



Westwood International School

Strategic Plan 2011-2013

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Message from the CHAIR of the School Council

Welcome to Westwood International School and our Strategic Plan for 2011-2013.

The fast pace of change is making School management more complex. Strategic planning will help School Council and Leadership foresee and react quickly to internal and external changes and opportunities and identify areas in which the school is lagging behind. Good financial control alone is not enough to ensure the School's success. In addition to a budget, you need long-term goals to determine the future direction of the school. This plan articulates the strategic priorities and intents that have evolved through a consultative and collaborative process with all stakeholder groups. These priorities and intents are further defined in the **Operational Plan** that accompanies this document.

The Westwood School Council uses strategic planning to involve employees in all areas of the School, so goals are shared. We use our plan to communicate with stakeholders, who must be convinced that our School is in control of its future and adds a value proposition for their children before they will lay their money on the line. Our plan is also very helpful in dealing with accreditation bodies, suppliers and key WIS Stakeholders. Our Strategic Plan allows for the unfolding of the vision of what we want our school to be and a road map of how we want to get there.

We thank all those who provided input into the strategic planning process. We encourage feedback and input on an ongoing basis.

Westwood International School Council Chair

L. Boyce Sebetela



Westwood International School

Vision

To be developed 2011

Vision: The preferred future; must incorporate the beliefs; what the School wants to be in the future as it successfully fulfills its mission. It is more than a mission statement and should help to inspire the leaders, staff, students and parents.

Mission

Westwood International School provides a quality international education that enables students to meet future challenges as confident, socially responsible, life-long learners.

Revised May 2010

School Council

The Westwood International School Council sets the strategic directions for the school through the Strategic Plan.

As part of their governance, the Council has confirmed statements of beliefs for the School as it advances its vision and mission into the future:

Statements of Beliefs

At Westwood International School we believe we must provide:

- A learning community consisting of students, teachers and parents
- A learning programme which :
 - draws on both global and local perspectives and emphasizes the need for a sustainable world community
 - encourages the development of a strong moral and ethical foundation in students, based on the spirit of the UN Declaration of Human Rights
 - fosters ownership of their own learning and increasingly promotes the development of accountability and responsibility
 - fully integrates the use of information and communication technology
- A participating, creative, intellectual, social, physical and emotional learning environment
- Rich, holistic international educational opportunities that draw on a wide range of disciplines
- Access to internationally recognized academic programmes which reflect this mission and vision and which enhances student access to tertiary study and to the world of work

The School Council has determined its role in the realisation of the vision and mission of the school.

The Westwood International School Council shall:

- Review at intervals not to exceed two (2) years the School's Mission Statement and Statement of Beliefs to coincide with the revision of the strategic plan
- Articulate a clear, internationally-oriented vision and direction
- Develop and maintain a three (3) year rolling Strategic and Financial Plan
- Approve, monitor, and strengthen the school's programmes and services
- Effectively resource the school's educational programmes and facilities
- Ensure the school is able to recruit, develop and retain quality international and local teachers
- Encourage partnerships between WIS and other schools both nationally and internationally which share a similar ethos
- Ensure internationally recognized accreditation is maintained
- Nurture effective channels of communication and consultation with and beyond the school community
- Ensure the effectiveness, integrity and accountability in the management of the school through reviews of the Head of School's performance
- Ensure effectiveness, integrity and accountability in the governance of the school through reviews and reporting of its own performance

In realising the Vision and Mission of the school, the following strategic parameters will guide decision-making of the School Council:

- All decisions are based on what is best for students
- The medium of instruction is English, with the exception of Foreign languages or Mother Tongue courses
- The School is not-for-profit and non-sectarian
- The School implements an international curriculum appropriate to the realization of the school's Mission Statement
- The School does not tolerate behavior that is detrimental to the safety, integrity or dignity of any individual or group
- WIS is an inclusive School; however, it will only enroll students whose educational needs can be met by the School



Westwood International School

School Council Members

L. Boyce Sebetela (Chair); Mabu Nteta; Matlhogonolo Mponang (Vice Chair); Chris Du Plessis; (Secretary) Colm Patterson (Treasurer); Denis Ivins; Dudu Thebe; Kenneth Leafe; Benson Rauwe; James Honold (Advisor); Thomas Malone; Phyllis Hildebrandt (Ex-Officio); and Amanda Williams (Ex-Officio).

