

2011

# The ISF Academy Strategic Plan 2011-16

The Independent Schools Foundation Academy  
Board of Governors



弘立書院  
THE ISF ACADEMY



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## Introduction: The School Development Plan

The School Development Plan was developed over a period of 18 months in three distinct phases. The first phase involved a multi-sector, bilingual working party, consisting of Board members, parents, senior managers, and teachers, conducting research into the strategic needs of the school based on the model of strategic planning developed by Dr. Graham Kenny called 'Strategic Factors'. Adopting a 'stakeholder' approach that was predicated on the assumption that each key stakeholder must contribute something vital to ensure the survival and ultimate success of the school, pairs of working party members consulted with the six identified stakeholder groups (students, parents, Board, teachers and staff, HK Government, and key suppliers) over a period of several months in 2010 to gather information about the needs of each group. Representatives of each stakeholder group were asked to provide detailed information about what they needed from the school; each research pair also compiled data on what the school needed from each stakeholder.

The initial phase of data collection resulted in a rich information resource detailing the many and complex needs of each stakeholder group. These needs were then reinterpreted in terms of how each need could be measured as a performance outcome with respect to school activity. This approach acknowledged that while values and traditions are important, they cannot be measured directly in quantifiable terms. This left the working party with the challenge of finding measures of outcomes that did reflect the manifestation or fulfillment of values and traditions, but in concrete ways.

In the second phase, following the completion of the data collection, the raw, interpreted data was then edited down to a draft plan that was firstly circulated to working party members. It was then sent out to three constituencies for comment and feedback: students, parents, and teachers. Each group was briefed on the purpose of the feedback phase and was asked to report back to the working party within six weeks, although some extensions were granted where requested. The feedback was then collated and shared with members of the Board and incorporated into the draft plan. Feedback was sought from both English speaking and Chinese speaking parents and teachers, and this feedback was compared to ensure that the plan reflected to the extent possible the shared interests and aspirations of The ISF Academy community.

The third and final phase in the process saw the final draft re-circulated in bilingual form to members of the School Management Committee and Board for final comments.

## Section One: Vision, Mission, and Values

### 1.1 Introduction to The ISF Academy

The ISF Academy is a non-profit, Private Independent School, emphasizing Chinese language and culture within a global perspective. By drawing the best from the East and the West, The ISF Academy seeks to educate students for life in the 21st century, nurturing global citizens who are problem solvers, lateral thinkers and leaders able to thrive amidst uncertainty and social changes in a rapidly evolving global society. In the past, education has been shaped by the needs of the Industrial Age with an emphasis on discrete fields of study, linear thinking and intellectual conformity. In the Information Age, however, education demands applied creativity, innovation, diversity, interdisciplinary approaches, and effective multi-sensory communication. Students must learn to embrace change and lead innovation.

The ISF Academy's learning programs develop students who reflect the schools key descriptors: **Independent, Chinese, Global**. Our students develop independence by learning to think critically, communicate effectively and by participating in experiential learning programs which promote self-esteem, responsibility and compassion. ISF students are strongly connected to Chinese culture through language immersion in a rich Chinese cultural setting, and deep appreciation of Chinese traditions and moral values. ISF students also have a rich global engagement, physically through exposure to other countries and cultures, and intellectually through mastery of the English language and particularly through the globally oriented curricula of the International Baccalaureate (IB).

The ISF Academy ensures that students engage in purposeful learning activities that help them master the skills of analysis, develop perspective and judgment, respect all living things, as well as communicate, connect, and be empowered to act within the community at large.

The ISF Academy educates our students by the principles of our core values *Eight Virtues + One* so that they become active and ethical members of society. This is put into practice through the expectations placed on personal interaction within our school, through local community service, and through service projects abroad. All members of our learning community are expected to live 'virtuously' and seek the 'One' – wisdom.

Our purpose is to be the best independent school in Hong Kong. To achieve this, the Academy must provide answers to the following three questions:

- **Vision:** what does the future look like – where are we going?
- **Mission:** what are we doing now to realise that future?
- **Values:** how do we go about our work to achieve that future?

These three questions provide the framework to guide the daily business of The ISF Academy. They inform our thinking, planning, and decisions. They are specific and should be used to make intelligent choices between competing and equally meritorious ideas. They help The ISF Academy to make tough decisions about what to do, which initiatives to pursue and decline. All actions must be viewed through the 'lens' of our values framework – actions must align with values.

#### 1.1.1 Our Vision

The Independent Schools Foundation Academy is a community of learners, independent in thought and action, deeply rooted in Chinese culture, global in understanding and experience, and excellent in all endeavors.

#### 1.1.2 Our Mission

The ISF Academy:

- Educates learners in a Chinese-English bilingual environment;
- Anchors its values on the *Eight Virtues plus One*;
- Nurtures curiosity, critical thinking, and a lifelong love of learning; and
- Builds life skills through experiential learning.

#### 1.1.3 Core Values: The *Eight Virtues + One* (八德一智)

Grounded in Chinese culture and with a global prospective, The ISF Academy community lives and learns under core values that draw from the school's Chinese heritage and which are updated to be relevant to today's world. The *Eight Virtues + One* give members of our school community a strong foundation from which to think, decide, and act. It prepares our students to meet all future challenges as active and ethical members of society.



##### Zhi 智 (Intelligence and Wisdom)

智 (zhi) means making the right choices in life. Wise choices require more than high academic achievement or exemplary behavior. Wisdom stems from knowledge, experience, judgment and a clear set of values to know what is right. The Eight Virtues guide us in our reflections and behavior to make the right choices in our interactions within and outside the school community. The Eight Virtues culminate in the achievement of 智.



##### Zhong 忠 (Loyalty and Commitment)

The character 忠 (zhong) embodies the concept of loyalty and commitment to others and to ourselves. Through 忠, we show our devotion to people around us and to our own being. We are loyal to The ISF Academy, each other, our families and our community. In the community, we strive to be exemplary citizens of Hong Kong and the world. Among our peers, we stand by each other, help each other, and overcome all difficulties together. On a personal level, we are committed to our own values and principles, and we devote ourselves in the pursuit of our ideals, dreams, and passions, always striving for excellence.



##### Xiao 孝 (Respect and Obligation)

孝 (xiao) recognizes that we have an obligation toward our parents in our role as children, we respect our teachers in our role as students, and we respect and cherish our histories and traditions that define who we are. Xiao calls for an attitude of respect for not only those around us, but also for ourselves. Through 孝 we are connected to our past and our traditions; we are the inheritors and guardians of our culture, bridging the gap between the old and the new, building on the strengths of the past to create the future.



##### Ren 仁 (Compassion and Kindness)

We show kindness and care to all through 仁 (ren). We care for the natural world by being kind to all creatures and protecting the environment. We are kind and compassionate to those who are less fortunate than we are. We choose forgiveness over revenge, generosity of word and action over meanness. The character for 仁 depicts two people together, showing that 仁 is expressed outwardly, towards others. By treating each other with kindness and empathy, we move beyond difference and indifference, to create common ground and become one with those around you.



