

STRATEGIC AREAS 2023–2025

Staying Safe



STRATEGIC GOALS

The school develops and embeds policies and practices to keep students, staff and families safe on and off campus.

Rationale: The primary responsibility of the school is to ensure the safety and wellbeing of all students and staff. Accountability measures and systems must be in place to respond and be proactive in keeping everyone safe.

Systemic Wellbeing



STRATEGIC GOALS

The school intentionally develops systems and structures to create an ecosystem that allows for student, staff and family wellbeing.

Rationale: When students, staff and families feel well, this leads to greater learning and opportunities for growth. This supports greater success and community contributions through living the IB Learner Profile and DIS Values.

Educational Challenge for All



STRATEGIC GOALS

The school develops an inclusion mindset and aligned systems and structures to enable challenging learning for all admitted students.

Rationale: Each student is an individual with a unique identity and skill set. Teaching and learning needs to be designed and assessed to ensure access and success for all DIS learners aligned with the definition of high quality learning.

Local & Global Citizenship



STRATEGIC GOALS

The school continues to refine its understanding of global citizenship education, building opportunities for authentic student leadership and agency.

Rationale: As an international school our guiding statements are fundamentally grounded in the concept of global citizenship. In this complex and diverse world, DIS believes that developing and equipping local and global citizens is a core reason for our being.

Effective Operations & Infrastructure



STRATEGIC GOALS

The school creates the operational conditions for teachers and staff to work effectively and efficiently to meet strategic goals.

Rationale: When operational systems and structures are clearly articulated and understood, all members of the community can effectively and efficiently contribute in their respective roles.

Building Community



STRATEGIC GOALS

The school co-develops structures to invite community participation at school, and build community.

Rationale: DIS is a culturally diverse community. To live our mission, we need to build a strong sense of solidarity among all groups, and a sincere commitment to contribute and participate collectively and meaningfully.

STRATEGIC DIRECTIONS

1 Develop and review structures, systems and related policies for child safeguarding and communicate these in the child protection handbook, including plans for professional learning.

2 Create procedures for vetting all community members, and embed a Code of Conduct.

3 Design and implement procedures and practices to ensure site security, health & safety.

STRATEGIC DIRECTIONS

1 Continue to develop community understanding of the concept of wellbeing, where it exists in our Guiding Statements and how it can be measured.

2 Create programmes and resources for wellbeing, including an articulated curriculum, to improve learning opportunities and enhance access.

3 Use data to develop and implement responsive systems to support community wellbeing.

4 Continue to strengthen the school as a learning organization through the development of a professional learning policy, culture of coaching, a Staff/Educator Profile, and aligned practices for professional feedback.

5 Continue to refine processes and protocols for effective collaboration and shared decision-making.

STRATEGIC DIRECTIONS

1 Develop understanding of effective teaching practices as a shared vision of inclusive learning to implement the school's definition of high quality learning.

2 Enhance the physical environment and implement structures for inclusion in line with the school's Diversity, Equity and Inclusion Policy and Educational Access Policy, including for Home Languages and Highly Able Students.

3 Use assessment data to inform teacher planning and practice, as well as curriculum review focused around inclusion.

4 Review the Admissions Policy and practices to ensure alignment to our guiding statements and market.

5 Review pathways for Secondary School, including programme transitions, "Abschlüsse"/ qualifications, and careers planning.

STRATEGIC DIRECTIONS

1 Define and develop a framework for Global Citizenship Education (GCE), climate change education and intercultural learning to align programmes and educational experiences, including how it relates to the idea of international-mindedness.

2 Review and develop an understanding of service learning and structures to support it in our programmes and throughout the continuum.

3 Continue to implement age-appropriate Digital Citizenship, Information Literacy, and Academic Integrity learning aligned to the school's definitions of high quality learning and global citizenship.

4 Review and develop opportunities for student leadership to create a structured and systematic programme.

5 Create a vision for the school's commitment to environmental sustainability and how it relates to the school's practices.

STRATEGIC DIRECTIONS

1 Review and create structures and systems for efficient use of resources, including in the classroom, to support operational and strategic goals.

2 Continue to review, develop and share policies to ensure community understanding of our norms and practices and enhance effectiveness.

3 Identify and implement strategic projects from the Facilities Masterplan to support learning and wellbeing.

4 Analyze structures and systems for risk, and implement mitigation strategies to reduce impacts to individuals and the school.

5 Embed the updated Board Manual to support continuous and stable governance.

STRATEGIC DIRECTIONS

1 Create a clear and shared understanding of what community engagement at DIS is and the benefits of strong partnerships, including alumni relations.

2 Develop structures and practices to systematically gather and use family and community feedback to support school improvement.

3 Develop an effective and sustainable communication strategy to enhance dialogue with all constituent groups in the school.

4 Review and adjust induction/transition processes for families and staff new to DIS to ensure clarity and enhance wellbeing.