Statement of Values

Advancing our vision and mission can only be fully accomplished through a clear statement of values.

Learning

We cherish learning and have clear and high standards of learning for all members of the school community.

Respect

We believe in honouring the worth of others by demonstrating fairness, courtesy and compassion.

Diversity

We believe in fostering a diverse community and striving for greater inclusiveness.

Integrity

We maintain at all times honesty, open communication, cooperation and credibility in relationships in fulfilling our commitments, including managing the resources entrusted to us.

Healthy Environment

We believe in promoting creativity, wellness, and flexibility through a safe and sustainable learning environment.

Contribution to Community

We serve the broader needs of the people of our community and strive to involve them and contribute to the enhancement of the overall quality of life

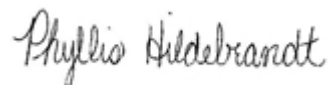
Message from the HEAD of School

The Strategic Plan incorporates the vision and mission of our School Council and the principles they have identified to pilot the School into the future. We have a strong, dedicated School Council providing policy, strategic guidance and oversight.

The strategic planning process is tied to budget preparation, financial management and the measurement of results. In a companion document, Westwood International School **Operational Plan 2011-2013**, strategies and actions provide specific direction for all members of the WIS community. This plan is developed in conjunction with the budget. Each year we measure our performance to assess how well we are working towards achieving our goals and serving our mission. A companion document entitled **Progress in Achieving the Vision** will record the successes we have made and will inform the next steps towards achieving our goals. This report will be tied to our Annual General Meeting in October 2010 and made available to the community in a summarized format at the onset of the new academic year.

The primary goal of the 2011-2013 Strategic Plan is to “serve students”.

I am excited about the changes we are making around the strategic planning process. Westwood International School is going places; the Strategic Plan is on the map.



HEAD of School

Context

Westwood International School has a rolling three year Strategic Plan. The plan is reviewed and renewed annually to ensure continuing relevancy. It is the fundamental basis for decision-making and sets the framework for all efforts at all levels of the school.

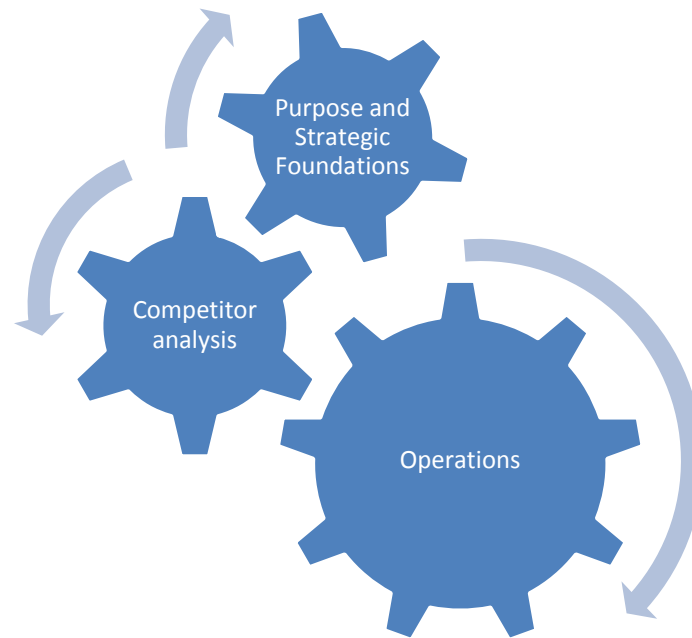
This year we have adopted a consultative and data based strategic planning process to guide us into the future. Our process strives to be inclusive, flexible and adaptive.

This year we will:

- Identify and respond to the key trends that will have the greatest impact on us over the next three-five years;
- Create a vision statement for the school to coincide with a review of the mission statement;
- Revisit the goals and objectives of the previous strategic plan;
- Articulate School-wide strategies and actions to achieve the vision, mission, and commitment (in the School Operational Plan); and
- Facilitate actions, evaluation and accountability consistent with this plan

Through this process we strive to encourage strategic thinking at all levels in the School and link the plan to the real world. While the document is a valuable tool for all of us, the planning process is even more valuable.