##### Ai 愛 (Love and Passion)

愛 (ai), or love, is an expression of our passion in life. We give our best in all of our endeavors; nothing is 'half-hearted'. We show a love of learning and intellectual curiosity that goes beyond the classroom. We immerse ourselves in our hobbies and interests and appreciate the achievements of others. 愛 means that we find happiness in our friendships, with our families and our loved ones.

The Eight Virtues + One

Etiquette

禮

### Li 禮 (Etiquette and Ceremony)

The spirit of 禮 (li) is found in the exemplary, cultured behavior of the true gentleman or lady. In 禮 we find the rules and precepts that constrain our actions, and mold our routines and interactions. 禮 also shapes our school discipline and ceremonies, providing signposts and rules to guide us through life. A person with 禮 treats others with courtesy and respect. We control our impulses and act after careful consideration. Our ceremonies and formal actions express 禮, showing our deep understanding and respect for our core values.

Justice

義

### Yi 義 (Principles and Justice)

義 (yi) embodies the quality of being principled, committed to justice, and standing up for our beliefs. We believe in fairness, that right will prevail, and that we are all held accountable for our own actions. We show personal integrity in all that we do; we strive for higher standards that go beyond what is expedient, convenient, or arbitrary. We believe in justice in society and support it with our actions. We are trustworthy and always ready to help those around us.

Harmony

和

### He 和 (Harmony and Tolerance)

We live in moderation, tolerance, good humor and joy through the virtue of 和 (he). We control our tempers and promote peace. We seek to include and embrace others, replacing confrontation with understanding. We are peacemakers, avoiding words and actions that might cause unnecessary misunderstanding or conflicts. We seek to live with nature. We recognize that to achieve harmony, we need to give generously and receive graciously. We promote international and cross-cultural understanding.

balance

平

### Ping 平 (Balance and Equality)

平 (ping) means balance and equality. We know that in all dimensions of life there is a time for work, a time for rest, and a time for play. Through 平 we learn to find the balance between external demands and internal desires. Equality in our community is both the right and the responsibility of each member. We share common aspirations and goals that consider all genders, ethnicities, faiths, beliefs, socio-economic backgrounds, and physical abilities to be equal. 平 is closely tied to the concept of 和 (he): when we place these two characters together, they form the word 'peace' (和平). The ISF Academy strives to be a place of balance and peace.

# The Eight Virtues + One



## 1.2 The IB Learner Profile and the Eight Virtues + One

The ISF Academy, as an IB World School, is committed to nurturing the 10 attributes of learning known as the IB Learner Profile. All IB students are expected to be *balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk-takers, and thinkers*. The IB vision is that these attributes are to be used by IB students to create a better and more peaceful world through intercultural understanding and respect. These attributes are largely *individual*, describing what each student should aspire to achieve and embody.

*The Eight Virtues + One*, on the other hand, are strongly focused on building a *community* with a clear set of values and expectations. Loyalty, respect, compassion, love, harmony and balance are to be the hallmarks of a just society, in which courtesy and etiquette are universally practised, and wisdom is prized above all. These traditional values transcend the individual to reflect what we believe a better world might be like.

These two sets of values, one individual, the other collective, remind us that in educating students to make a contribution towards building a better world, we must consider them as individuals as well as members of a community.

## 1.3 A Learning Community – A Community of Learners

The ISF Academy is a learning community in which each and every member is a learner. Based on the virtues of 孝(xiao), 義(yi), 仁(ren), 愛(ai) and 平(ping), we observe the following rights and responsibilities as learners:

1. Every learner has the right to feel secure and the responsibility to contribute to the security of others.
2. Every learner has the right to be heard and the responsibility to listen.
3. Every learner has the right to learn and the responsibility to be an active learner.
4. Every learner has the right to be respected and the responsibility to respect others.

## Section Two: The ISF Academy Five-Year Strategic Plan 2011-16

### 2.1 Stakeholders and Essential Directions of Plan

The strategic plan has been developed through a consultative process involving six key stakeholder groups:

- Students;
- Parents;
- Board;
- Teachers and Staff;
- Hong Kong Government; and
- Key Suppliers (utilities, resources, services, curriculum, IB, etc.).

The strategic plan developed from this key stakeholder consultation consists of four essential directions:

- Access and Enrolment;
- Enhancing Learning;
- Developing a Learning Community; and
- Building School Systems.

Within each essential direction, there are major initiatives that reflect the areas in which the school will invest time and effort over the lifespan of the plan to achieve the overall vision and mission of the school.



### 2.2 Access and Enrolment

#### 2.2.1 Major Initiatives:

- Establish the ISF Early Learning Center
- Construction of Extension to Secondary Division
- Building diversity: Financial Aid & Scholarships

#### 2.2.2 Meeting Enrolment Targets (2012-14)

The ISF Academy must reach its first Hong Kong Government determined enrolment target of 1080 students by the 2012/13 academic year. The second enrolment target of 1440 students should be reached by the 2014/15 academic year. Enrolment targets will be met through generating and meeting enrolment demand at the two major entry points for the school, Foundation Year and Grade 1, and also through building student retention in Grades 2 and above.

In meeting these enrolment targets set by the Hong Kong Government, The ISF Academy commits itself to strengthening admissions standards and policies to ensure that access is open to those students in the Hong Kong community who will benefit most from an ISF bilingual and bicultural education.

Target outcome: total student enrolment will exceed 1,080 by August, 2012.

#### 2.2.3 Educating Parents and Informing School Choice (2011-16)

Educating existing and prospective parents about The ISF Academy is the key to building a strong, cooperative partnership between school and home. This initiative seeks to inform parent choice in selecting a school for their child. In order to help new and prospective parents to understand the unique learning programs and teaching philosophy of the school and to ensure they are fully supportive of ISF programs, policies, and practices, the school will undertake the following:

- Open Days showcasing the entire school – target: one per month and two major open day activities in each semester;
- Produce multimedia and printed prospectus material about the school and its programs – target: website updated in 2011; curriculum handbooks updated for Back to School Night in each academic year;
- Monthly briefings and school tours: offering detailed introductions to the school in English, Putonghua and Cantonese, as required;
- Leadership coffee mornings: at the beginning of each month, new and current parents are invited to attend informal gatherings at which school development plans and events are discussed, students participating in competition, exchange, recreation etc. out of school; and
- Students' performance, music, drama, choral speaking, art in both Chinese and western style etc. at school or outside of school.

The ISF Academy creates a high level of public awareness of the school as an excellent, bilingual IB World School, promoting its vision, mission, and values through regular communication events in Hong Kong and China through:

- Internet website and school community portal offering detailed and current information about the school, curriculum, events, and plans;
- Publication of articles in both English and Chinese discussing educational issues on learning theory and practice;
- Participation in conferences, seminars, symposia, and other academic activities to contribute to the wider educational community and gather information on best practice in schools; and
- Students participating in competitions, exchanges, recreation, etc., out of school.

