ways in which learning is supported in the school. Each of the values has been carefully deconstructed in order to provide clear articulation of what each means for students, faculty and other members of the school community. It is evident that the three values are fully embedded in the school’s daily activities and programmes. The values are supported by the “Island School Code”, devised by students, which sets high standards of expected behaviours that support the school’s values and by the school’s learning statement, “The Learning Journey”.

The “Learning Journey” provides a vision and description of what learning looks like and aspires to be at Island School and unequivocally identifies that the student is at the heart of the learning process, is primarily responsible for the selection of learning pathways and takes responsibility for her/his own learning. The concept that learning best takes place through challenge and is not always linear in nature underpins much of the recent curriculum design, which, for years 7-11 in particular, centres around authentic learning experiences often provided through transdisciplinary programmes designed to develop creative and critical thinking. It is not a surprise that, in such a student-centred learning environment, it was a group of Student Advisors selected from Years 7 to 13 who were charged with developing the “Learning Journey”. At the time of the Five-Year Visit, the “Learning Journey” had been reviewed by the Senior Leadership Team and was being circulated to faculty for further consultation. The intention is that “The Learning Journey” will drive a pedagogy that encourages both individual and collective learning experiences and the development of global citizenship in an environment of guided challenge. The notion of “finding your passion” embodies the extent to which the revised curriculum is both student-centred and individually relevant. The school’s pedagogy also promotes individual well-being, enjoyment of learning and an appreciation that learning should be fun. It is evident that the school’s values and the “Learning Journey” are central to decision making and policy formation in the school.

In designing and implementing an innovative curriculum for Years 7-8, Island Time, and the Island Futures Curriculum, Years 9-11, the school has at the same time been developing assessment criteria and protocols that measure the value-added aspects of students’ achievement. Piloting of the revised system of assessment is taking place in 2015/6 with a stronger emphasis on the use of formative assessment and student self-assessment through student blogs.

The school has sought opinions on the appropriateness, and form of its new curriculum from external experts. The resulting reviews have proven to be very positive. The effectiveness of Island Time and Island Futures in achieving their objectives is in the process of being fully evaluated. An action research study being undertaken by Leicester University may also provide some valuable feedback to the school on the effects of the new curriculum on students’ learning. It would now be appropriate for the school to set timelines for the review in order to ensure full evaluation takes place. The Visitors recognise the extensive demands placed upon the
school’s leadership by the pending move to temporary campuses. However, if time permits, it would be appropriate to review the ongoing relevance of the school’s values and their articulating statements in conjunction with the review of the effectiveness of the curriculum.

SECTION B:
The 2011 CIS/WASC Visiting Team made seven recommendations in Section B: Curriculum for Years 7 through 11. Six of the recommendations were addressed and judged completed and one was rejected.

The 2011 Visiting Team made five recommendations in Section B: Curriculum for Years 12 and 13. Four of the recommendations were addressed and judged completed and one was rejected.

The two rejected recommendations asked the curriculum leaders and staff to consider the adoption of a formal curriculum mapping structure. After reviewing mapping tools the school rejected the recommendation and uses Guiding Statements and the Skills Framework to bring consistency to the written curriculum. Each subject area uses a common format for documenting their curriculum. Island Time units are developed by an interdisciplinary team.

IS addressed the remaining recommendations.

- Opportunities for collaborative planning have been increased through the development of interdisciplinary courses such as Island Time and early release on Wednesdays for common planning time.

- Effective reporting of students’ achievement is being addressed through the development of the new ARR system. The design specification has been developed and the new system will be trialled. The new ARR system will be an electronic portfolio format where students post evidence of their learning and have formative assessment conversations before a summative assessment is attached. A small group of teachers are trialling the process and making suggestions for improvements in the programme.

- A longer time slot (2:00 to 6:00 pm) has been developed for parent meetings. An online appointment booking process has made it easier for parents to arrange a meeting time.

- Guidelines and standards for technology use in teaching and learning have been developed. These guidelines include guidelines for moodle use, blogging and internet safety.

The curriculum has changed significantly since the 2011 Visit. Changes include Island Time for Years 7 and 8. The course is interdisciplinary in design and focuses students’ attention to the Skills Framework, and culminates with students producing a product that demonstrates their mastery of the skills. Island School Futures, for Years 9 through 11, provides four areas of courses:

- entrance courses that follow GCSE or IGCSE curricula;
- elements electives that are developed by teachers to inspire students to explore interests;
- Explorations courses that develop an understanding of global issues; and
- escape courses designed to provide opportunities outside the classroom for students to develop fitness and well-being. Students in Years 12 and 13 select to follow the IB Diploma programme, the IB Certificate Pathway or the Applied Learning Pathway.

SECTION C:
The 2011 CIS/WASC Visiting Team made three recommendations in Section C. All three of the recommendations were addressed and judged completed.

In preparation for the move to temporary campuses, the management structure of the school has been reviewed and revised to enable a smooth transition and ensure programme continuity. A number of fixed term management contracts will be issued to cover the period that the school is housed in temporary accommodation.

Communication with the school community about the role of the School Council has improved and the recently appointed Chair of the School Council posts a review of each Council meeting on the website along with details of school policies approved by the Council. The School Council sub-committee structure has enhanced the effectiveness and efficiency of the Council and allowed greater time for in-depth discussion and more
extensive consultation.

The school has been proactive in communication information about the redevelopment of the school campus and seeking both expert and community advice to assist with the planning of new facilities. The redevelopment section of the school website is regularly updated to ensure that all members of the school community are informed about the most recent developments. The School Council have been actively involved in the planning of the campus redevelopment and in planning for the temporary relocation. The school leadership has carried out extensive research into the design of the new facilities in order to ensure that facilities fully support pedagogical and programme requirements.

SECTION D:
The 2011 CIS/WASC Visiting Team made six recommendations in Section D. All six of the recommendations were addressed and judged completed.

The school’s performance management system has been replaced by an English Schools Foundation-wide process of annual Professional Review and Development (PRD). Each English Schools Foundation (ESF) school is able to develop its own approaches to staff appraisal (PRD) that best suits its own context. In line with its values, Island School provides teaching staff with the opportunity to choose a PRD process that best suits their own needs, priorities and professional aspirations. Teaching staff may choose from a one-to-one conversation with their line manager, appraisal via a coaching experience, action research, action research linked to a University of Leicester teaching course or an approved self-initiated PRD. Feedback from teaching staff indicated that the availability of choice is warmly welcomed and enables teachers to demonstrate and showcase particular strengths and provide opportunity to evaluate their own performance and reflect upon areas in need of strengthening. At the end of the current cycle of PRD, the school would find it beneficial to evaluate its effectiveness in developing teachers’ skills and competencies.