Strategic planning model to be applied- External and Internal environment analysis (SWOT)



Purpose and Strategic Foundations

- Vision
- Mission
- Values and operating principles
- Stakeholder analysis

Competitor analysis

- Critical strategic issues
- Key result areas
- Strategic goals
- Strategic objectives

Operations ** to be included in a separate document

- Key strategies
- Major activities
- Measures- standards & indicators
- Continuous monitoring and evaluation

Enablers

- Resource plans
- Risk management plan
- Communication and Cascade plan

Strategic Plan Process

Preparation for the 2011-2013 Strategic Plan began in May 2010 with a review of trends that affect the School and several “conversations” on the implications of these trends for Westwood. Specifically, dominant trends include enrolment patterns in the past three years, student characteristics, technological change, the financial situation of the school, and the recruitment and retention of quality teaching staff.

The conversations that took place around trends that affected the school, in turn, resulted in strategic initiatives for the school. The council has held three open parent and staff forums and will continue to hold open sessions that explore the strengths and weaknesses of Westwood International School as perceived by staff and parents. Facilitated conversations with students at the school have and will take place on an ongoing basis.

The information obtained from parents, staff and students form the basis of this plan. The School Council will reflect on the list of initiatives and improvement priorities and determine top priorities for the upcoming years.

May 22, 2010	Representative Stakeholder Input
July 15, 2010	Validation of initial input- Open staff and parent forums
August 12, 2010	EGM- Financial Strand to the plan
October 21, 2010	AGM- Strategic Priorities shared/progress report given
November 2, 2010	Council Input
January 13, 2011	A Report on Progress 2009 Plan to feed into current rolling plan

WIS Stakeholder Analysis

Stakeholder (Person, group, or organization that has a direct or indirect stake in WIS and can affect or be affected by the school's actions, objectives, and policies)	Expectations and Requirements	Ways to Manage Expectations	WIS value Proposition (What value is WIS offering from the stakeholder's perspective)
1. Students - Learners	Quality education Successful transitions from one level to another Transition from one institution to another An environment that supports learning Holistic development Security, health and individual's rights Stability both academic and physical structure Sustainable policies	Marketing for recruitment Supervision and evaluation Resourcing	Successful transition into any internationally recognized institution Global citizen
2. Teachers	Rewarding and challenging career opportunities Resources Professional development Leadership support Sustainable policies Experience in WIS will enable to transition other to other international schools	Prudent budget management Professional recognition	Opportunity to grow professionally International experience Financial security

3. Parents	Successful transition Comparable curriculum standards Safety and security Happy students Resources Sustainability Communication and feedback Community recognition	Involve parents in PTA Stakeholder structures Quality assurance feedback Accreditation Accept constructive criticism Use parent expertise to enhance school committees	Quality assurance; IB Diploma Progress; Continuous framework of the programme Globally acceptable Students Successful alumni Transparency and accountability Financial stability Staff competency
4. MOESD	Registration and Accreditation Accredited and professional Qualified staff Annual Report Equal Opportunity Compliance with Ministry OESD regulations	Fulfilling their requirements	accreditation
5. Accrediting bodies	All stakeholder are involved Maintaining standards	Fulfilling these requirements	accreditation
6. Council	School management is transparent in communication Competence of the staff		Student achievement
7. Community	Value Proposition	Marketing the school	Understanding why WIS is of value to students Understanding of what can be expected from students who graduate from WIS
8. Staff	Rewarding and challenging work Resources Professional Development Leadership Support Recognition	Facilitated conversations & feedback	Opportunity for growth Feel valued and supported

WIS SWOT Analysis

WIS Greatest Strengths (internal perspective)	WIS'S Greatest Weaknesses (Internal perspective)
<p>Accredited international school</p> <p>Student services/support</p> <p>IB programme</p> <p>Inclusive school</p> <p>Class facilities</p> <p>Strong drug and alcohol policy stance</p> <p>Whole school</p> <p>Auditorium</p> <p>Sports facilities</p> <p>Learner/teacher ratio</p> <p>Loyal stakeholders to the school</p> <p>PYP competency in staff</p> <p>Stakeholder involvement</p> <p>International teaching staff</p> <p>Staff accountability</p>	<p>IB- no sport</p> <p>Stability of leadership</p> <p>Pre-fabs for IB student</p> <p>Weak value proposition for middle years</p> <p>College counseling for foreign universities</p> <p>IT facilities- hardware/software and white boards</p> <p>High school diploma not available</p> <p>Image of school (Ambassadors-parents, students, teachers)</p> <p>On boarding- internal communication</p> <p>No sense of community- community involvement and service to community</p> <p>General policies & procedures (WIS – governance)</p> <p>Change management</p> <p>Sport & arts</p> <p>Systems & structures</p> <p>Management/staff attendance at extra-curricular activities</p> <p>Non-academic involvement of learners</p> <p>Definition of “International” not clearly defined/communicated</p>