#### 2.2.4 The ISF Academy IB Diploma Programme (2011-16)

The ISF Academy offers learning programs that culminate in the IB Diploma Programme course in Grades 11 and 12. This is a demanding, two-year course that requires careful preparation and sustained commitment from all candidates. It is not a course of study that is suited to the needs and aptitudes of all students, but it is the only course available to Grade 11 and 12 students enrolled at The ISF Academy. The ISF Academy will provide support for those Senior School students who are not able to undertake the IB Diploma Programme at the ISF Academy in seeking alternative courses of study in other institutions.

Target outcome: all students entering Grade 11 in each year of the strategic plan will undertake the full IB Diploma course.

### 2.2.5 The ISF Early Learning Center (2012-13)

The ISF Academy will establish an Early Learning Center (ELC), to better serve the needs of the local community. The ELC will offer dual-stream bilingual educational programs for students in the pre-school and kindergarten phases of education that are based philosophically and in practice on the Vision, Mission, and Values of the school. The ELC will offer its students an excellent bilingual preparation for entry to the main ISF campus in Kong Sin Wan Road.

Target outcome: The ELC will be established by 2014 with at least a single-stream enrolment.

### 2.2.6 Construction of a New Annex to Secondary Division (2012-13)

With the construction of Phase IIB completed, the school now has 90 general and specialized classrooms, which will meet the projected needs of the school for mainstream learning programs, up to an enrolment of approximately 1,500 students. There is a need, however, for the construction of a limited number of flexible spaces for learning programs, along with a small amount of staff and intern accommodation to support specialized programs in the Secondary Division.

The construction of an extension Annex to the Secondary Division will allow the provision of some on-site residential accommodation for interns/trainees and, if permitted by government policy, some boarding students. The Annex will also accommodate some new educational initiatives, such as the ISF *Shuyuan*. The objectives underpinning construction of the new facility are:

- Establishing an intern program to attract outstanding young scholars from regional and international universities to contribute to the learning programs at our school;
- Raising overall academic standards through targeted employment of interns;
- Enhancing and enriching learning programs through the provision of specialist facilities; and
- Broadening the diversity and cultural knowledge of the school.

Board approval has been obtained to proceed with the construction of an additional floor to the Secondary Division building which will offer accommodation for up to four overseas or local interns and, potentially, up to 80 students. An apartment for the manager of the facility and family will also be constructed.

Target outcome: construction of the Secondary Division Annex is to commence in 2012 for completion in 2013.

### 2.2.7 Promoting Partnerships: Kindergartens and Pre-Schools (2011-16)

The ISF Academy will establish and maintain a series of strategic partnerships with leading kindergartens in Hong Kong to encourage enrolment of Hong Kong students with a demonstrated commitment to Putonghua – English bilingual education. These partnerships will be supported by regular visits by school officers.

### 2.2.8 Broadening Enrolment Diversity (2011-16)

The ISF Academy will attract a socially diverse range of excellent enrolments through financial support program with the Board offering a range of **scholarships, incentives** and other direct financial aid. The school is committed to allocating 10% of its operational budget to financial aid and scholarships.

The ISF Academy **promotes** its **learning programs** outside of its existing core demographic group through promotional events in independent and government schools and public venues. Cultural and social diversity is promoted through the creation of an inclusive learning environment that actively accommodates different socio-economic and cultural backgrounds. The school will promote targeted learning activities and cultural events that support and strengthen the Putonghua and English language academic programs.

Enrolment assessment practices will continue to evolve to ensure that students from a diversity of cultural backgrounds have access to The ISF Academy, while maintaining high entry standards for both Putonghua and English.

In the course of the five-year plan, The ISF Academy will:

- Establish a strong academic and specialist scholarship program to encourage a diversity of knowledge and skill in our enrolment demographics;
- Sustain a flexible financial aid program to support socio-economic diversity in enrolments;
- Support the development of a culturally diverse learning community through regular cultural activities, seminars, and guest visitation;
- Encourage engagement in the cultural diversity of the school through regular and positive communication regarding cultural matters;
- Promote the school through participation in media events and contacts; and
- Promote the school through paid targeted marketing and promotion in Hong Kong and beyond.

Target outcome: 10% of the operational budget will be expended on financial aid and scholarships in each academic year.

### 2.2.9 Sustaining Commitment (2011-16)

To ensure strong academic and personal development outcomes and a strong annual rate of student retention of students annually, the school will actively build parent and student commitment to The ISF Academy through frequent consultation, communication, and engagement.

Initiatives to encourage sustained commitment from new parents include:

- Parent Open Days and school visitation activities prior to and post enrolment (monthly);
- Dedicated orientation and on-going support for non-Chinese speaking families;
- Frequent bilingual communication with our school community on important matters (weekly);
- Stakeholder consultations on plans and developments;
- Timely response to parent concerns and complaints;
- Parent forums for discussing school related matters (PTA Network – fortnightly and monthly);
- Parent education activities to build commitment and engagement (monthly); and
- Open cultural events for parents' participation.

These activities will be conducted on a monthly or regular basis across each year of the plan.



### 2.2.10 Summary of Access and Enrolment



## 2.3 Enhancing Learning

### 2.3.1 Major Initiatives

- i. Council of International School Accreditation
- ii. The ISF *Shuyuan*
- iii. Parent Education Program
- iv. Experiential Learning Programs
- v. Bilingual Curriculum Development

### 2.3.2 Inspiring Achievement

The ISF Academy is a strong, viable IB World School offering the Middle Years Programme and the Diploma Programme in Secondary Division and a strong, inquiry-based bilingual immersion curriculum in the Primary Division. The school will continue its development as a distinctive bilingual IB school and honor the spirit of innovation started by Professor Charles Kao, where students aspire to achieve excellent academic results in all externally moderated assessments, tests, and examinations.

Academic results, particularly in the final set of examinations associated with the IB Diploma Programme, rely on a complex set of programs, policies, practices, and other influences. In creating a culture of academic success, the school will also be balanced in its approach to the development of individual and community values, a robust and personally relevant set of ethics to guide individual choices and attitudes, and a willingness to participate and contribute to life beyond study.

Our students learn best when seeking answers to their own questions. They are curious about the world around them and are constantly searching for greater understanding of their own experiences. Through sharing experiences with each other and with other students, they develop the knowledge and skills needed for success in life. The school will seek to offer more opportunities for exchange with other schools and students through the establishment of partnerships with other primary and secondary schools, visiting scholars, and universities.

**Academic achievement** across the school and particularly in the IB Diploma will be built on:

- a. Engagement of quality teaching staff in all curriculum areas;
- b. Curriculum development and consolidation through reinforcing the *Eight Virtues + One*, IB Programmes, and the Primary Division bilingual immersion program;
- c. Mapping curriculum connections between Chinese and English subjects in primary and secondary divisions;
- d. Commitment to staff professional development in both Chinese and English;
- e. School teachers becoming IB examiners, moderators, workshop leaders and speakers for regional and international conferences;
- f. Development of a culture of academic excellence through:
  - i. A culture of independent learning through homework and self-study programs,
  - ii. Sustained student commitment to learning,
  - iii. Sustained faculty commitment to high standards,
  - iv. Strong home-school partnerships, and
  - v. Provision of learning support through class scaffolding and individualized education programs;
- g. Establish a Gifted and Talented program to cater to primary and secondary division students of higher ability;
- h. Close interaction with the colleges and universities of choice among our students and families, both within Hong Kong and abroad;
- i. Commitment to exemplary bilingual immersion teaching and learning in Primary Division;
- j. Enhancement of creative arts and music programs and facilities;
- k. Participation in Hong Kong SAR and regional competitive sporting and cultural activities to promote excellence; and
- l. Construction and employment of quality learning facilities.

