

# INTERNATIONAL SCHOOL NADI

## STRATEGIC P L A N

2019 - 2024



# Members of The Strategic Plan Committee

We thank all the members of our community who participated in developing our 2019 – 2024 strategic plan and especially the members of the school committee and administration who gave freely of their time to the committee.

## **Board of Trustees**

Tony Whitton (Chair)  
Siteri Puamau  
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## **School Committee**

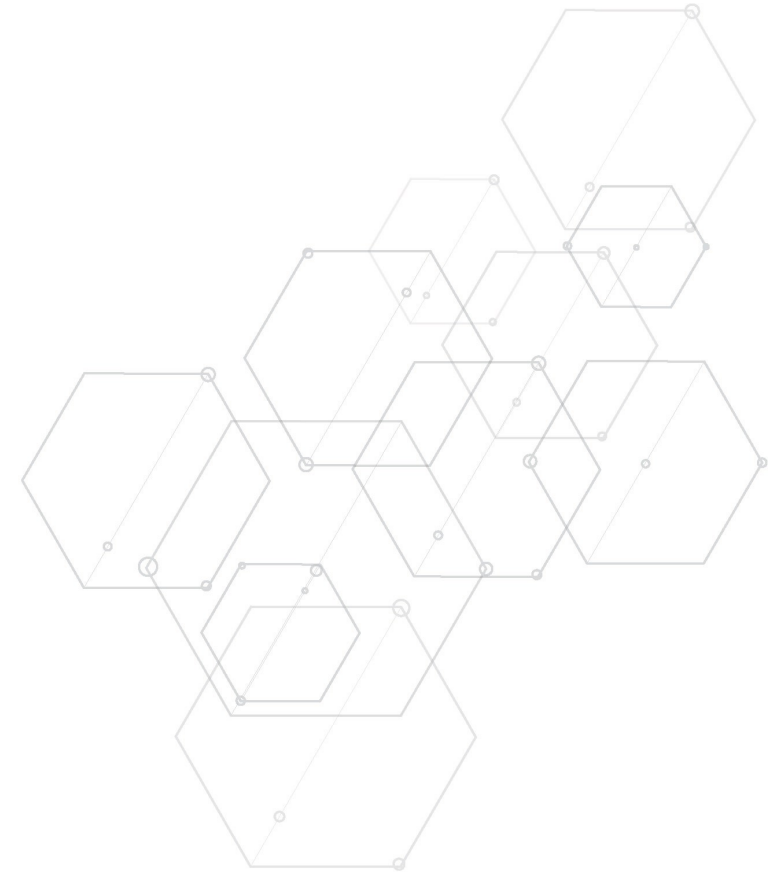
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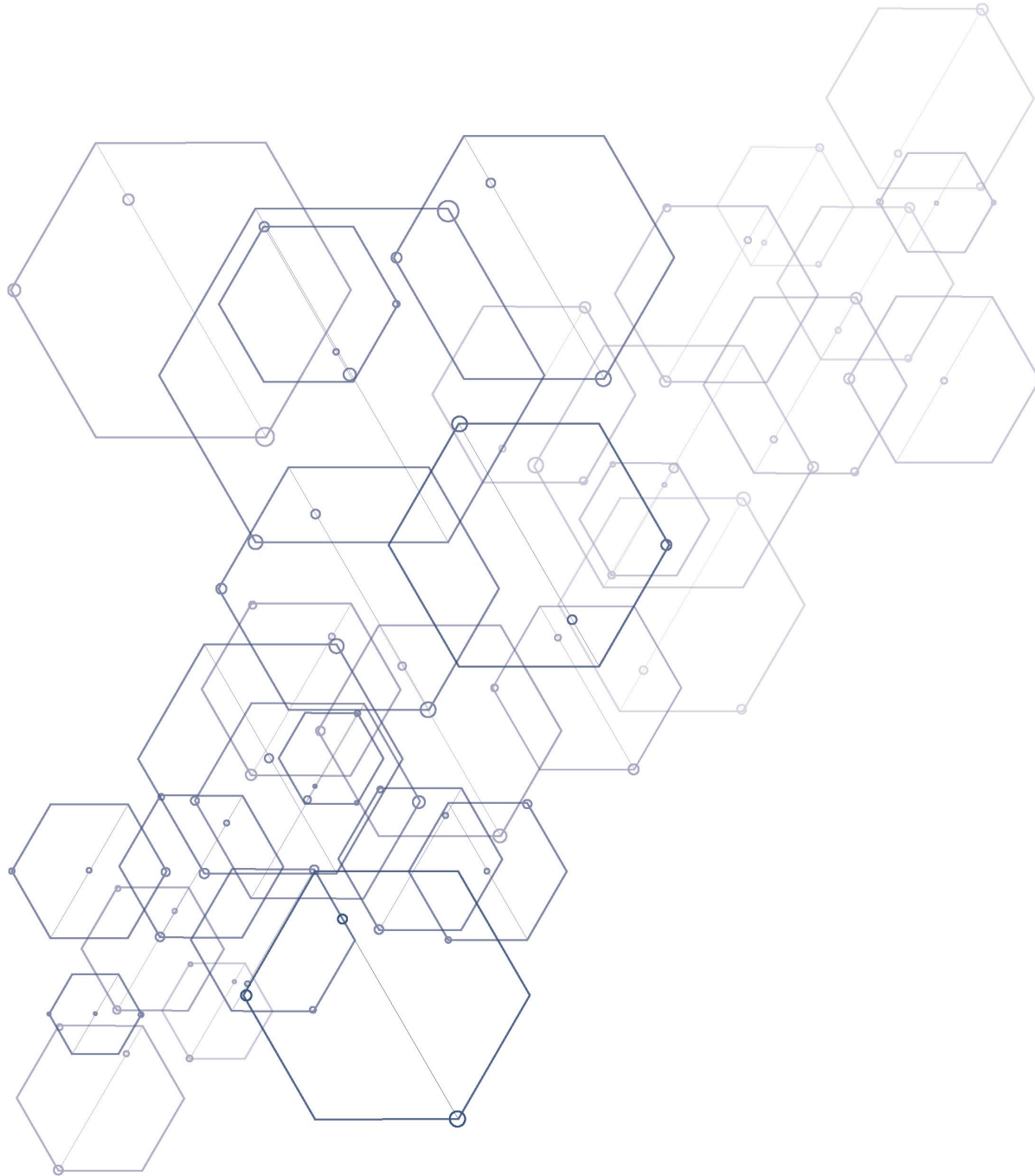
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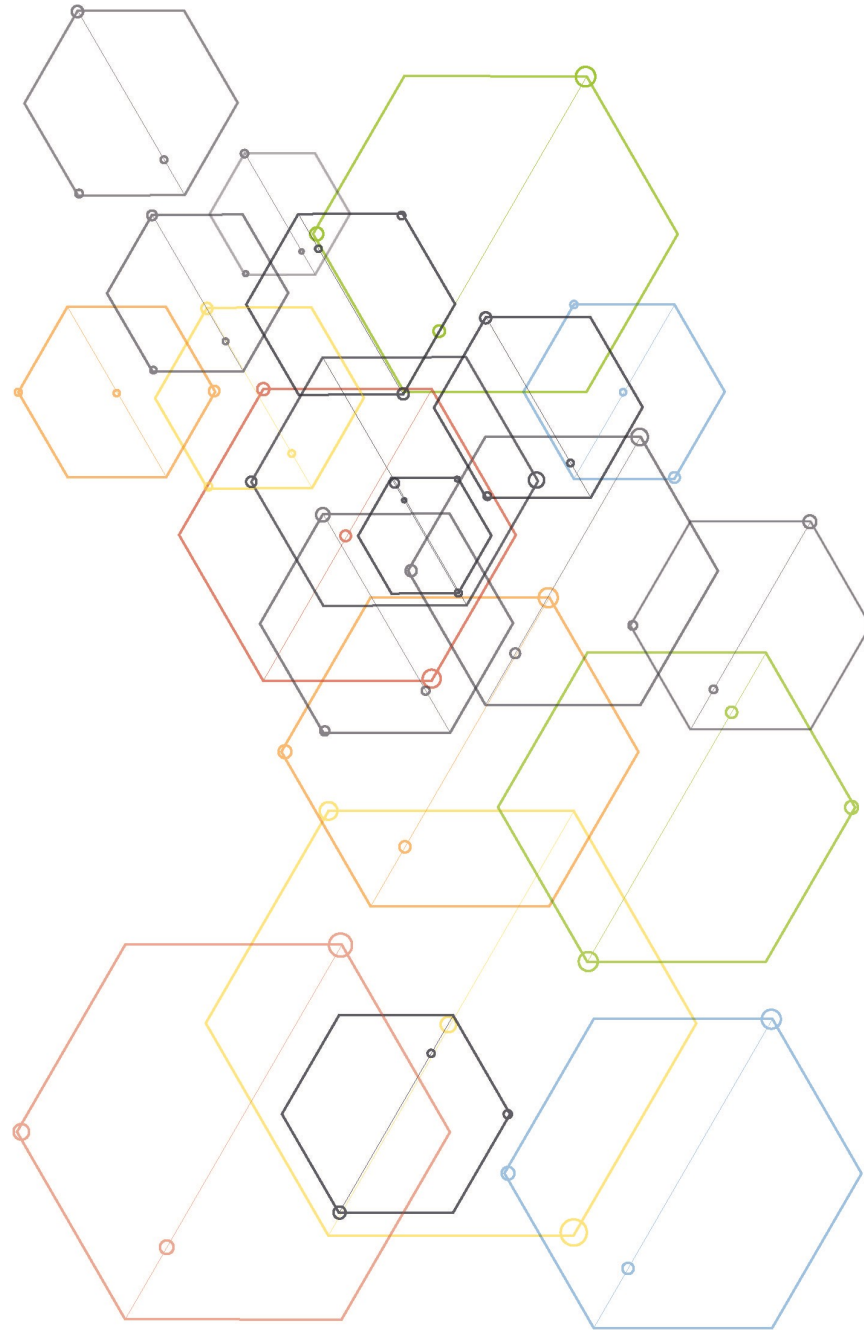
Maria McNair