WIS'S Greatest Opportunities (External Perspective)	WIS'S Greatest Threats (External Perspective)
<p>Collaboration with other schools</p> <p>Spare capacity</p> <p>Market IB as a bridging course for universities</p> <p>International/local recruitment mix can be optimized for budget purposes</p> <p>Flagship opportunity for sport/cultural event</p> <p>Market facilities for community use- extra funds</p> <p>IB marketing</p> <p>IB life-long learner philosophy aligned to private section req.</p> <p>Fund-raising – PTA & external institution (sponsorships)</p> <p>Vocational-related certificate in lieu of IB</p> <p>Industry involvement (Career education job tutors)</p> <p>IB Bursary</p> <p>Exchange program (students)</p> <p>Boarding facilities</p>	<p>Image of school from community (Reputation)</p> <p>Insufficient links with key stakeholders (ministries)</p> <p>School fees not aligned to local/SADC schools</p> <p>Retention of quality teachers</p> <p>More accountability required from accredited bodies</p> <p>Localization program of government</p> <p>Sustainability of students-expat contracts expiring</p>

Major Trends

Some of the major forces that are and will continue to affect Westwood are:

- Enrolment patterns- need to increase numbers
- Student characteristics-need to provide alternatives (vocational related certificate) at secondary level to the DP programme
- Technological change-diversity in program and course delivery modes, and service quality; all supported by a robust technological infrastructure
- Financial situation of the school- need to evolve a tuition policy and continuing cost pressures and revenue
- Recruitment and retention of quality teaching staff
- Increasing requirements for professional growth opportunities for faculty and staff
- More accountability requirements from accrediting bodies
- Increasing recognition of the value of partnerships among other international schools, education ministries and business, government, community agencies and labour
- Increasing emphasis on seamless education through articulation across the education continuum to enhance the opportunities for learners
- Increasing need for life-long learning opportunities

Improvement Priorities

Through the consultation process, an environmental scan, and survey information, improvements in the following key areas can enhance the School's strength and reputation.

1. **Access to Teaching & Learning: Enhance the in-class experience of instruction**

The School takes the learning process seriously from the selection and training of teachers, to procedures for monitoring quality. Nonetheless, there are still areas that are in need of improvement: rigor in curriculum delivery; enhancing the transitions between programmes; consideration of an alternative to DP programme, etc. The net result is an enhancement to student satisfaction and School reputation.

2. **Operational Systems: Enhance the In-Classroom Learning Environment**

The classroom environment is the subject of some discussion from students, teachers, parents and accrediting bodies. The discussion has ranged from the physical condition of the room, the appropriateness of the size, and the availability of the technological infrastructure. Other areas for improvement include the safety factor for students engaged in physical activity under the heat of the sun and access to campus.

3. **School Culture & Partnership for Learning: Foster Sustainability**

Across the continent, in public and private board rooms, there is a new appreciation for the need to make our economy and society sustainable. Westwood has its share of sustainability accomplishments but there is both a need and an opportunity for the School to pursue and extend environmental, social and economic sustainability through operations, education, training, and partnership development.

4. **Faculty & support Staff : Collaborate on process**

One common theme that has emerged in discussions is the need to collaborate: we should not operate in isolation as this often results in duplication of work or miscommunication around work demands placed on individuals, departments or year levels.

Strategic Goals

A goal is the end or desired result toward which effort is directed. A goal is a general statement of what the School must achieve to attain its vision

❖ **Learning Quality** (Access to teaching & learning)

Westwood International School is committed to providing a high quality learning experience to facilitate student success.

❖ **Growth** (Access to teaching & learning)

Westwood will increase enrolments and participation rates in the school by improving current programs and implementing new programs.

❖ **Dynamic and Respectful Learning Environment** (Faculty & Support Staff)

The School will provide a safe, healthy workplace and a learning-centered environment that promotes peak performance and allows employees and students to participate and grow, respectful of each other and the diversity of the community and society.