The annual appraisal system for support staff follows model used in all ESF schools in which staff members have an appraisal interview conducted by their line manager.

Collaboration between faculty members has been enhanced by the provision of additional delineated meeting time often used for the sharing of good practice, department planning and cross-curricular development initiatives. The school has identified within the School Development Plan 2015-16 the expectation of improving the sharing of the learning that results from professional development in order to have the greatest impact on students’ learning. CPD takes many forms including whole-school focus days, individual learning initiatives, action research and ESF initiatives. Teachers with whom the Visitors spoke were content with the level and range of professional development made available to them. Similarly, Support staff expressed that they too received sufficient and relevant CPD, some of which was concerned with issues outside of their job description such as individual well-being.

SECTION E:
The 2011 CIS/WASC Visiting Team made three recommendations in Section E: Student Support Services. Two of the recommendations were addressed and completed. One recommendation was rejected.

The rejected recommendation asked the school to explore ways to improve the health care facilities. Improvement of the facilities at the current site is not feasible, but planning for the temporary relocation and for the redevelopment of the site include provisions for improved facilities.

In response to the recommendation that IS explores ways to provide more consistent support for students’ emotional, psychological, health and personal needs, IS has added a full-time counsellor and two additional part-time counsellors. In addition, focus days, review of tutor time, well-being and identity units in Island Time and personal, social and health education focus days provide student support. Students said that they each had adults on campus that are supportive and available when they need assistance.

The Higher Education support programme has been expanded and services provided to students beginning in Year 8 through career awareness skills introduced to tutor groups. Year 10 students participate in the Career Faire. Individual appointments and targeted assistance for career exploration and college choice begin in Year 11. In Year 13 the HE team works with each student to ensure that they have the assistance necessary to make informed decisions about career focus and higher education choices. Parent workshops and student meetings are provided to help students explore cultural and financial issues related to post-secondary choices. One member of the HE Department focuses upon students in the Applied Learning Pathway. The HE office works closely with Heads of Houses and Tutors. Students are very happy with the support provided by the HE office.

SECTION F:
The 2011 CIS/WASC Visiting Team made eight recommendations in Section F. All eight of the recommendations were addressed and judged completed.

A long-term solution to the school’s accommodation issues has been found with the plan to redevelop the complete Island School site. This will involve the temporary relocation of the school to two separate vacant government school campuses which themselves will require extensive renovation and remodelling to accommodate the school’s programmes. The proposed timeline for the project is to “decant” to the temporary sites in 2017 and return to the newly-built campus on the original Island School site in 2021. The move to temporary accommodation and the return to the original site will create considerable challenges to ensure continuity of programme provision. The school leadership has been very well supported by ESF in the planning and preparation for this move, which will eventually provide the school with exceptional facilities that have been designed to fully support contemporary pedagogy.

Island school has completed all of the physical health and safety recommendations made by the 2010 Visiting Team. The one outstanding safety recommendation concerns the identification of a place of safety in the event of an emergency evacuation. The former place of safety is no longer available because of construction work. The school has been in discussion with the Fire Department to identify an alternative evacuation point. This should be seen as a priority issue.

Since the team visit of 2010, significant investment has been made in the provision of IT infrastructure and the development of IT as a learning tool. Current provision is generally of a high standard although the embracing and promotion of student directed learning has placed a strain on the availability of adequate bandwidth. Considerable planning has already taken place to ensure current standards of IT usage are maintained in the temporary “decant” campuses and to future proof the planned exemplary provision in the redesigned campus.

SECTION G:
The 2011 Visiting Team made one recommendation in Section G. Although the Five-Year Report lists the recommendation as completed, the school is continuing to explore ways of improving communication to parents about student learning. A small group of teachers are trialling a new assessment system that is designed to provide greater formative feedback. Design specifications have been developed for the new system, but it is not currently in use throughout the school. The challenge is to develop a system that allows for formative assessment comments and student reflection and revision prior to the summative assessment while also being user friendly.
**SECTION 2b – ACCOMPLISHMENTS & CHALLENGES**

- Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- The sections reflect the 8th Edition Standards headings.

<table>
<thead>
<tr>
<th>SCHOOL COMMENTS</th>
<th>VISITORS’ COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Guiding Statements (A):</strong></td>
<td><strong>The Visitors commend the Principal and senior leadership for enacting the school’s guiding statements by placing students at the centre of learning. The extent to which students are encouraged to be self-directed learners and take responsibility for their own learning is to be applauded. The creation of the school’s unique contextual definition of learning, “The Learning Journey”, by representative Student Advisors has highlighted the importance that the school places upon student involvement in their own learning. A very high level of trust is placed upon students to demonstrate responsibility and indications are that they have risen to this challenge and are on the whole fully engaged in their learning programmes.</strong></td>
</tr>
<tr>
<td><strong>Accomplishments...</strong></td>
<td><strong>The introduction of Island Time and Island Futures stems directly from the school’s values and is based upon contemporary pedagogical research and practice. It is an exciting and innovative approach to learning and one that both students and staff appear to embrace with enthusiasm. As one student in Year 9 informed the visitors, “How is it that learning has become so much fun?”</strong></td>
</tr>
<tr>
<td>- We have recently reviewed our Teaching &amp; learning statement. “The Learning Journey” statement which has been largely crafted from input from our Student Learning Advisors. This document both celebrates what we are already confident that we do here, but is also aspirational as it sets out areas for development at the same time. The document will always be a working document and we need to develop ways to ensure that is a tool for use and not an inert piece of writing. The Island Futures Curriculum has been successfully implemented. We are immensely proud of this innovation and early review and student / parent feedback has been very positive. The curriculum development process has been a direct result of us really reflecting on our three core values. We really believe that we have taken “responsibility” for our teaching and learning by developing our own somewhat radical curriculum. We continue to put students and their learning at the core of all our decision making. The effect of the formation of our core values should not be underestimated. They have become part of the school’s DNA, but after 5 years we need to review them and build on them further.</td>
<td></td>
</tr>
<tr>
<td>- The effect of the formation of our core values should not be underestimated. They have become part of the school’s DNA, but after 5 years we need to review them and build on them further.</td>
<td><strong>As highlighted by the Visitors in their summary comments in Section 2a of this report, the school’s review of the effectiveness of the new curriculum and pedagogy in achieving the desired learning outcomes for students will be used to continually improve the programme.</strong></td>
</tr>
<tr>
<td><strong>Challenges....</strong></td>
<td><strong>The temporary relocation of the school presents major challenges in preserving the unique culture that has developed within the school. Extensive planning has taken place to ensure that the guiding statements play a prominent role in sustaining the learning culture and the continued development of student self-directed learning.</strong></td>
</tr>
<tr>
<td>- Finding the capacity for a thorough review and development of our guiding statements during the demanding process of decant and campus redevelopment.</td>
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<tr>
<td>- Ensuring that the final design for our new school reflects our core values.</td>
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<tr>
<td>- Maintaining school ethos during the period of temporary relocation.</td>
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Teaching & Learning (B):

Accomplishments...