The school will commit to a **review** and improvement cycle, to ensure that all aspects of school life and its academic programs are scrutinized and subject to continuous improvement.

This strategic initiative to commit to a series of multilateral internal and external reviews includes:

- a. CIS Accreditation: the school has already submitted an application to CIS to commence the first phase of accreditation – the Preliminary Visit and Self-Study – in the 2011/12 academic year;
- b. Consolidation of cyclic curriculum review and resource development, particularly in Chinese language materials, under leadership of Curriculum Leadership Team (CLT);
- c. Formation of the Chinese Teaching and Learning Committee in August, 2011, to oversee the scope and sequence of all Chinese language learning for both first and second language learners across both divisions;
- d. IB review cycles will be used to ensure high standards are set for the teaching of IB programs: the first review for MYP will occur in 2013, and the first DP review will occur in 2014;
- e. MYP and DP professional development activities, both as participants and recipients: targets: MYP higher level workshop participation, commencing in 2011/12; all DP teachers to be at least Level 1 trained in each year of operation;
- f. Benchmarking with other schools and regions will be achieved through exchange programs, professional visitation, and sharing of practices through participation in conferences, symposia, workshops, and other professional activities, as both speakers and participants – target: all students in Grades 3, 5, 7, 9, and 10 will sit for the Australian Council for Educational Research (ACER) International Schools' Assessment (ISA) benchmark test in the February session of each academic year; and
- g. Curricular progression and transition between the primary and secondary divisions as well as between MYP and DP.

Target outcomes: CIS accreditation achieved in 2013/14; and successful participation in MYP and DP reviews in 2013/14.

### 2.3.3 Setting Priorities for Learning (2011-12)

Inspire and pursue academic excellence through investment in the IB Middle Years Programme, IB Diploma Programme, and Primary Division programs with particular attention to **three** priority academic areas:

- a. Chinese language and cultural mastery to IB A standard in Grade 12 (students able to be awarded the bilingual diploma for IB);
- b. English language and subject content mastery to IB A standard in Grade 12; and
- c. Experiential Learning programs in Primary and Secondary Divisions, emphasizing service, leadership, and values (the *Eight Virtues + One*)

Target outcomes: the IB Bilingual Diploma is the measure of success for ISF bilingual learning and the majority of DP students in each year of the plan will achieve the bilingual diploma; Chinese Language A students will be in the majority of students in the DP; all students will have demonstrated the requisite academic level of attainment and attitude to provide evidence of potential success in the DP course.

### 2.3.4 The ISF *Shuyuan* Center for Science and Civilization Courses (2011-12)

The ISF Academy will establish the ISF *Shuyuan* Center for Science and Civilization. This is a purpose-built learning environment founded on the ethos of the *Eight Virtues + One*, in which educational excellence and personal virtue are pursued through the rigorous examination of the classical civilizations of China and The West expressed in the philosophies and literature of the Ancients. In the ISF *Shuyuan* Center for Science and Civilization, students build a unique cultural and scientific literacy through their exploration of the two greatest civilizations in history. There is no such program offered by any other secondary school in the world.

The *Shuyuan* Comparative Classics program will be delivered in a small class, seminar format, with an emphasis on close examination of texts, oral presentation and interactive discussion and debate. Program content will be delivered in alternating modules in Chinese and English respectively, with some delivery also involving mastery of basic Latin, running over a period of weeks.

The *Shuyuan* Science and Technology program is intended to take science outside of books and exams and into real world applications. Students will explore real problems and provide solutions through creative design or scientific research. The program will encompass three main areas of study:

- a. Environmental Science: ISF students will explore the impact of human activity on local eco-systems, learn about the scientific principles underpinning our knowledge of the environment, and seek ways of eliminating negative human impact on the key eco-systems that support all life, both terrestrial and marine, in Hong Kong.
- b. Engineering and Design Technology: This is a hands-on program where students will create, design, and construct their engineering projects in state-of-the-art classrooms and laboratories; disciplines will include design technology, electronics, and robotic engineering.
- c. Information Technology and Media: Using the internet as a platform, students will design and create projects focusing on communications and media; computer science and programming will be an integral part of the program; students will have opportunities to use their skills to benefit social enterprises or community organizations.

The ISF *Shuyuan* learning outcomes include:

- a. Enrich vocabulary, reading comprehension and critical thinking significantly;
- b. Improve confidence and competence in written and oral expression;
- c. Deepen understanding of the cultural, scientific, and philosophical contrasts and similarities between China and the West;
- d. Extend and enrich the reservoir of topics for the IB Middle Years Programme Grade 10 'Personal Project';
- e. Establish an outstanding foundation for excellence in the IB Diploma Programme Theory of Knowledge course;
- f. Provide rich, distinctive topics to consider for the IB Diploma Programme Extended Essays;
- g. Provide students with a uniquely rich intellectual foundation on which to excel in university studies; and
- h. Develop successful, fulfilled, and responsible 21st century global citizens whose character and values will be deeply rooted in the wisdom of the ancients.

Key operational features of the ISF *Shuyuan* include:

- a. A specialized curriculum in Chinese and Western classics, with an emphasis on curriculum integration within the framework of the *Eight Virtues + One*;
- b. Full time teaching and research staff;
- c. Access to expert scholars from around the world to train our teachers, lecture our students and augment curriculum materials;
- d. Academic exchanges with classical scholars and researchers in key institutions around the world to build the unique knowledge base needed for this program; and
- e. Access to relevant online and print resources.

### 2.3.5 Experiential Learning Programs (2011-16)

Building on the existing program of diverse experiential learning opportunities, the school will extend **experiential** learning programs for primary and secondary students to develop individual and group skills in preparation for the academic demands of schooling and further education through activities that enhance:

- a. Linguistic competence;
- b. Cultural understanding;
- c. Independence;
- d. Problem solving skills;
- e. Resilience;
- f. Teamwork/interdependence;
- g. Maturity; and
- h. Information Literacy.

Experiential learning programs will focus on the following themes and outcomes:

- a. Strengthening the *Eight Virtues + One*;
- b. Community Service within Hong Kong, China and beyond;
- c. Activities that combine physical, emotional, intellectual, and cultural challenges;
- d. Integration with prior and subsequent learning programs at school;
- e. Support for students seeking entry to colleges that require significant experiential learning exposure; and
- f. Work, vocational, or professional experience through internships, work experience, field trips, and site visits.