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## *Strategic Plan*

(compound noun):

A broadly-defined plan aimed  
at creating a desired future.

# Introduction

International School Nadi (ISN) is fully authorised by the International Baccalaureate Organisation to offer the Primary Years (PYP), Middle Years (MYP) and Diploma (DP) Programmes, and also provides Early Childhood education.

ISN is an independent school established in 1992 and is registered with the Fiji Ministry of Education.

ISN is governed by an elected School Committee and a Board of Trustees.

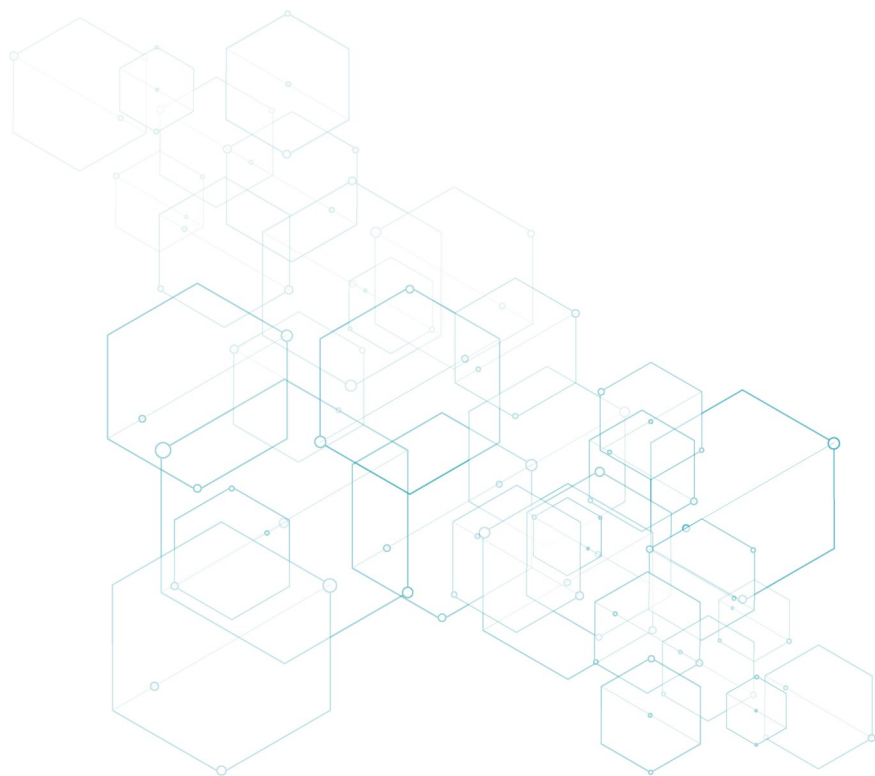


*Our Motto*

Learn Together,  
Grow Together

## Our Vision

To educate, nurture and empower students to be well-rounded enquiring individuals able to reach their full potential and contribute as global citizens.



## Our Mission

To deliver a world class international education through a dynamic learning environment that encourages and fosters the intellectual, social and physical development of our students.

To cultivate an inclusive community which celebrates diversity and is dedicated to each individual's achievement of their highest-level of academic and personal success.

To develop our students into resilient, empathetic and inquisitive individuals who think critically and creatively, with the courage and conviction to take positive action locally and globally.



# International Baccalaureate Learner Profile

ISN is an IB World School and as such promotes the IB Learner Profile.

IB Students are:

## **Inquirers**

They develop their natural curiosity and acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