- The school has put an explicit emphasis on student experience when designing new courses and reviewing existing schemes.
- Authenticity: In many courses at Island School there is a real emphasis on making the experiences students have as authentic as possible. By that I mean there is added focus on project and problem based learning, more learning outcomes that involve public action, many more outside speakers and facilitators.
- The recently reviewed Skills framework was first completed shortly after the first teams visit. Considerable work has been undertaken and completed to ensure that The Island School key skills framework underpins all new courses and is embedded in the TIL and assessment systems.
- Concept led planning has become a familiar idea at IS and we use it more and more to map and structure learning
- Longer time slots have enabled an informal yet deep reappraisal of pedagogical methodologies.

There has been a real upsurge of team teaching across faculties which has not only led to improved standards in T&L but has enabled a better level of sharing of good practice.

- We are proud of the way we have moved to a more effective and systematic way of implementing our development plans. Monday meetings, which are largely interactive and driven by carefully chosen protocols, have enabled us to have large levels of participation and significant input from our staff. For example the recent emphasis on note taking, dialogue and group work protocols has been clearly driven by core values, through the development plan process, into curricular planning and then into the review process.

Challenges....

- We still need further work on embedding our skills based approaches into teaching and learning.
- Similarly we need to work on developing our language for learning to support thinking skills, particularly in relation to growing students’ ability to reflect on and lead their own learning.
- We need to ensure that our developing philosophy of teaching and learning (The Learning Journey) is understood and applied by all in our community.
- Furthermore this philosophy needs to be demonstrably supported by our new school design.

Since 2011, the IS community has redesigned the curriculum with the aim of better alignment with the Island School Values of pursuing excellence, embracing responsibility and celebrating individuality, building bridges between students’ experiences in PYP and the rigors of the IB Diploma Programme, and ensuring opportunities for students to gain the skills defined in the Skills Framework. The Learning Journey is a draft document that describes the philosophy of teaching and learning that underlies the changes in curriculum, assessment and pedagogy. It is noteworthy that students are actively involved in the development of The Learning Journey as Student Learning Advisors. The entire school community has been involved in the curriculum changes.

Years 7 and 8

In addition to subject area courses, all students are enrolled in Island Time. The Island Time course is interdisciplinary and core to development of the skills of communication, capacity to learn, creative and critical thinking, collaboration and conscience. Although these skills are reinforced and used across the curriculum, they are the focus of the units of inquiry of Island Time. Year 8 students have the opportunity to take greater control of their learning through an individual project (Solo Exploration) based on personal interest.

Years 9 through 11

The Middle Years Programme—Island Futures has four components: Entrance, Elements, Explorations and Escape. The design supports continuing development of inquiry skills and knowledge in preparation for IB Diploma or the Applied Learning Pathway as well as allowing students to explore interests through the Elements courses. A result of the implementation of Island Futures is that the maximum number of GCSEs or IGCSEs a student is permitted to take is reduced to eight.

Years 12 and 13


From discussions and observations, the Visitors found many positives to the
differentiated instruction at faculty level. We need to build on the shared practice and inputs made to the whole faculty from different staff members and curriculum leaders. We are aware that every teacher needs to be skilled in approaches to EAL and individual needs teaching. In the final stages of designing our new school we need to sustain our commitment to ensuring that the new school is totally accessible to all irrespective of particular students' emotional, social and physical differences and needs. In ensuring the above means we can be certain that our espoused commitment to “Celebrating Individuality” is true.

curricular changes. Students expressed their enjoyment of learning when they had greater control over selection of topics and how they developed and demonstrated mastery of an area. Students are engaged in activities and can demonstrate their achievement through projects and products. Parents recognised that the skills of communication, collaboration, creativity, conscience and capacity to learn are closely aligned to the IB Approaches to Learning and are reflective of the life-long skills that are crucial to personal and professional success.

Challenges and concerns about the curricular changes were also expressed. Parents are concerned that a reduction in the number of GCSEs or IGCSEs might have an adverse effect on admission rates to very competitive universities. The longer time periods and group self-directed group projects may be an added burden for students in EAL and SEN. Teachers are supportive of the changes but questions regarding course time, student selection of courses and potential to make changes or adjustments to the programme were raised. There are concerns about how the upcoming ESF decision regarding MYP might have a negative impact upon Island Time and Island Futures. Concern about the drop in student enrolment numbers in some subject areas was also expressed. Using the benchmarks and criteria for measuring the success of the programmes in achieving the aims of the Learning Journey could help address the concerns while providing for formative input and possible refinements.

Governance & Leadership (C):
Accomplishments.....

- Distribution of leadership. Although not an easily evidenced leadership strategy, we have given staff autonomy to write Elements courses. This has been a deliberate attempt to demonstrate trust and to provide everyone with the opportunity to lead in the realm of teaching and learning and curriculum development.
- The improvements that the Principal and the Chair of Council have made in the way the school is governed, and which are detailed elsewhere in this report, have brought about significant benefits for the school.
- Significant and intentional work has been carried out to build leadership capacity and a more collegiate culture amongst our middle leaders. This has had a huge impact in the way the school has improved. It has also increased our capacity to bear the substantial change agenda that the school has experienced over the last five years.