The school will seek to establish an **experiential learning programs base** beyond the Kong Sin Wan Road campus, either within the Hong Kong Special Administrative Region or beyond. The purpose of the base is to offer a base of operations outside of the school to facilitate a range of programs aligned with the themes and outcomes detailed above. Potential sites in the New Territories are to be explored in the first instance.

The experiential learning programs will follow a progressive structure of increasing challenge by choice commencing in Foundation Year with day activities conducted outside of the classroom. From Grade 4 onwards, students will participate in a series of overnight camps and excursions of increasing challenge and complexity that will take students beyond Hong Kong. Learning themes and outcomes developed specifically for each location will be incorporated into each activity. The current range of activities/locations is as follows:

- a. Macau;
- b. Taiwan;
- c. Huangshan, Anhui Province;
- d. Xian, Shaanxi Province;
- e. Guilin / Yangshuo, Guangxi Province;
- f. Ningbo / Hangzhou, Zhejiang Province;
- g. Nanjing, Jiangsu Province; and
- h. East / West Malaysia.

Consideration will be given to establishing an experiential learning program for secondary students in an English-speaking environment. Potential candidate locations include: Australia and the United States.

Target outcomes: all students in respective grade levels will participate in core experiential activities; The ISF Academy is successful in establishing a remote base to support its experiential learning programs by the end of the 2016 academic year.

### 2.3.6 Raising Standards: Benchmark Testing (2011-16)

The ISF Academy will monitor overall achievement standards through participation in regular, formal benchmark testing. The school will employ annual ACER ISA **benchmark testing** for Grades 3, 5, 7, 9, and 10 in English and in Chinese where available to ensure that the standards set at each grade level are academically challenging and developmentally relevant to the overall scope and sequence of the curriculum (see: <http://www.acer.edu.au/tests/isa/isa-overview>). ACER ISA test results are shared with the school community, with individual results being forwarded to each family, and summary results being reported in school circulars and information sessions.

Students in upper secondary will be encouraged to sit for the PSAT and SAT tests in English. To achieve this, The ISF Academy has become a PSAT/SAT testing center. Data gathered through benchmark testing are reported to parents in a timely and comprehensive manner. Other benchmarking instruments, such as Advanced Level Information System (ALIS), are also used to assist in diagnosing academic performance issues (see: <http://www.cemcentre.org/alis>).

Target outcomes: participation of all students in each designated grade level in ACER ISA testing; ACER ISA testing results remain above OECD and participation school benchmarks at all grade levels and in each testing domain; all Secondary Division students to sit for PSAT and SAT testing on a voluntary basis.

### 2.3.7 Opening Communication: Building Bilingualism & Biculturalism (2011-16)

All students at The ISF Academy are immersed in a rich bilingual learning environment in which the use of both languages of instruction – Putonghua and English – is encouraged and practiced in all programs and learning experiences. The school will continue to develop and deliver **bilingual** programs across the school with a focus on investment in the following:

- a. Teachers;
- b. Curriculum;
- c. Materials and texts;
- d. Experiential learning;
- e. Supportive school culture;
- f. Bilingualism in staff;
- g. Participation in testing;
- h. Exchanges and visits; and
- i. Cultural events.

Students and teachers will be encouraged to participate in English & Putonghua Chinese language activities outside of school, such as competitions, festivals, and other cultural events.

Active promotion of **bilingual** practice will be encouraged through:

- a. Bilingual school events;
- b. Teacher and staff role modeling;
- c. Employment of bilingual teachers and staff;
- d. Bilingual professional development for teachers and staff; and
- e. Parent support networks.

The establishment of the **Chinese Cultural Center** in 2009 provides a structure for the promotion of Chinese language and culture in the community through cultural events such as seminars, talks, exhibitions, and workshops relating to Chinese language & culture throughout the year. The CCC will develop a regular and publicly available calendar of events.

Target outcomes: the CCC will host at least one cultural event each month of the academic year; each division will host at least one cultural and linguistic exchange with another school to enhance target language acquisition each academic year of the plan; teaching faculty in both divisions will have the opportunity to take part in at least one site visit to another school in each academic year; and professional development will be offered to all teaching faculty to develop competence in their non-preferred ISF language of instruction (i.e., either English or Putonghua Chinese).

### 2.3.8 Building School Spirit: Values & Ethos (2011-16)

Based on the guiding principles of the *Eight Virtues + One*, building school spirit will facilitate the development of principled, well-rounded citizens who have the skills and attitudes to make a lasting contribution to the community. The school will design and deliver a range of academic, experiential, and developmental learning activities to develop the whole student in accordance with the school's system of values – the *Eight Virtues + One* through the following programs:

- a. Moral education;
- b. Experiential education;
- c. Reward and recognition through leadership programs and awards;
- d. Service learning through CAS, C&S, and primary division community service;
- e. Student leadership across divisions and within House;
- f. House activities to develop House 'spirit';
- g. Student-instigated and student-led clubs; and
- h. Student newspaper.

Target outcomes: student leadership election, selection, and induction processes established and consolidated; house activities increase to cover sporting, academic, and cultural domains; all house activities reflect school spirit.

### 2.3.9 Shaping the Ideal Learning Environment (2011-16)

The school will deliver greater individual student attention through **small class sizes** that allow for more effective and personalized teaching and development of the individual:

- a. Large range of subject choice in IB Diploma Programme;
- b. Provision of Teacher Aides in both Primary and Secondary Division; and
- c. Provision of IEPs for students with special needs.

By extending the functions and ease of access to technology across the school, including the extension of a one to one notebook computer program in the Secondary Division, the introduction of personal communication devices in the Primary Division, and the establishment of a Learning Management System, including an enhanced school portal, the school will develop further the notion of a connected learning community in which all learners have access to the information they need when they need it.

Individual notebook computers are being progressively introduced in Secondary Division, commencing in 2009-10 with Grade 10. In 2012-13, all students from Grade 9 to Grade 12 will own and use their own notebook computer for all core courses.

The development of the portal as an on-line extension of the school will allow the deployment of expert learning management systems (LMS):

- a. IB Diploma Programme (through ManageBac);
- b. On-line tutorials;
- c. Homework management and coordination; and
- d. Parent access to LMS information.

**Construction** of additional facilities will extend and enrich the learning of students through recreation, physical, cultural and experiential learning programs in Hong Kong and beyond:

- a. Swimming pool;
- b. Multi-purpose facility;
- c. Residential accommodation for overseas students;
- d. Black-box theatre for performing arts;
- e. Music rehearsal space; and
- f. Senior Secondary student study center.

Target outcomes: all secondary students to have individual notebook or tablet computers by 2014-15; construction of swimming pool, auditorium, and additional learning spaces by 2014; secondary reporting system finalized in both Chinese and English by 2012; and LMS completed by 2012; option of classical studies in the Diploma Programme to be introduced in 2013; and an option of additional modern languages, such as Spanish and French, to be offered from 2011.

### 2.3.10 Parenting and Learning (2011-16)

The school will seek to ensure **parent involvement** in their child's school life through parent volunteer programs, PTA events, PTA Network activities, lunch and bus volunteer programs, and social gatherings. By involving parents in the life of the school, they potentially provide extended network of resources to support learning programs and school development. This initiative will also contribute to the establishment of a **strong school community** with a unique identity grounded in the *Eight Virtues + One*.