## **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

## **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

## **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.





# International Baccalaureate Learner Profile cont.

## **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

## **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

## **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## **Balanced**

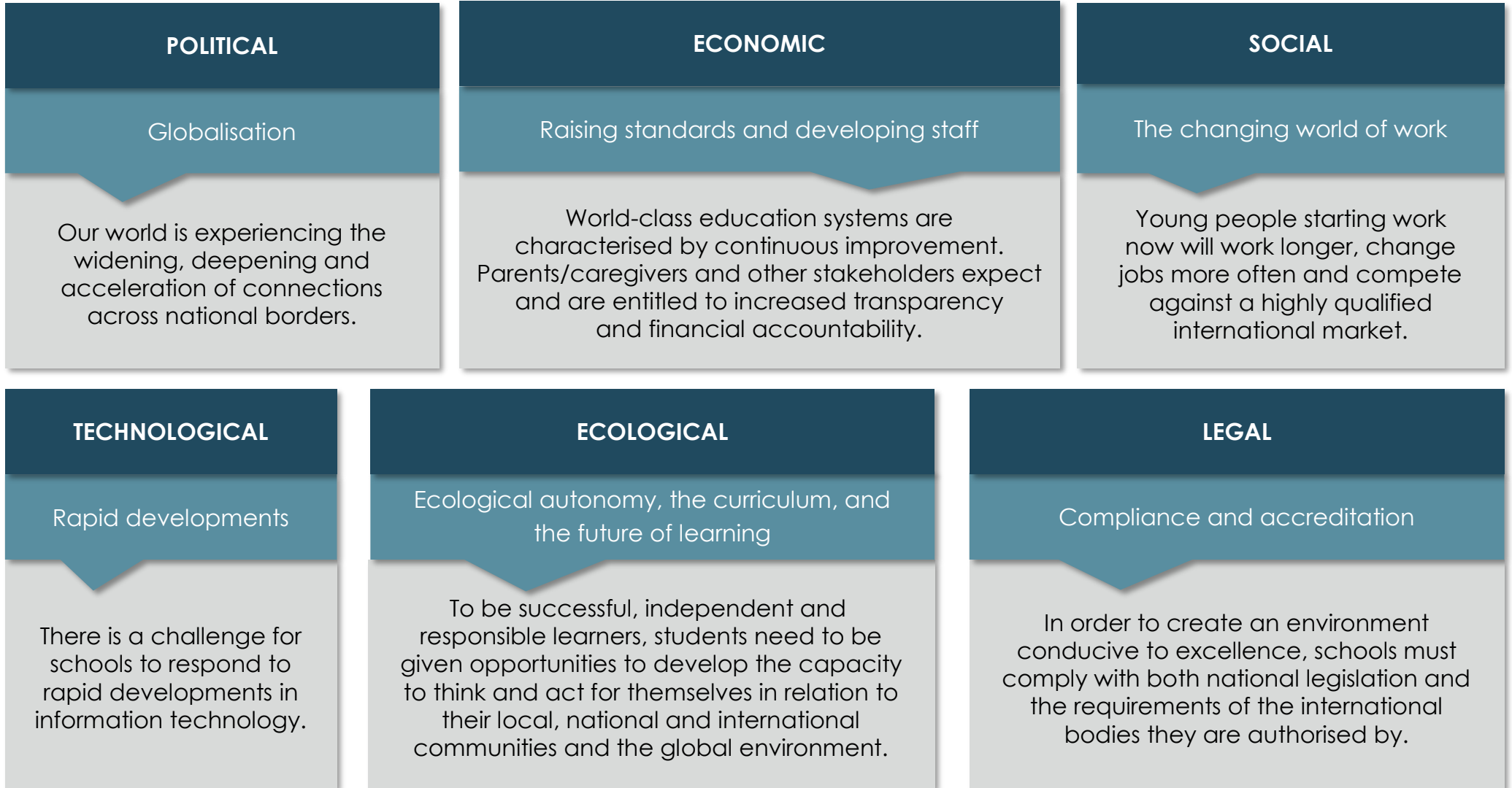
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

## **Risk-takers**

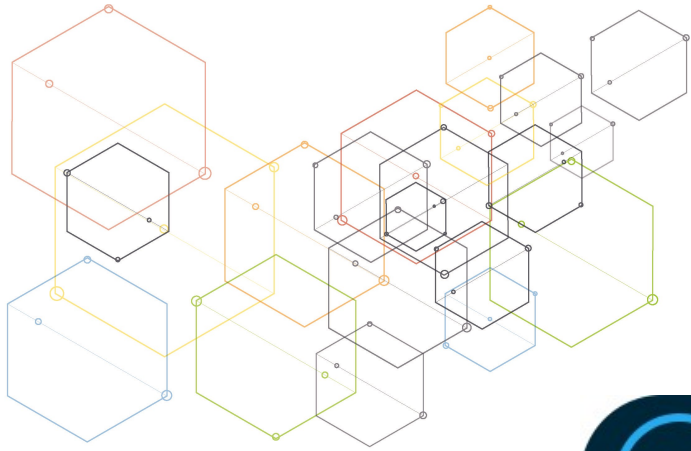
They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

# Context of the Strategic Plan

This strategic plan acknowledges and responds to the influence of several key Political, Economic, Social, Technological, Environmental, and Legal factors.



# The Five Pillars



There are five key pillars around which the priorities and strategies for 2019-2024 were formed.

The Five Pillars are designed to strengthen and uphold our vision.