The governance of Island School operates in a two-layered structure comprising the ESF and the School Council. While the respective roles of both bodies are well documented, and designed to provide effective support for the school, the IS School Council believe that further clarity is still required. The School Council presents as an informed and dedicated group of school community representatives that is fully supportive of the school’s aims and values and provides sound governance within the framework set by the ESF. The governance structure includes the overarching policies contained within the ESF Ordinance, adopted by the ESF Board of Governors and site-specific policies, procedures and plans developed by the Island School Council. Island School maximises the advantages of being part of a larger organisation, as can be seen by the considerable investment being made by the ESF in the redevelopment of the campus and support in meeting the challenges present by relocation.
### Challenges....
- We are working hard to be strategic in the way we modify our leadership structure to meet the challenges of decant to two separate campuses.

It is evident that strong and professional leadership has enabled the school to make significant improvements over the past five years. The development of leadership skills of both senior and middle leaders has played a substantial part in this. To this end, the Visitors endorse the school’s commitment to the continued development of leadership skills and the empowerment of teachers through development of trust and professional respect. This bodes well for the challenges that will be created by the move to two separate campuses.

### Faculty & Support Staff (D):

#### Accomplishments ...
- The new Professional Review and Development (PRD) system marks an improvement of our approaches to performance management system and enabled us to tie the process better to professional learning needs.

Challenges ...
- Developing a more systematic strategy for the professional development of support staff.
- We need to ensure an effective transition to a staffing structure that best supports the school’s aims during temporary relocation. This is in process. See guiding principles [here](#).

There are still challenges to do with finding creative strategies to develop more frequent opportunities for staff collaboration and more informal routes for professional learning to meet the school’s aims.

The Professional Review and Development protocol links to the ESF Teaching Capability Framework, directly to a teacher-selected preferred practice model. Evaluation of the process should provide evidence to show the extent to which individual staff performance, the provision of peer coaching and the outcomes of action research inform the provision of professional development designed to assist teachers in meeting their identified targets and promote enhanced students’ learning.

Staff morale remains high. The relatively small voluntary turnover of staff has assisted with embedding improvement practices, the introduction of new curricula and the embracing of contemporary pedagogy.

### Access to Teaching & Learning (E):

#### Accomplishments ...
- The creation of the Learning Support Class (LSC) has enabled a wider range of learning needs to be met by the school. An early review of the work of the LSC, An initial summary of the LSC needs Individual Needs New Learning Spaces Needs
  - The development of the Futures Curriculum has meant that learning can be more personalized and for progression routes to be more varied. In turn this has enabled us to meet the diverse and varied learning needs of our students. A focus on differentiation and a wider range of teaching methods has enabled us to assure entitlement to our curriculum.

Challenges ...
- We need to continue to address issues to do with differentiated instruction at faculty level. We need to build on the shared practice and inputs made to

IS provides a range of services that enables all students to access the programmes offered by the school. The Head of Individual Needs provides leadership to support services for students identified for Special Education Needs and English as an Additional Language.

Since the last accreditation visit, IS has added a Learning Support Class (LSC) for students identified as needing Level 3-4 adjustments. SEN support is provided in mainstream classes as well as in LSC. The number of students identified for SEN will double in 2016-17 and an additional teacher will be added. Finding classroom space for the growth in identified SEN students will be challenging until the school moves to an interim location. Other challenges are more
the whole faculty from different staff members and curriculum leaders. We are aware that every teacher needs to be skilled in approaches to EAL and individual needs teaching.

In the final stages of designing our new school we need to sustain our commitment to ensuring that the new school is totally accessible to all irrespective of particular students’ emotional, social and physical differences and needs.

programmatic. There is concern that with reductions in the number of GCSEs, students will have limited options to get support. The new curriculum structure with longer class periods can be difficult for students with attention disorders or autism. Teams working to develop new assessment and reporting formats must be mindful of the impact on students with Individual Needs and not add greater challenges for those students. The SEN staff are concerned about options for Years 12 and 13 students that will be successful in any of the three pathways available to students at IS. Possibilities include modification of courses within the Applied Learning Pathway and the ESF Work Structured Programme. The goal would be for students to complete a programme that provides them with a certificate of mastered skills that can be presented to employers.

The number of students identified as needing EAL support is increasing. There are currently two EAL support teachers and that will increase to three in 2016-17. English support is provided in separate classes in Years 8, 9 and 10. Mother tongue support is provided through courses at ESF Central, independent study and Elements. Realisation that all teachers need to be teachers of English and have strategies to assist EAL is in the beginning stages. Plans are to increase opportunities for teachers to obtain and practice those strategies. The EAL staff is perceptive to social issues that sometimes surface as students work to gain proficiency in a new language and provide assistance and guidance to those students.

IS students have access to Careers and Higher Education counselling. Staffing has been increased to include a Head of HE, a HE Counsellor and a Counsellor for the Applied Learning Pathway. The range of services has also expanded. The HE Department provides career awareness skills to Year 8 tutor groups and then increases services as students progress toward Years 12 and 13. The HE Department works closely with the Heads of House, arranges for university visits and holds parent meetings. Students praised the HE Counsellors for the level of support they received while making career and university decisions. Parents indicated a desire to have additional meetings with HE to clarify university positions on the changes to the IS curriculum and the decrease in the number of GCSEs and IGCSEs completed by IS students.

Until this year, social and emotional counselling needs of IS students were addressed by part-time counsellors and a part-time social worker. Although these services are valued and continue, IS has continually requested funding for a full-time
School Culture & Partnerships for Learning (F):

Accomplishments ...

- The school has partnered with Leicester University in the UK to develop an approach to action research. This in turn has led to visiting speakers and facilitators helping us with our professional learning program. Certain staff have completed action research this enables them to gain credits towards a master’s degree.

- Many parents and other outside speakers have come in and worked face to face with students to enrich the curricula experience during Island Time. During the Truth & Lies unit students interview professionals whose job involves ascertaining the truth in a range of domains.

- During elements courses many practitioners from outside the school have come in and worked with teachers to support them during lessons. A good example of this is in our debating Elements course. Greg Forse, the Hong Kong national debating team coach teaches this course alongside two teachers and in fact was very closely involved in the writing of the course itself.

- FuturED at conferences have enabled the school to hear the very varied views of key players in the Southeast Asia region.

- FuturED#1
  FuturED#2

- Elements courses have really changed the culture
  - and atmosphere in the school on Wednesdays and Thursdays. It is not unusual to walk around school and to see groups of students working on very interesting and unexpected projects outside in informal learning areas. The atmosphere is less institutional and feels much more positive.

- Challenges ...