Parent learning is an important part of the relationship between the school and the home. The school will offer opportunities for parents to learn and contribute to the learning community through **parent education** seminars and workshops which will seek to enhance parental understanding of educational practices and curricular issues at the school:

- a. Chinese culture;
- b. Putonghua language – acquisition of oracy and literacy;
- c. English language;
- d. Language acquisition theory and practice;

- e. Curriculum framework and pedagogy;
- f. Middle Years Programme;
- g. Diploma Programme;
- h. Sex and health education;
- i. Cultural matters; and
- j. Moral and values education;
- k. IT skills for parents;
- l. Promoting a balanced school life;
- m. Library resources (parents are allowed to borrow books from Libraries); and
- n. Classes on library skills, book talks etc.

### 2.3.11 Creating Future Learning Opportunities: University Admissions (2011-16)

Recognizing that all students are expected to continue their learning journey beyond The ISF Academy, the school will expand and deepen its relationships with **universities** and **colleges** at leadership level to ensure that the school's name and reputation facilitate access to colleges operating on an individualized admissions process.

The school will continue its already established practice of visiting universities and colleges in the United States, United Kingdom, Australia, Canada, and elsewhere to build the profile of the school and gain first-hand knowledge of the admissions practices and policies in each institution. The school will also conduct individualized **counseling and testing** of students to ensure tertiary education aspirations and opportunities are aligned and maximized.

The school will offer counseling to all families from Grade 9 upwards, to ensure that all options have been explained and explored. Counseling will take the form of plenary sessions by year level, individualized counseling sessions on a pre-arranged basis, interviews with parents, information sessions offered by college and university admissions experts visiting Hong Kong, and the provision of professional and volunteer mentoring of candidates for specific locations and institutions.

The current provision of university counseling will be enhanced with the addition of another counselor in 2012. The current Director of University Guidance will focus on North America, with the new counselor focusing on British Commonwealth countries, such as the United Kingdom, Australia, New Zealand, etc.

Target outcomes: all graduating students from The ISF Academy from 2012 will have received individualized college entry counseling prior to their final year; all students will have access to college entry testing services, such as SAT; and from 2011, all graduating students will have had access to college selection and information sessions at the school prior to their final year.

### 2.3.12 Summary of Enhancing Learning



## 2.4 Developing a Learning Community

### 2.4.1 Major Initiatives

- i. **Communications Plan**
- ii. **Board Development program**
- iii. **Professional development program for teaching and support staff**
- iv. **Bilingual development plan for teachers and staff**

### 2.4.2 Leading the Community (2011-16)

The ISF Academy is governed by a highly qualified and diversely experienced Board to maximize problem solving and planning capacity. In order to sustain a high level of quality in its governance function, the Foundation will recruit Board members who have diverse expertise from strategically important professions:

- a. Law and Governance;
- b. Education/Academia;
- c. Finance and accounting;
- d. Engineering and sciences;
- e. Information Technology; and
- f. Media/Publication.

A program of professional development with a focus on governance functions will be implemented throughout the life of the strategic plan. The priorities for Board professional development are:

- a. Strategic planning;
- b. Risk management;
- c. Bilingual education;
- d. Emerging educational trends and developments;
- e. Enhancing Board operations; and
- f. Financial controls and performance.

Target outcomes: Foundation Board membership reflects all key areas of strategic importance in governance; all Board members will have had opportunities to participate in school or college visits and other board-related professional development in each calendar year of the plan, commencing in 2011.

### 2.4.3 Communications Plan: Staying in Touch (2011-16)

The school will develop the existing connected learning community to build stronger cooperation between parents, teachers, students and the board through clear and effective communication that is aimed at keeping parents fully informed of school plans, events, activities, policies, and other matters of relevance.

The communication strategy is to build confidence and commitment in the school through timely, accurate, and comprehensive communication and to build the parent-school partnership through providing open channels of communication to allow parents to contribute ideas and seek clarification or express concerns as appropriate.

The ISF Academy is reviewing its communication plan for the coming five years to ensure that it meets the following criteria:

- a. Timely and accurate communication that is fit for purpose;
- b. Bilingual at all times;
- c. Up to date in both electronic and printed forms;
- d. Readily accessible to parents, students, and members of the school staff and faculty; and
- e. Appropriately edited for style, grammatical accuracy, accuracy of content, and register.

The School recognizes that meeting these standards is a challenge and that at times timeliness may take precedence over other considerations in ensuring that communication with the school community occurs in a prompt manner in matters of urgency.

The levels of communication and areas of the school responsible for communication are as follows:

- a. Communicating the schools' vision, mission, and values to all parents and students (Board, Principal, Senior Leadership);
- b. Informing parents of school developments (Board, Principal, School Leadership, Division);
- c. Informing parents of school events (Principal, Division, PTA, Chinese Cultural Center);
- d. Reporting on staffing developments and changes (Principal);
- e. Operational messages (Division, Head of Year, Head of Subject, homeroom teachers);
- f. Class and student feedback, reporting, and advice (Division, Learning Support Team, subject/class teacher); and
- g. Health and operational alerts and warnings (School Nurse, Division, Learning Support Team).

The main formal communication formats and mechanisms currently used to achieve these goals are listed below, with school portal offering the primary means of essential communication with the school community:

- a. Portal announcements;
- b. Weekly and biweekly electronic communication events;
- c. Regular newsletters – electronic and hardcopy;
- d. Virtuosos;
- e. Parent handbook;
- f. Regular briefings – coffee mornings;
- g. Program briefings;
- h. Back to School nights;
- i. Curriculum handbooks and workshops;
- j. Policy announcements;
- k. Ad hoc briefings;
- l. PTA Network meetings;
- m. RC meetings;
- n. PTA gatherings;
- o. Cultural events;
- p. ISF 'Jam';
- q. Parent-teacher conferences;
- r. Progress and summative reporting;
- s. Students newspaper; and
- t. Yearbook.



In 2010, the school established a dedicated communications office, headed by a senior manager, to oversee all communication within the school community. This office also manages a comprehensive calendar of school events for all divisions and sections. In order to support the abovementioned criteria for prompt, accurate, and appropriate communication from the School, the following steps are being taken as a part of this plan:

- a. The School website is to undergo a major revamp in 2011 to allow for more timely and frequent updating of content;
- b. Circular communications are to be progressively converted to html to allow for better formatting of contents;
- c. Proprietary reporting systems, such as ManageBac, are to be acquired in 2011-12 and deployed to improve reporting of student academic achievements; and
- d. Parent e-mail addresses are to be migrated to a Microsoft Exchange system in 2011; the Exchange system will provide real name 'aliases' allowing for ease of identification of mail recipients and originators.