01 Education and Learning

02 Well-being and Resilience

03 Communication and Community

04 Leadership and Sustainability

05 Physical Environment

**Priority One**

## Academic rigor and assessment results

**Strategies**

Enhance academic rigor and maximise assessment results by:

- Using data to ensure decisions about academic matters are evidence based;
- Providing support and mentoring for staff at all stages of their careers;
- Providing relevant, timely, quality feedback to students;
- Ensuring the written curriculum is comprehensive and effective, allowing for differentiation and different learning styles;
- Provisioning accessible, relevant, and leading-edge resources;
- Supporting a stimulating learning environment; and
- Establishing clear and efficient pathways for teachers to obtain assistance in supporting students based on individual requirements.

**Priority Two**

## Academic and non-academic

**Strategies**

Provide outstanding student experiences both academic and non-academic pursuits balance by:

- Providing a planned co-curricular and extra-curricular programme;
- Facilitating the development of life-skills through a structured Personal, Social and Health Education (PSHE) programme;
- Providing holistic pastoral care;
- Proactively engaging students and consistently providing opportunities for students to exercise leadership; and
- Encouraging collegiality and collaboration within and between staff, the student body, student services, alumni, and community groups.

**Priority Three**

## Learning continuum

**Strategies**

Provide an articulated curriculum to allow students to progress easily through the ECH, PYP, MYP and DP programs by:

- Developing and maintaining a scope and sequence for every learning area within the school;
- Ensuring that the handover between each year level and the transition between the programs is well-planned and effective;
- Embedding Approaches to Learning (ATL) skills throughout the curriculum from Early Childhood to DP;
- Ensuring that effective interdisciplinary programmes exist at every stage;
- Providing a program of study which facilitates access to suitable post-secondary pathways; and
- Expanding and enhancing Service as Action (SAA), and Creativity Activity Service (CAS) programs, and incorporating these into the PYP where appropriate.

**Priority Four**

## Professional and personal development

**Strategies**

Support professional and personal development of faculty and staff by:

- Ensuring that all staff receive the support required to equip themselves with the skills needed to effectively meet their responsibilities and to advance their careers;
- Providing opportunities for professional growth, mentoring and leadership;
- Implementing a suitable and supportive performance appraisal programmes along with identification of training needs;
- Encouraging staff to be involved in The International Baccalaureate Educator Network (IBEN);
- Providing in-house long-term professional learning opportunities; and
- Encouraging staff to be internationally minded and provide opportunities for them to pursue this.

**Priority Five**

## Language and culture

**Strategies**

Offer maximum support for the language learning experience by:

- Embracing and celebrating local language and culture;
- Continue to nurture mother tongue languages for all students where practical;
- Providing support for learners of English as a second language;
- Enhancing foreign language curricula to meet the needs of students; and
- Celebrating the diversity of the school.

**Priority Six**

## Lifelong learning

**Strategies**

Encourage an ongoing commitment to learning by:

- Using the learner profile to develop a passion for learning beyond the classroom;
- Encouraging students to be self-motivated and inquisitive through a focus on ATL skills;
- Developing in students an understanding of what they are learning through interdisciplinary themes and units; and
- Ensuring that academic honesty is a hallmark of ISN students.

**Priority One**

## Inclusivity and diversity

**Strategies**

Recognise and celebrate inclusivity and diversity by:

- Fostering pathways for positive engagement for students of diverse ethnicities and faiths and for any underrepresented groups; and
- Supporting students living with special educational needs.

**Priority Two**

## After school activities (ASAs)

**Strategies**

Facilitate a wide variety of ASAs by:

- Providing and facilitating a range of high-quality activities;
- Encouraging participation in relevant activities across the programmes; and
- Recognising achievements in extra-curricular and co-curricular activities and sports.

**Priority Three**

## Student welfare

**Strategies**

Prioritise and maintain student welfare by:

- Accepting stewardship over the health, safety and wellbeing of students;
- Collaboratively constructing positive outcomes with parents/caregivers and the student body;
- Providing culturally inclusive services; and
- Clearly and transparently communicating the student welfare and behaviour management policies and ensuring that they are fairly applied.