- During the temporary location of the school it will be important to work with the local community in Tai Wai. As yet the community do not know that we will be descending upon them in 2017. We plan to make a bridgehead in the community quite soon and to work closely with community leaders to ensure we can develop close and productive relationships with local people. As well as this we will need to sell the benefits to the community of having Island School located with them for 3 to 4 years.

Counsellor. Although external funding was not available, IS has added a full-time counsellor. Teachers and students validated the value of having a counsellor on campus full time. The visitors commend the school for providing this position that has a positive effect on student well-being and the ability of students to access teaching and learning.

Island School has a strong tradition of relationships with local and international organisations and projects. The introduction of Island Time and Island Futures is supportive of this tradition, as student hone skills of creativity, responsibility and collaboration that will enable them to be successful in an interconnected global social and economic environment.

A distinguishing characteristic of the culture of IS is the strong house system. The six houses provide structure for sports, competitions, tutoring, pastoral care and service. The students speak of membership in their house as being part of a family. Students acknowledge the role that house tutors and Heads of House play in ensuring well-being of students through recognising signs that a student is experiencing difficulties and providing guidance or directing them to additional resources.

Students are supportive of the Island School Code and feel that most students follow the guidelines and that allows trust between students and between students and teachers. Students are encouraged to take greater leadership roles as they progress through the year levels. Senior Prefects take responsibility for planning and implementing many of the school activities.

IS reaches out to the Hong Kong community and invites presenters into the school. Students also participate in community events. Students have many choices for extracurricular involvement in clubs, sports and arts. Quest Week and service projects provide opportunities for students to participate in activities outside of the formal curriculum that support their mastery of skills in collaboration and problems solving, while having the opportunity to serve others and develop compassion. The Visitors suggest that the school considers developing a process to align service learning and Quest Week activities with the school’s value statements and Skills Framework. Continuing to identify methods of assessing students acquisition of skills gained from learning opportunities outside of the main curriculum will assist in that alignment.
years
A further aspect of the futures curriculum will be

- ‘The Edge’. This will seek to blur the line between the ‘high school curriculum’ and emerging knowledge, between school and community and to widen our definition of Island School learners to encompass all our stakeholder groups.
- Whilst we consider the school to be innovative and the culture to be positive, we still see there is a need to improve on these Aspects.

We have deliberately celebrated trust amongst faculty but we need to extend and develop the school’s culture of innovation.

The necessity of moving IS into temporary locations during the rebuilding of the IS campus may be viewed as both disruptive and as providing opportunities to build new community partnerships. It will be important for the IS school community to reach out to the local communities regarding the relocation and build positive relationship prior to the relocation.

Operational Systems (G):
Accomplishments ...

- Health and Safety committee set up and active.
- The weekly Events and Trips meeting ensures that clashes are avoided, that all charity events conform to student formed guidelines. Trips are requested via a google form and the weekly events meeting has the overview and ensures that too many trips to not occur on any one day.
- The ‘staff envelope’ provides all key information for teachers and is revised and updated annually.
- The school’s communications team has been extended and is currently strong. Communication systems have been improved with the development of ...

A new school website which has been developed with the support of ESF centre using ‘wordpress’.

- Protocols for emails
- The Parent Handbook
- New system for communicating via newsletters.
- A new ‘parents’ portal’ that collates and communicates all information parents.
- The system of planning for staff absences has been moved to the Teachers’ Gateway and is much more effective.
- The online booking system for teacher parent consultation and ‘tutoring for learning’ events has been refined and updated.
- An online room booking system has been developed and is housed within the Teachers’ Gateway.
- The critical incident policy has been updated and tested with several incident simulations

Challenges...

- We still need to develop a new system for whole campus evacuation and to run drills to test it with the support of HK police, fire and transport departments.

As identified by the school’s comments to this section of the report, there have been a number of successful initiatives implemented over the past five years. Particular areas of development have been concerned with improved communication, both internal and external, improvements to health and safety practices and the extended use of IT as a management tool.

In preparation for the reconstruction of the school campus, considerable energy and time has been expended upon researching and identifying effective learning environments. This research has focused on designs that will support and enhance the adoption of contemporary pedagogies and make constructive contributions to the improvement of students’ learning and well-being.

The school has been in discussion with the Fire Department to identify an alternative evacuation point. This should be seen as a priority issue.
Accreditation emphasizes several key concepts which should constitute the core of a school’s orientation and focus: (1) a School’s Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school’s current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the CIS Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school’s alignment to the three main drivers (The school’s Guiding Statements, Teaching and Learning and Internationalism).

<table>
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<tr>
<th>SCHOOL REFLECTIONS</th>
<th>VISITORS’ COMMENTS</th>
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<tr>
<td><strong>(1) Guiding Statements</strong> (to what extent do they drive the school’s programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</td>
<td>There is strong evidence to demonstrate that the Island School Values will continue to drive the school’s programmes and operations into the future. It is abundantly clear that they form the basis of the Island School ethos and are responsible for the creation of an identity that the school community is proud of and wishes to preserve.</td>
</tr>
<tr>
<td>• Please see the numerous references to this question earlier in this document.</td>
<td>The Visitors were presented with enough evidence to be reasonably certain that future school planning will be values-driven, and that criteria for success emanating from these values will be used to evaluate the school's programmes.</td>
</tr>
<tr>
<td>• We are confident that the school values, the school code, statements set out in the school prospectus and, increasingly, The Learning Journey, drive all that we do.</td>
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<tr>
<td><strong>Area(s) for Future Attention:</strong></td>
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<tr>
<td>o We need to review our guiding statements fully and to involve all stakeholders in doing so.</td>
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<td>o We need to ensure that the guiding statements continue to underpin all decision making during the temporary relocation starting in 2017.</td>
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<td>o We need to more systematically use these documents to develop tools for self-evaluation.</td>
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<tr>
<td><strong>(2) Teaching and Learning</strong> (are students’ learning outcomes clearly stated? To what extent is students’ learning the focal point of school development and decision-making? How is student learning “measured”?)</td>
<td>The commitment to teaching and learning is evident throughout the IS community. Leadership teams, teachers and students have invested time, energy and resources into researching programmes and practices that will provide the optimum learning opportunities for IS students with the clear goal of students developing the capacity to demonstrate that they are confident independent learners, collaborators and critical thinkers. Major changes that promote a skills-based curriculum, increase students’ choices and ownership of their learning, redesigns assessment and reporting practices and changes teachers’ roles in the classroom has been, and is, occurring at IS. While parents express some concerns, they recognise that students are gaining important skills and demonstrating academic growth through external exams and project presentations. Conversations throughout the school are focused on how to support students in their learning journey. Teachers are clear that even if there are areas that need closer review with an eye toward revision, they do not want to lose the focus on students’ learning that has resulted from the addition of Island Time and Island Futures.</td>
</tr>
<tr>
<td>• We believe that our ongoing commitment to providing the best teaching and learning experience for our students drives all our development planning and decision making.</td>
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<tr>
<td>• We have developed multiple means by which we assess students. We are acutely aware that the most important things to assess are often the most difficult. We want to avoid a situation where we value that which is easiest to assess. We continually strive to enable students to become self-driven life-long learners; learners that are adept at being creative problem solvers who are effective collaborators and communicators. This aim has led us to focus on developing students’ reflectiveness skills and critical thinking, by creating a range of assessment tools that are participatory, formative and validatory.</td>
<td></td>
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</tbody>
</table>
- We need to continue to develop forms of assessment for learning that particularly focus on key skill acquisition and the understanding of deeper concepts. We need to develop strategies for ensuring that the newly created Learning Journey descriptors become indicators of standard practice across our curriculum.