### 2.4.4 Parent Partnerships (2011-16)

Parents contribute to the development of a learning community in diverse ways that can be harnessed to support the school to achieve best learning outcomes for students. Parent assistance will be sought through:

- a. Personal expertise and assistance;
- b. Volunteering for activity leadership roles;
- c. Parent Teacher Association and the Representative Council (RC);
- d. PTA Network;
- e. Building networks with institutions and other entities beyond the school;
- f. Language support for non-native speaking parents of either English or Putonghua Chinese;
- g. Provision of internship opportunities in companies owned/operated by parents to senior school students for resume building;
- h. Introducing guest speakers for Chinese Cultural Center, library or subject related arrangements; and
- i. Supply community service opportunities.

Target outcomes: all parents are members of PTA; all students to have access to intern placement through parent connections; sustained home language support through a volunteer parent-run network to support second language learners with homework; and multiple candidates for RC offices.

### 2.4.5 Private Public Partnership: Government (2011-16)

The ISF Academy's status as a Private Independent School (PIS) reflects a formal partnership between the Foundation and the Hong Kong Government. The service agreement between the school and the government is the official expression of that relationship and the expectations contained within it act as the primary performance criteria for the school. This strategic plan is aimed at ensuring that the school continues to meet government expectations regarding service provision, curriculum, and program quality.

Target outcome: renewal of the Hong Kong Government Service Agreement in 2015-6.

### 2.4.6 Building University Connections (2011-16)

The school will build partnerships with key universities in Hong Kong and beyond to offer opportunities for ISF students to participate in experiential and extension learning in a tertiary environment. The school will seek opportunities for students of ability to take part in special programs or internships as appropriate.

## 2.4.7 Attracting Talented Teachers and Staff (2011-16)

The ISF Academy relies on the quality of its teaching staff to deliver its learning programs. In order to meet this need, it must attract a high number of qualified and experienced applicants for each vacancy.

The school aspires to be an **employer of choice** in Hong Kong through excellent working conditions:

- Salary and benefits;
- Professional development programs;
- Positive working environment;
- Clear and attractive mission statement;
- Remission of fees for staff children
- Retirement benefits for long-term staff;
- Health insurance for staff;
- Bilingual mission; and
- Language learning opportunities for all teachers and staff.

The school relies on the support of the Education Bureau (EDB) to obtain work permits and visas for all non-Hong Kong staff. Due to the difficulties in securing Hong Kong working visas for PRC citizens, the school will continue to seek EDB assistance to appoint the best Chinese teachers available, regardless of origin.

Target outcomes: all vacancies will be filled from an application process in which there are at least three viable, qualified and experienced candidates for any teaching vacancy; all faculty appointments will result in successful visa and teacher registration application outcomes; all subjects at all grade levels will be taught by teachers working in their first or preferred language; all teaching faculty benefits and remuneration will be at least comparable to identified competitor schools in Hong Kong; relocation benefits will be enhanced from 2012; and all faculty will enjoy medical and dental insurance coverage that is comparable with the best on offer in Hong Kong international schools.

## 2.4.8 Staff Retention (2011-16)

The school seeks to retain quality teaching staff in order to build a strong academic and intellectual culture within the school and assist in facilitating consistent planning and delivery of learning programs. This is to be achieved by attracting and retaining teachers who are and remain committed to the ISF Academy vision and mission. The following steps are to be adopted to fulfill this aim:

- Reward teacher commitment through remuneration incentives and professional development opportunities;
- Facilitate and support **professional development** for teaching staff to ensure that all teachers and staff are qualified and registered for their appointed position;
- Encourage long term commitment through retirement fund incentives and long-service benefits;
- Recognize teaching excellence through incentives and irregular rewards; and
- Attracting teacher trainees – be a center for initial teacher training – partnership with universities.

Target outcomes: faculty turnover to remain below 10%; retirement benefits to be enhanced to match first contract terms; build accommodation for up to four internees each year; and through links with Hong Kong universities, host trainee teachers in both English and Chinese medium of instruction disciplines each academic year.

## 2.4.9 Professional Development (2011-16)

ISF teachers are encouraged to become more professionally skilled through participation in both English and Putonghua training sessions offered within the school and beyond. On-going professional learning is a fundamental expectation placed on all teachers and staff members. Teachers in particular are encouraged to become contributing members of the international education community.

This strategic plan will encourage teachers to seek selection as **speakers at conferences**.

Participation in activities beyond the school is subject to priority-based approval and available funds. The professional development priorities for teachers at present are:

- Language acquisition;
- Special needs (remedial and gifted);
- Information technology integration into learning programs;
- Assessment For Learning;
- Development of IT Skills (esp. Excel, Word, Outlook);
- Development of Communication Skills;
- Library cataloguing skills (for library staff only); and
- Experiential learning facilitation and management.

Training opportunities to be offered to teachers include:

- IB Diploma Programme and Middle Years Programme workshops;
- IB conferences;
- Global and regional conferences on primary and secondary education;
- In-school professional development activities;
- Attendance at immersion teaching seminars;
- Regular classroom observations and feedback from peers and managers;
- Self-paced language study; and
- Personal professional development through formal study.

All teachers are expected to be trained and experienced in bilingual immersion teaching methods. To ensure that the bilingual immersion program is effective, encouragement and support will be offered to staff to learn their **non-preferred language** of instruction.

The school will establish a Research Support Group to offer support to those members of staff undergoing higher degrees by research (masters' degrees and doctoral programs). The group will consist of graduates and candidates who will offer mutual support and sharing on research ethics, methodology, meeting deadlines, editing theses, and managing the work-life-study balance.

The school will encourage career development and advancement for teachers from within, resulting in a greater demand for positions at The ISF Academy.

Target outcomes: all teaching faculty to undertake discipline relevant professional development in each year of employment; and at least 20 members of faculty to be undertaking higher research degrees each year.

## 2.4.10 Summary of Developing a Learning Community



## 2.5 Building School Facilities and Systems

### 2.5.1 Major School Systems Initiatives:

- i. **Swimming pool and Auditorium (Phase III)**
- ii. **The *Shuyuan* Center for Science and Civilization (Phase III)**
- iii. **Aspire Campaign**
- iv. **Administrative Service Standards Commitment**

### 2.5.2 Constructing Learning Facilities (2012-15)

Learning is enhanced through the design and construction of dedicated, purpose-built facilities that support a broad range of activities, from purely academic and experiential to largely recreational facilities. This essential direction supports the learning programs and ensures that the school is able to attract a strong enrolment. This plan commits the school to funding the construction and upkeep of state of the art facilities for swimming, experiential learning, and dedicated accommodation for specialized programs, such as the ISF *Shuyuan* Center for Science and Civilization, along with some residential accommodation.

Fundraising activities will endeavor to exceed the target set for the Aspire Campaign over the next two years. Initiatives include:

- a. Construction of swimming pool;
- b. Construction of multipurpose hall;
- c. Construction of the Annex for Secondary Division; and
- d. Establishment of an active sports center in Cyberport.

An additional campaign dedicated to raising funds for the construction of The ISF Center for Science and Civilization is to be launched (see section below).

Target outcomes: construction of Secondary Annex in 2013 (Phase IIIA); construction of swimming pool and auditorium completed in 2013/14 (Phase IIIB); and construction of The ISF Center for Science and Civilization 2015 (Phase IV).