❖ **Infrastructure Enhancement** (Operational Systems)

The School will provide a vibrant learning environment through the development and enhancement of its infrastructure including the facilities, equipment, systems and technology supporting the teaching and learning process.

❖ **Financial Strength** (Operational Systems)

The School will ensure the financial strength of the organization through careful monitoring of the collection of school fees and the reduction of expenditures.

❖ **Community** (School Culture & Partnership for Learning)

The School will support and enhance the progress of the host country Botswana through public and community service arising from its learning focus relevant to the IBO programmes (PYP, MYP & DP): Creativity, Action and Service

Strategic Objectives

Objectives are specific, measurable activities that help accomplish a goal

Access to teaching & learning

Priority: Enhance the in-class experience of instruction

Goals: Learning Quality/Growth

Objectives:

- Increase student success
- Increase programme offerings and ensure that programmes and the mix of programming responds to the diverse and changing needs reflective of the international school
- Deliver high quality programmes and services that focus on the learner
- Enhance the learning-centered focus, innovative and technologically advancing aspects of the School
- Integrate information technology in the delivery, operation and management of all school programmes and services advance the learning

Operational systems

Priority: Enhance the in-classroom learning environment

Goals: Infrastructure enhancement/ Financial Strength

Objectives:

- Provide a safe and well-maintained environment for working and learning
- Achieve financial strength and stability by employing school resources strategically and developing diversified revenue

School Culture & Partnership for Learning

Priority: Foster sustainability

Goals: Community

Objectives:

- Continue the school's participation in global education.
- Strengthen collaboration and partnerships
- Enhance the image and commitment of the School among staff, students, parents, alumni and the external community.

Faculty & Support Staff

Priority: Collaborate on Process

Goals: Dynamic and respectful learning environment

Objectives:

- Recognize, strengthen and reward the capabilities and contributions of employees and support a respectful workplace.

Strategic Initiatives

Also known as Broad Measures or KPIs- strategic initiatives are the indicators or metrics that are used to gauge performance against the goals. Below is a diagram depicting the nature of the relationship to our core business: Teaching and Learning.



Teaching and learning is the central core of a school's activities.

A competent and effective faculty and support staff are essential to the development of sound programmes.

Student's opportunities to access teaching and learning are influenced by the quality of school support programmes.

A positive school culture and the existence of supportive networks within the local and greater community can have a beneficial impact on the learning environment.

Operational systems play important roles in supporting the school's ability to put its Guiding statements into practice, and they should facilitate the school's ability to promote student learning and well-being.

Overall Strategic Intent

Strategic Intent	Strategy	Milestone
<p>Governance & Leadership: Develop a Westwood Value Proposition A value proposition describes, succinctly, how an organization will differentiate itself to its key stakeholders. For the organization and its staff, a value proposition answers the question, why should the stakeholder, “want to do business” with this organization. It helps set stakeholder expectations for their experience with an organization. But a value proposition is not just a 10 second speech; it becomes a way of helping the organization focus its efforts to become better.</p> <p>For Westwood, a value proposition helps prospective students understand why Westwood is for them. For the organization it helps determine what needs to be done, and for prospective post-secondary institutions, it indicates what they should expect from Westwood graduates.</p> <p>There are many reasons why stakeholders value Westwood. Indeed, different stakeholders may value different elements. The challenge is to develop a concise value proposition, which can then be applied to a wide range of activities. A value proposition acts as a focus for all future activities.</p>	<p>Westwood will assemble a working group to develop a coherent value statement that can be used across the organization.</p>	<p>The production of a statement that summarizes the unique benefits Westwood offers its stakeholders.</p>



Strategic Initiative	KPI #1 Strategy	Milestone
<p>School Culture & Partnership for Learning: To foster sustainability</p> <p>Across the continent, in public and private board rooms, there is a new appreciation for the need to make our economy and society sustainable. Westwood has its share of sustainability accomplishments but there is both a need and an opportunity for the School to pursue and extend environmental, social and economic sustainability through operations, education, training, and partnership development.</p> <p>Therefore, it is important for WIS to collaborate with parents/guardians, community and school system leaders in the implementation of continuous improvement.</p> <p>It is also important to establish effective lines of communication with teachers, parents, students and stakeholders.</p>	<p><u>Community:</u> The School will support and enhance the progress of the host country Botswana through public and community service arising from its learning focus relevant to the IBO programme (PYP, MYP & DP): Creativity, Action and Service.</p> <p>Continue the school’s participation in <u>global education</u></p> <p>Strengthen <u>collaboration and partnerships</u></p> <p><u>Enhance the image and commitment of the School</u> among staff, students, parents, alumni and the external community</p>	<p>Development of a high profile community project that students, staff, parents and community can adopt and support.</p> <p>Regular outside visits enhance pupils’ learning</p> <p>Families and communities are active partners in the educational process and work together with the school:</p> <ul style="list-style-type: none"> - Successful business links - People use the school facilities and work or help in school - The school capitalizes on expertise and resource in the community - Links with feeder and next Schools established <p>See overall intent: Develop a Westwood value proposition</p>