There have been significant changes to teaching and learning at IS school since the last accreditation visit. These changes have been made even through there has been ongoing uncertainty about the up-coming move process, concerns about the structural integrity of the facility and the need for greater teaching space flexibility to support the curricular changes. The Visitors recognise the challenges that the IS community have and are facing and commend the energy and courage required to make important changes to teaching and learning.

In The School Development Plan 2015-16, the school has identified key areas for discussion and action related to teaching, learning and guidance. In addition, the Five-Year Review documents references areas for future attention. The Visitors concur with the need to:

- Continue development of forms of assessment for learning that particularly focus on key skill acquisition and the understanding of deeper concepts.
- Develop strategies for ensuring that the newly created Learning Journey descriptors become indicators of standard practice across the IS curriculum.

In addition, the Visitors suggest that the school takes into consideration:

- Reviewing criteria for evaluation of the success of the curricular changes resulting from implementation of Island Time and Island Futures.
- Providing a timeline for a review process based on the identified criteria.

(3) Internationalism/Intercultural Competence  (how has the school defined this concept? How does it promote internationalism?)

- The school is committed to promoting internationalism and intercultural competence, but does not have a specific and widely communicated definition of it. Having said that it is clearly stated in our Learning Journey document. We very much subscribe to the draft discussion document published by CIS in March 2007. That is....
  
  ETHICS discuss substantive matters of principle from multiple perspectives.
  DIVERSITY understand the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.
  GLOBAL ISSUES understand* current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.
  COMMUNICATION attain fluency in the medium of instruction, in another language, and, with as much support as the school can offer, in their mother-tongue.

The development of international and intercultural learning opportunities for students is a major school focus. The “Learning Journey” underscores this and provides a school definition of global citizenship: "Being a responsible global citizen implies the need to create strong ties to relate to others who are distinctly different. We foster cohesion, collaboration and agreement to ensure the wellbeing and sustainability of our planet and everything on it." There are numerous examples, both within the curriculum and in associated learning activities, of the opportunities afforded to students to gain international and intercultural competencies. One such example being the compulsory Global Perspectives IGCSE. A large number of student-initiated activities such as “Blue Trees Green Sky” also promote the acquisition of global citizenship skills. There are also many examples of high quality resources that support learning in this area. The Visitors are of the opinion that as the notion of global
The school's values statements emphasise "Celebrating Individuality". A student-led LGBTQ+ group, 'Spectrum', is active. Extra-curricular debating is popular. Island Time and Humanities curricula both systematically develop critical thinking skills and focus on ethical issues. The Island School Social Justice Group is very active.

Diversity

- Celebrating Individuality
- Extra-curricular debating is prosperous.
- Island Time and Humanities curricula both systematically develop critical thinking skills and focus on ethical issues.
- The Island School Social Justice Group is very active.

Communication

- Language Centre Elements course provides Mother Tongue support for substantial blocks of curriculum time.
- All students take a second language and some a third.

Global Issues

- Explorations includes a mandatory IGCSE in global perspectives which makes students apply critical thinking to a wide range of global issues and consider multiple viewpoints.
- A number of Elements course involve similar experiences for students e.g. Critical Thinking for students e.g. Critical Thinking, Debating, Law, History, Philosophy, at the Movies, Freakonomics, etc.
- Model United Nations (MUN) is very popular among students.
- Extra-curricular debating is prosperous.
- Island Time and Humanities curricula both systematically develop critical thinking skills and focus on ethical issues.
- The Island School Social Justice Group is very active.

Diversity

- Celebrating Individuality
- Extra-curricular debating is prosperous.
- Island Time and Humanities curricula both systematically develop critical thinking skills and focus on ethical issues.
- The Island School Social Justice Group is very active.

The Visitors suggest that in doing this the school considers the following questions:

- What are the desired international/intercultural attributes, skills, knowledge and dispositions possessed by an Island School graduate?
- How, and to what extent, do Island School promote the learning of students' mother tongues?
- What professional development is required in order to equip the staff with the range of necessary skills required to successfully deliver the global citizenship learning programme?
- To what extent is the school using the cultural diversity of its community to promote cultural diversity? To what extent is the school using the cultural diversity of its community to promote cultural diversity? To what extent is the school using the cultural diversity of its community to promote cultural diversity? To what extent is the school using the cultural diversity of its community to promote cultural diversity?
The EAL department works hard to support all faculty to be better EAL teachers and provides extra support for those who need it.

- **Service**
  - Community service is built into the curriculum in Explorations, several Elements courses and as CAS requirement in the IB Diploma.
  - In Quest Week many trips and local projects have a service element.
  - Student initiated community service projects abound e.g. Urban Angels and the Helpers’ School.

- **Leadership**
  - Explorations systematically develops leadership skills in all our students. Through the effective use of vertical groups, students graduate to being group leaders in the third year of the course.
  - Year’s 7 and 8 camps are exclusively led by Year 12 and 13 prefects. They are trained in their role well before the Quest Week in which the camps take place.
  - All our six houses have mentorship programmes in which senior students lead juniors.
  - Island School Student Union (ISSU)
  - Senior Learning Advisors
  - There are a multitude of tutor based leadership roles e.g. Charity reps, Laptop reps, Sports reps etc.
  - The many and varied extracurricular events afford our students a wide range of leadership opportunities e.g. Cultural Evening, Fashion Show, Blue Tree Green Sky, and other sports and arts events.
  - The school prefect elections create important leadership roles within the school.