#### 2.5.2.1 The *Shuyuan* Center for Science and Civilization (2015)

The *Shuyuan* Center for Science and Civilization provides ISF Academy students with a purpose-built learning environment where they will join teachers and experts in the exploration of ideas from the very dawn of philosophical and scientific inquiry to the cutting edge of 21st century science and technology. Through dedicated ISF courses and strategic partnerships with outside private and academic institutions, the *Shuyuan* Center for Science and Civilization creates a unique learning community within The ISF Academy, a new 'school of thought' within the physical school. Students are challenged daily to employ the tools of learning on hand within a given framework of values and virtues to seek innovative and creative solutions to humanity's most pressing questions. The Center also provides a research base where academics from universities are invited as **scholars-in-residence**, where, in addition to furthering their own expertise and knowledge, they will also serve as mentors to ISF students.

Target outcome: establishment of The ISF Center for Science and Civilization by 2015; programs to be launched in 2011.

### 2.5.3 Aspire and Achieve (2011-13)

The Aspire Campaign is a six-year mission to develop the **financial resources** to build facilities and implement school learning programs. The support of our school community is a key part of this strategy, with parents, family members, and friends offering support through donations:

- a. Financial support for capital construction projects;
- b. Purchase of specialist equipment; and
- c. Funding for specific programs such as 'scholars in residence'.

Target outcome: successful conclusion of Aspire with specified fund-raising target met.

### 2.5.4 Sustainable Stewardship (2011-16)

The school is to maintain a strong and lean financial position and will regularly monitor and adjust its fee structure to reflect real circumstances for Hong Kong families. The school will continue to solicit charitable donations and other forms of support from the school and wider community to finance the provision of financial aid and to fund the construction of school facilities.

Initiatives include:

- a. Operation of summer/holiday, evening and weekend learning programs, after school care program (including homework assistance), i.e. rent out stage, open a school store, rent pool for swimming and diving when not in use, art classes/dance classes, and ESL/CSL, ;
- b. Financial performance benchmarking will be undertaken to ensure optimal administrative efficiency;
- c. Eliminate wastage through cost controls; and
- d. Regular review of the cost of provision of all school services to ensure value for money.

### 2.5.5 Serving Stakeholders: Efficient Administration (2011-16)

As a service organization, The ISF Academy is committed to providing a high level of service to its students, parents, teachers & staff, and members of the public. Its values are reflected in the way in which we interact with all members of the community. The school will endeavor to build a strong reputation as a learning community that pursues excellence, nurtures resilience, and values education.

Initiatives include:

- a. Setting high standards for service within the administrative support office;
- b. Prompt handling of all orders and invoices, within predetermined response targets;
- c. Prompt and courteous handling of all correspondence and communication with the school; and
- d. Timely handling of all event procedures.

Target outcomes: full implementation and integration of the on-line Purchasing Order system; full implementation of the Information Management System; full implementation of the Learning Management System; payment of all invoices within specified target date; design and implementation of on-line systems for staff leave; and second phase enhancements to the on-line enrolment application system.

### 2.5.6 Summary of Building School Systems



## Section Three: Summary of Performance Indicators

The following table provides a summary of the key performance indicators adopted by the school in this five year strategic plan.

Performance Indicator Type	Target Year	Performance Target	Definitions	Responsible Party
<b>Enrolments</b>				
Enrolment Total	2012-13	1080	60% of EDB target enrolment for school	Principal, VP (Admissions), Head of Primary & Secondary
Enrolment Total	2014-15	1440	80% of EDB target enrolment for school	Principal, VP (Admissions), Head of Primary & Secondary
Percentage Of Student Withdrawals	Annual	Less Than 7%	Averaged across all grades	Head of Primary & Secondary
Diploma Programme Enrolments	Annual	Greater Than 50 DP Students In Each DP Grade Level	Steady state enrolment of 100 students in Senior School	Head of Secondary, Head of Senior School, VP (Admissions)
Enrolment Gender Balance	On-Going	50% Balanced Enrolment	Tolerance of variance not to exceed 2% of total enrolment across each division	Principal, VP (Admissions)
Numeric – HKPR %	Annual	In Excess Of 70% HKPR Enrolments		Principal, VP (Admissions)

### Financial

Fee Increases	Annual	Approved By EDB	Defined as educational CPI incorporating the cost of hiring teachers in a global market with HK\$ pegged to US\$	Principal, VP (Finance and Operations), SMC, Board
Tuition Fee Arrears	On-Going	Less Than 2% Of Operating Budget		Principal, VP (Finance and Operations), SMC, Board
Financial Aid And Scholarships	Annual	10% Of Budget Each Year		Principal, VP (Finance and Operations), SMC, Board
\$ Capital Funds Raised for Building Plans	2013	HK\$300 Million	Aspire Campaign concludes successfully after six years	Principal, VP (Finance and Operations), SMC, Board, VP (Communications & Community)
Operational break even after depreciation	2014-15	Break even across all divisions and sections after depreciation	Audited accounts to indicate no loss.	Board, SMC, Principal, VP (Finance and Operations)

Performance Indicator Type	Target Year	Performance Target	Definitions	Responsible Party
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### Human Resource Management

% Retention of Teaching Staff	Annual	Greater than 90%		Principal, Head of Primary & Secondary Divisions
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### Facilities Development

Completion of Phase IIIA and IIIB Facilities	2014-15	Completed	No additional financial burden placed on parents for capital works	Board, SMC, Principal, SMT
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### Accreditation

CIS Accreditation	2014	Completed	Accreditation Team Visit to have been undertaken by 2014, pending outcome of accreditation decision	Principal, SMT
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### Academic Operations

Class sizes	Annual	No more than 20 per class	Primary Division	VP (Admissions), Head of Primary
Class sizes	Annual	No more than 22 per class	Secondary Division – Middle School	VP (Admissions), Head of Secondary
Benchmark Testing	Annual	Achieve Benchmark Standard Parity at each Grade Level when Compared with 100% English Medium of Instruction Schools (PISA based)	ACER ISA determined for academic performance in mathematics, reading, and writing for English Medium of Instruction Schools	Principal, Head of Primary, Head of Secondary, Dean of Instruction, Dean of Curriculum
IB Middle Years Programme	2012	All Grade 10 students to achieve certification	Award of MYP Certificate by IB	SMT – Dean of Instruction, Dean of Curriculum
IB Diploma Programme	2012	All Grade 12 students to achieve IB diploma	Award of Diploma by IB	SMT – Dean of Instruction, Dean of Curriculum
College Entry	2012	All Grade 12 students to achieve tertiary course placement	Entry to recognized college or university	SMT – Dean of Instruction, Dean of Curriculum
<i>Shuyuan</i> Program	2012	Successful launch of <i>Shuyuan</i> Program	Students elect to study <i>Shuyuan</i> courses	SMT – Dean of Instruction, Dean of Curriculum
Notebook program	2014	100% of secondary students to have own notebook or tablet computers	Notebook program deployed from Grades 6 to 12	SMT