Strategic Initiative	KPI #2 Strategy	Milestone
<p>Operational Systems: Enhance the in-classroom learning environment:</p> <p>The classroom environment is the subject of some discussion from students, teachers, parents and accrediting bodies. The discussion has ranged from the physical condition of the room, the appropriateness of the size, and the availability of the technological infrastructure. Other areas for improvement include the safety factor for students engaged in physical activity under the heat of the sun and access to campus. It is important therefore for WIS to ensure health, safety and welfare of everyone who works, studies or visits the WIS premises or may be affected by the activities of the school.</p> <p>It is also important for the school to acquire and use resources wisely for the purpose of student achievement.</p>	<p><u>Infrastructure enhancement:</u> The School will provide a vibrant learning environment through the development and enhancement of its infrastructure including the facilities, equipment, systems and technology supporting the teaching and learning process.</p> <p>Provide a <u>safe and well-maintained environment</u> for working and learning</p> <p><u>Financial strength:</u> The School will ensure the financial strength of the organization through careful monitoring of the collection of school fees and the reduction of expenditures</p> <p>Achieve <u>financial strength</u> and stability by employing school resources strategically and developing diversified revenue</p>	<p>Adequate resources and materials are allocated The Head of School plans and allocates resources, monitors progress, provides organizational infrastructure and removes barriers in order to sustain continuous school improvement.</p> <p>Physical surroundings / appeal of facility Cleanliness and order Workplace, Health & Safety Policy is in place</p> <p>Target enrolments are met Adherence to the prescribed budget Collection of tuition</p> <p>Monitoring reports are developed that demonstrate accountability towards continuous improvement</p>

Strategic Initiative	KPI #3 Strategy	Milestone
<p>Access to teaching & learning: Enhance the in-class experience of instruction</p> <p>The School takes the learning process seriously from the selection and training of teachers, to procedures for monitoring quality. Nonetheless, there are still areas that are in need of improvement: rigor in curriculum delivery; enhancing the transitions between programmes; consideration of an alternative to DP programme, etc. Initiatives must ensure that:</p> <ul style="list-style-type: none"> -there is an Increase in programme offerings and ensure that programmes and the mix of programming responds to the diverse and changing needs reflective of the international school; -high quality programmes and services focus on the learner -the focus is learner-centered, innovative and reflects technologically advancing aspects of the school <p>The net result is an enhancement to student satisfaction and School reputation.</p>	<p><u>Growth:</u> Westwood will increase enrolments and participation rates in the school by improving current programs and implementing new programs.</p> <p><u>Learning quality:</u> Westwood International School is committed to providing a high quality learning experience to facilitate student success.</p> <p>Increase <u>student success</u></p>	<p>Implementation of the MYP Programme; alternative to DP articulated</p> <p>The School’s instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic achievement.</p> <p>There is an improvement in assessment results (analysis reveals areas of improvement and targets to attain). Survey data demonstrates student and parent satisfaction and targets for improvement</p>

Strategic Initiative	KPI #4 Strategy	Milestone
<p>Faculty & Support staff: Collaborate on process</p> <p>One common theme that has emerged in discussions is the need to collaborate: we should not operate in isolation as this often results in duplication of work or miscommunication around work demands placed on individuals, departments or year levels.</p> <p>This initiative is specifically related to-the organization of time in innovative ways to meet the goals and objectives of school improvement and mobilization of community resources to support the school's mission.</p>	<p><u>Dynamic and respectful learning environment:</u> The School will provide a safe, healthy workplace and a learning-centered environment that promotes peak performances and allows employs and students to participate and grow, respectful of each other and the diversity of the community and society.</p> <p>Recognize, strengthen and <u>reward the capabilities and contributions of employees</u> and support a respectful workplace.</p>	<p>Calendar of activities/timelines are created and adhered to.</p> <p>Clear set of operating procedures and routines are established and understood and followed by all staff.</p> <p>Staff, student and parent satisfaction.</p> <p>Families and the communities are active partners in the educational process and work together with the school.</p> <p>Staff input and participation in the governance of the school.</p>

Evaluation and Measurement

The **Operational Plan 2011-2013** provides explicit strategies and actions for each of the Strategic Plan's Objectives. The Operational Plan is the detailed document that describes how to achieve the Strategic Plan.