**Area(s) for Future Attention:**

We need to define what good service learning is. We have written school guidelines for all our charitable work in order to maximise impact and avoid tokenism. We now need to the same to ensure a wholly positive and sustainable impact of all our service learning.

**Which of the “Areas for Future Attention” do you consider most urgent for your school? Why?**

We need to continue to develop forms of assessment for learning that particularly focus on key skill acquisition and the understanding of deeper concepts.

We need to develop strategies for ensuring that the newly created Learning Journey descriptors become indicators of standard practice across our curriculum. We also need to use the Learning Journey to develop tools for self-evaluation.

The Visitors concur with the school’s analysis of the most significant areas for future attention. These should be viewed in conjunction with the Visitors’ analysis contained in Section 3 ‘The Future’.
How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

**SCHOOL COMMENTS**

Planning for future development hinges on the triumvirate of buildings, curriculum and pedagogy. Where we learn, what we learn and how we learn. We are in a uniquely fortunate position as a school. We are designing a new school, we have the appetite to take very bold steps in our programmes and we have teachers of a quality to make the most of these opportunities.

**Buildings**
- The new Island School has been planned in detail in conjunction with our architects. Every aspect of the plan has been a co-creation between the school community and the architects. All of this has been placed in the context of research from around the world on the best current practice on building for the future. This has included visits to other schools and involvement in conferences. We have engaged with acknowledged experts such as Stephen Heppel, Dr. Kenn Fisher and Kevin Bartlett.
- The new school is planned to have agile and adaptable spaces that will allow the excitement of our developing curriculum to flourish. But the ability to change and modify the use of these spaces to accommodate educational innovations we do not yet know about will also be built in.
- To lead us to the planned opening in 2021, we are experimenting with interesting and different learning spaces and technologies both on the current site, but more obviously on the relocation sites. The best of these will be imported into the new school after the period of adaptive prototyping.

**Curriculum**
- Our curriculum has already changed dramatically in several areas, and this continues to be a learning process as we modify and improve even further.
- We have been able to try a wide variety of model for teaching and learning that have led to an unprecedented number of choices that allow personalisation of education to a high degree.
- We continually seek feedback from students, parents and teachers about the radical changes that we have implemented, and use this for continued further development. We have also sought this feedback from a number of educational experts who have visited our school and written about our programmes.
- The likely move to the IB MYP framework for the whole ESF will steer the next steps in our curriculum development. Many of the changes we have introduced will fit very well into the context of MYP. This has been affirmed by MYP practitioners and leaders from other schools who have often commented that they will take inspiration from some of our practices to add into their own programmes.

**VISITORS’ COMMENTS**

The Visitors found many aspects of the school worthy of commendation, the most significant being:

- The use of a variety of data, research and CIS/WASC accreditation outcomes to drive school improvement.
- The school’s persistent aspiration of constant improvement of the quality of students’ learning and all factors that support high quality learning.
- The strong and visionary educational leadership demonstrated by the Principal, which is supported by a highly effective Leadership Team.
- The design and implementation, of innovative curricula and pedagogy for the middle years: “Island Time and the “Island Futures” curriculum that fully support both the school’s values and the skills framework.
- A student body that is fully engaged with learning and which contributes significantly to the life and development of the school.
- The extent to which the Values Statements enjoy a high level of support and are central to decision making, planning and action.
- The identification of a contextual definition of “Learning Journey” that drives pedagogical practice.
- The school’s positive culture, which is characterised by high levels of respect, trust and acceptance.
- The high levels of duty of care shown towards students from the teaching and support staff.
- The structure provided by the house system for community and social
The MYP will lead us to look closely at the aspects of the curriculum that we have not yet dramatically changed and make them better for the next generation of students.

Pedagogy

- We believe good teaching and learning happens when good teachers and committed learners are given the structure and the responsibility to create innovative learning. This has been demonstrated in areas such as Island Time and Elements, where some astonishing, authentic learning is taking place.
- The new buildings and the curriculum will both allow us to develop this pedagogy further and create the need for our expert teachers to modify their pedagogy to adapt to the new structures.
- Teachers are engaged in action research projects to see what methodologies are successful for our students. The results are fed back to other teachers, and into the building and curriculum design.
- Students are constantly consulted for feedback and design input. The example of the work our Senior Learning Advisors have put into our Learning Journey is an example of this. But the Learning Journey, like all aspects of what we do, is not set in stone. We want to continually develop as we respond the needs of current and future generations.
- Other opportunities and challenges
- As we temporarily relocate to the new territories we may see a changing student demographic with the school admitting a higher proportion of EAL students. This could have implications for resource planning and for changing emphasis within teaching and learning.
- As the ESF moves closer to final decisions about the 11-16 curriculum across the foundation, we need to plan strategies for implementing the MYP curriculum at the same time as ensuring the continuation of key aspects of our home grown Futures Curriculum.
- Other development priorities are to do with providing sufficient and quality professional learning opportunities so that we best prepare our staff for life in our new school. The learning environment will afford both opportunities and challenges for us and we need to best prepare our community to use them effectively and productively.
- As previously mentioned we need to anticipate the potential challenges of moving to a completely new location for 3-4 years. The area in which the temporary campus sites are situated is of a completely different socio-economic context and it will be crucial to manage PR issues sensitively and to do all we can to build productive partnerships with local community sectors.

section A

- It would be appropriate to review the ongoing relevance of the school’s values and their articulating statements in conjunction with the continuing review of the effectiveness of the curriculum.

section B

- Providing a timeline for a review process based on the identified criteria of Island Time and Island Futures.
- Continue to develop forms of assessment for learning that particularly focus on key skill acquisition and the understanding of deeper concepts.
- Develop strategies for ensuring that the newly created Learning Journey descriptors become indicators of standard practice across the IS curriculum.
- The school works with ESF to develop a clear timetable, provide resourcing and the supporting documentation for the proposed implementation of MYP.
- The school evaluates and collates the many opportunities that are provided for students to gain global citizenship skills, ensuring that these are aligned with the definition of global citizenship as described in the “Learning Journey”.

section C

None.

section D

- At the end of the current cycle of PRD the school would find it beneficial to...
evaluate the programme’s effectiveness in developing teachers’ skills and competencies.