**Priority Four**

## Respect and values

**Strategies**

Foster respect and engender positive values by:

- Incorporating IB learner profiles into all behaviour/actions;
- Demonstrating correct etiquette and respect throughout school community; and
- Building genuine school/home partnerships based on trust and openness/transparency.



**Priority One**

## Service, communication and relationships

**Strategies**

Enhance service and communication to consolidate productive and positive relationships within stakeholder groups by:

- Providing diverse and effective communication channels;
- Maintaining commitment to open and honest communication;
- Identifying cultural features, including language, to collaboratively strengthen community relationships;
- Developing and reinforcing dispute resolution processes that are fair and transparent, with clear escalation channels and procedures; and
- Providing scholarships for local students.

**Priority Two**

## Community building within Nadi

**Strategies**

Foster community building in Nadi by:

- Establishing, developing and strengthening links with community networks;
- Contributing to a positive community culture which enables students to continue ongoing participation in community networks; and
- Supporting local groups by facilitating availability of ISN resources and facilities.

**Priority Three**

## Community building with other schools

**Strategies**

Foster community building with sister schools by:

- Establishing, developing and strengthening links with the International School Suva (ISS) and the regional IB community to provide benefits for staff and students; and
- Maintaining links with the German International School Sydney (GISS) and building academic and extracurricular links with other partner schools.

**Priority Four**

## Marketing

**Strategies**

Facilitate message driven marketing by:

- Targeting and coordinating information dissemination through appropriate traditional (e.g. newsletters) and technology driven channels (e.g. Facebook);
- Fostering and expanding the alumni association and network; and
- Facilitating careers and post-secondary events and programs.

**Priority One**

## Student numbers / growth

**Strategies**

Grow the student body by:

- Ensuring the school has a place for all students to meet the community's demands/needs;
- Being the school of choice for families living in the Western Division; and
- Encouraging international and local student enrolment growth opportunities.

**Priority Two**

## Agility and resilience

**Strategies**

Consider medium- and long- term threats and opportunities in planning and budgeting to ensure sustainability by:

- Diversifying funding options to ensure that any debt is sustainable with fluctuation of student numbers, and reduce reliance on events and donations as major source of additional revenue stream;
- Providing leadership across all levels that is adaptable to change and can lead effective change-management;
- Ensuring a continual process of risk assessment, identification, and implementation of suitable risk transfer solutions; and
- Ensuring a transparent and equitable salary structure for all staff which is regularly reviewed for adequacy.

**Priority Three**

## Governance and purpose

**Strategies**

Provide capable and effective governance and instil a sense of purpose by:

- Ensuring that the school has the resources to recruit, develop and retain skilled staff;
- Growing and developing a balanced staff profile to meet future service requirements;
- Leveraging the skills of staff and systems to contribute to efficient and sustainable services;
- Maintaining regulatory compliance and short and longer-term financial stability;
- Maintaining effective hierarchy of governance to meet strategic, operational, and administrative needs; and
- Providing standardised and approved Terms of Reference to the Board and all relevant committees.

**Priority One**

## Learning facilities and resources

**Strategies**

Maintain progressive and functional learning facilities and resources by:

- Providing new classrooms to cater for an expanding school roll;
- Providing a properly resourced Multimedia Library with trained staff;
- Providing suitable facilities for sports and performing arts activities;
- Ensuring availability and effective use of Multimedia and technologically relevant resources throughout the school; and
- Providing and maintaining facilities to reflect a 21st century education.

**Priority Two**

## Security and safety

**Strategies**

Ensure best practice for school security and emergency preparedness by:

- Providing a safe environment for students and staff in school and on school sanctioned activities;
- Ensuring security for school and personal property;
- Evaluating and refining school security measures;
- Updating and exercising school emergency preparedness plans (including training and emergency communication protocols);
- Fostering and strengthening partnerships with public safety officials; and
- Creating crisis communications plans and social media strategies.

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