Every year progress on the strategies and action statements in the Operational Plan is reviewed and documented.

This allows the School to measure success and alter planned actions where external or internal events dictate.

A companion document, **Progress in Achieving the Vision**, will be prepared that will provide an overview of achievements in 2009-2010. The report will provide qualitative and quantitative measures to determine success. The report will be shared with the community at the annual general meeting in October.

Communication Plan

Audience/Stakeholder	Strategic Plan Message Description	Channel of Communication	Associated Event	Event time Frame	Feedback Method
Students	Mission Vision Values Beliefs	Yearbook Handbook Logo on Short Newsletters Website Posters	Admissions Assemblies	July	Reflection in Classroom
Staff	Mission Vision Values Beliefs	Handbook Newsletters\Meetings Website Posters	Admissions/Induction Website Meetings	July	Formal Meeting
Parents	Mission Vision Values Belief	Handbook Newsletter Website	Admissions Assemblies Coffee mornings Parent-student meetings	July	Child Interview Conferences- secondary
Ministry of Education	Mission Vision Values Beliefs Liaise with Wilson (Ed Rep)	School documentation	Meeting	Ongoing	Meetings/Reports
IBO Organization	Mission Beliefs Values Vision Timelines	e-mail Website updated	Visits	Ongoing	Updated reports
CIS	Mission Beliefs Values Vision Timelines	Email Website updated	visits	Ongoing	Updated records

NEASC	Mission Values Beliefs Vision Timelines	Email Website updated	Visits	ongoing	Updated reports
Teachers	Mission Vision Values Beliefs	Handbook Newsletters Website Meetings	Meetings Admissions Website	July	Conferences Staff meetings
Community	Events in Newspaper Events at Westwood	Newspapers Website Visitation Posters around town	Birthday Bash Farmers' Market International Day	Ongoing	Enrolment Great Participation
Council	Mission Beliefs Values Vision Timeline	Staff Reps Parents Management	Meetings	July/ongoing	Meeting

Every document in school should have printed on it “WIS is the only internationally accredited Reception to Secondary School”.

WIS Strategic Plan Risk and Mitigation

RISK	PROBABILITY (H, M, L)	MITIGATING FACTORS
Political		WIS seen as not complying with requirement imposed by Ministry of Education as with other schools on Botswana
Social		Safety & health of students, teachers and parents (swimming pool and D?T room) Substance abuse Crime “International” seen as threat to local community Retention of teachers Growing numbers of unemployment-pressure
Legislation		Localization policy of government Permits for staff Contracts/amendments to contracts not aligned to labour legislation
Economic		Sponsorships from businesses for IB students Economic slowdown & slow recovery Small private section/international community Perception of “exclusivity” School fees not aligned to local Cash flow status LT liability of WIS- causing WIS not meeting obligations

		Loss of accreditation
Technology		Power outages Firewall/IT security IT viruses Outdated facilities-value proposition
Environment		Environment impact caused by school (paper usage, power usage, water usage)- no recycling
Budgetary risk		Development focus in current budget – 74% of budget goes towards staff expenses More student numbers- income straight to development budget

Key Result Area- in preparation for the “Operational Plan”

Major Activity	Expected Results	Key Performance Indicators	Timeframe	Driver	Source of funds
School Culture & Partnership for Learning: Sustainability		Increasing student numbers Continuity in leadership Financial recovery Staff retention Reputation management Staff engagement and welfare			
Access to teaching & learning: Enhanced Class Experience		Competent teachers Ensuring supervision and evaluation Student performance			
School Culture & Partnership for learning: Effective stakeholder relations		Governance and compliance Sense of spirit and community			
Access to teaching & learning: Quality teaching and learning		Student performance Staff performance			