**Section E**

- When conducting the review of Island Time and Island Futures the school be mindful of the differing needs of students.
- The school considers developing a certificate of achievement recognising the skill acquisition of students with individual needs.
- Provide strategies to all teachers to empower them to better support students with EAL needs.
- Continue to develop relationships with higher education institutions to ensure that the rigour of the Island School learning programmes is fully appreciated.
- The school works with ESF to ensure flexibility of employment policies that will allow for the employment of key individuals who provide social and emotional student support and access to teaching and learning.

**Section F**

- Ensure that service learning and Quest Week activities align with the school’s value statements and the skills framework.
- Continue to identify methods of assessing students’ acquisition of skills gained from learning opportunities which are outside of the main curriculum.
- Prior to transitioning to the temporary campus, the school creates a positive relationship with the local community.

**Section G**

- The school has been in discussion with the Fire Department to identify an alternative evacuation point. This should be seen as a priority issue.

Note the sections referred to here are those found in the 8th edition School Improvement Through Accreditation.
### PART III SCHOOL DATA

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>School Name:</strong></td>
<td>Island School</td>
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</tbody>
</table>
| **Address:**             | 20 Borrett Road Mid-
                          | Levels Hong Kong SAR     |
| **Date of most recent**  | **Team Visit:** March 2011|
| **Date of the 5-Year Report:** | 25 January 2016       |

| **At the time of the last Team Visit** | **Total student enrolment was:** | 1250 |
|                                        | **Age range was:**              | 11 - 18 years |

| **At the time of this 5-Year Report** | **Total student enrolment is:** | 1202 |
|                                       | **Age range is:**               | 11 - 18 years |
LIST OF PERSONS INVOLVED IN COMPILING THIS REPORT

<table>
<thead>
<tr>
<th>NAME (please type)</th>
<th>POSITION</th>
<th>SECTION(S) INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>J Robert Gibson</td>
<td>Chair of Council</td>
<td>Gov &amp; Leadership</td>
</tr>
<tr>
<td>Chris Binge</td>
<td>Principal</td>
<td>All</td>
</tr>
<tr>
<td>Gareth Stevens</td>
<td>Vice Principal</td>
<td>All</td>
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Please see explanatory note in Section 1a.

Whilst the team involved in writing this report is very small, many staff have been actively involved in the planning for and implementation of our school development plans specifically aimed at meeting the CIS: WASC report’s recommendations.

The school’s senior leadership team have contributed ideas and documentation to support the writing of this report.
Please list supporting documents enclosed with this report (or provide hyperlinks):

- 2015-16 School Development Plan
- 2012-15 Strategic School Development Plan
- Island School Futures Curriculum
- Island School Redevelopment website
- 2015-16 Development Plan Meetings
- 2015-16 General Meetings Plan
- 2015-16 log of redevelopment meetings
- ‘The Learning Journey’
- 2015-16 Curriculum Leader Meetings Minutes
- The Island School key skills framework
- An Introduction to Island Time
- The Island Time teachers’ handbook 2015-16
- Island School Review of Year 7 and 8

CPD / Professional Development - some examples of recent Island School staff training

- Staff Training Day - 20th February 2012
- Personalized Staff Training - 14th November 2013
- Personalized Staff Training - 11th March 2014
- Staff Training Afternoon - 4th December 2014
- Staff Training planning 2014-15
- Creativity, Communication & Capacity to Learn Training Day - 12th December 2014
- Guidance Training Day - 9th November 2015
- Pedagogy Training Day - 26th January 2016

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<thead>
<tr>
<th>Director/Head of School Name:</th>
<th>Signature:</th>
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<tbody>
<tr>
<td>Chris Binge</td>
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<tr>
<th>Director’s/Head of School’s E-Mail Address:</th>
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<tr>
<td><a href="mailto:christopher.binge@gmail.com">christopher.binge@gmail.com</a></td>
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<th>Board Chair Name:</th>
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<tr>
<td>Robert Gibson</td>
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<tr>
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<th>Monday 25th January 2016</th>
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## VISITORS’ COMMENTS

Island School is a high quality and innovative school and one that is confident of its direction, has a clear Vision for its future, and enjoys a high degree of support from its stakeholders. The school enjoys stable, visionary and thoughtful leadership, a faculty and staff dedicated to the well-being and learning of their students, students who are proud of their school and eager to attend it and strong governance provided through the ESF and the School Council. A relaxed but highly purposeful atmosphere greets visitors to the school.

The values of pursuing excellence, embracing responsibility and celebrating individuality, are firmly centred on the student as a learner, and there is a strong sense of partnership between and across all constituencies.

In the period since the Team Visit, Island School has embarked upon an innovative review of effective learning, with the end result being the design and implementation of innovative curricula for the middle years: “Island Time” for Years 7-8 and the “Island Futures Curriculum” for Years 9-11. These curricular initiatives are backed by a school definition of learning, “The Learning Journey”, which drives pedagogy and is supported by the Skills Framework that identifies desired skill acquisition. This has been ground-breaking work in itself, and it is appropriate in this context to recognise and acknowledge the outstanding leadership of the Principal and Senior Leadership Team for having the drive and vision to see such a significant undertaking through from conception to implementation.

Through discussions with a wide range of school constituents, the Visitors had no difficulty in identifying Island School’s strengths, which include the wide degree of alignment to the school’s Values, the development of a culture of trust, the degree to which students are encouraged to take responsibility for their own learning, the individual attention and support that students receive from their teachers, and the demonstrated willingness to embrace change and innovation. All of this makes for a very healthy learning culture and bodes well for the further development and implementation of the many initiatives underway.

As highlighted by the school in this report, the major challenge that now faces the school is the redevelopment of the campus to provide facilities that will fully support the students learning journey, and provide the most appropriate environment to sustain the curriculum and associated pedagogies. The Visitors have no doubt that, with the experienced school leadership and the expertise and support provided by ESF, the transition to temporary accommodation and the final move back to the redeveloped campus can be achieved successfully.

In closing, the Visitors wish to thank the school for the welcome and generosity they were extended and for the expert manner in which the Visit was organised. The Visitors also much appreciated the thoughtfulness, openness, and candour they experienced in their meetings with faculty and staff members, instructional leaders, the leadership teams, students, School Council members, and parents.

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Ray Davis  
CIS Associate Director School Support & Evaluation  
Val Staley  
WASC Accrediting Commission for Schools