A Report on the Strategic Plan January 2009—December 2010

Westwood International School

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Introduction

This report highlights the progress achieved by Westwood International School in 2009 and 2010. It is part of Westwood's annual Strategic Plan review and renewal process.

Westwood is committed to improving the learning environment. The following pages highlight 7 strategic goals that support the school's mission and beliefs. These are:-

The intent of this report is to provide documentation of the committed and inspired work of faculty and staff in all areas of the school.

Yours in education,

Phyllis Hildebrandt

Head of School
April 2011

The full report is available on www.westwoodis.com
Look for: A Report on the Strategic Plan 2009-2013
Westwood International School

Philosophy & Objectives

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GOAL 1

Ensuring that the school's Mission and Beliefs are generally known, understood and are the focus of the school's achievement.

PHILOSOPHY AND OBJECTIVES

Our **Mission Statement** is:

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

- Several stakeholder meetings were held in 2010 around validation of the Mission Statement.
- The school Mission Statement is to be incorporated in all official documentation.

In 2011, we anticipate developing a school Vision Statement

Accreditation

Our milestone achievements on accreditation are;

2009

- In April 2009 Westwood was re-accredited by the New England Association of Schools and Colleges (**NEASC**).

2010

- In October 2010 Westwood received re-accreditation with the Council of International Schools (**CIS**).
- Westwood is also accredited by the International Baccalaureate Organisation (**IBO**) for the Primary Years and Diploma Programmes.

In 2011, we anticipate achieving official candidate status to offer the IBO Middle Years Programme.

Curriculum

GOAL 2

Developing and aligning the curriculum, teaching and learning practices, school structures and organization to support the realization of the school's Mission and Beliefs, and actualization of the IB Learner Profile.

CURRICULUM

The school has developed a series of curriculum goals/focus areas for each school year. The 2009-2010 goals were as follows.

2009:

- Curriculum mapping - Operational documents aligned to official IBO framework.

MYP

- Feasibility study for the IB Middle Years Programme (MYP), including development of an implementation timeline.

IB Diploma

- Integration of Creativity, Action and Service (CAS) across the school.

Language

- Development of a whole-school language policy and philosophy statement to support the realization of the school's Mission and Beliefs, and actualization of the IB Learner Profile. Progress thus far:

1. Philosophy statement completed:

PHILOSOPHY STATEMENT

Language is fundamental to who we are as human beings and is a means of thought, communication and identification. Therefore, at Westwood we:

- value and support linguistic diversity
- promote intercultural awareness
- recognise that language learning involves learning language, learning through language and learning about language

2. Language profile of school community compiled. Based on these findings, we are now reviewing the current language offerings at the school.

2010:

Mathematics

- Math subject area review at year level. Resources provided to support teaching and learning in this area.

Curriculum overviews

- Curriculum overviews in all learning areas being developed.

MYP

- Implementation of the International Baccalaureate Middle Years Programme starting with Years 7 and 8. The implementation timeline is detailed on the next page.

International Baccalaureate Middle Years Programme Implementation Timeline

2009	2010	2011
Consideration Phase (including feasibility study and familiarization of programme)	**Interested School**	**Candidate School**
Preparation	**Implementation - Years 7 and 8**	**Implementation - Year 9**
	Structures: Appoint MYP Coordinator Formation of steering committee and year level team	**Structures:** Continuation of work of steering committee Appoint Areas of Interaction Leader
Communication: Discussions with all stakeholders regarding the possible consequences of implementing the programme – support to be obtained from teachers, administrators, board, parents. Consultation with other relevant authorities, i.e. Ministry of Education. IGCSE – course work option, etc. – parents, students, teachers.	**Communication:** Parent Information sessions – 7,8	**Communication:** Parent Information sessions – 9, 10
Administration: Register as an Interested school. Obtain all MYP curriculum guides and publications. Action Plan for MYP implementation.	**Administration:** Send Application A to IBO	**Administration:** Pre-Authorisation visit
Curriculum: Map operational curriculum. Look for gaps, repetitions, etc. Identification of interdisciplinary activities. Is what is being taught, relevant, engaging, challenging, etc. Focus on assessment *as and for learning.*	**Curriculum:** Study of school's curriculum in relation to MYP subject group objectives. Development of areas of interaction. Development of assessment material using MYP criteria.	**Curriculum:** Study of school's curriculum in relation to MYP subject group objectives. Development of areas of interaction. Development of assessment material using MYP criteria.
Professional Development: Introductory workshops/school visits Online workshops- Course Work	**Professional Development:** Intensive preparation for staff assigned to teach Years 7 and 8. At least one teacher per subject group. MYP Coordinator Online workshops- Course Work	**Professional Development:** Intensive preparation for staff assigned to teach Years 9 and 10. Induction of new staff. Personal project.
Resources: Identification of resources, including identifying cohort of teachers for Years 7 and 8.	**Resources:** Identification of resources, including identifying cohort of teachers for Years 8 and 9.	**Resources:** Identification of resources, including identifying cohort of teachers for Years 11.

Governance & Management

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GOAL 3

Ensuring effectiveness and integrity in the governance and management of the school, providing clear direction and reflection on action and nurturing effective channels of communication with and beyond the school community through active support for effective public relations, marketing and development.

GOVERNANCE AND MANAGEMENT

Revising the School Council Memorandum and Articles of Association

- In 2010 a task force was set up to create a draft of a Council Constitution.
- The draft is in 3rd revision.

In 2011, we anticipate completion of the Constitution and presentation to the community.

Stability in School Leadership

- All positions in Senior Management were confirmed in 2010.
- Key Performance Indicators were developed to ensure an appropriate appraisal system was put in place.

In 2011, feedback to the community will include Key Performance Indicators related to the Strategic Plan.

Benchmarking of Data

- In 2009 and 2010 benchmark indicators were collected in the following areas:
    - School fees
    - Staffing levels
    - Resources

In 2011, these indicators will help to appraise school performance.

Stakeholder Engagement

- Numerous stakeholder meetings were conducted over the course of 2009-2010.

In 2011, a school satisfaction survey will be distributed to stakeholders.

Scholarships

- A scholarship scheme was launched in November 2010 - The Chris Garland and James Honold scholarship - to enable qualifying Batswana students to access the Diploma Programme.
- In 2011, various means to market the scholarship will be explored.

Staff

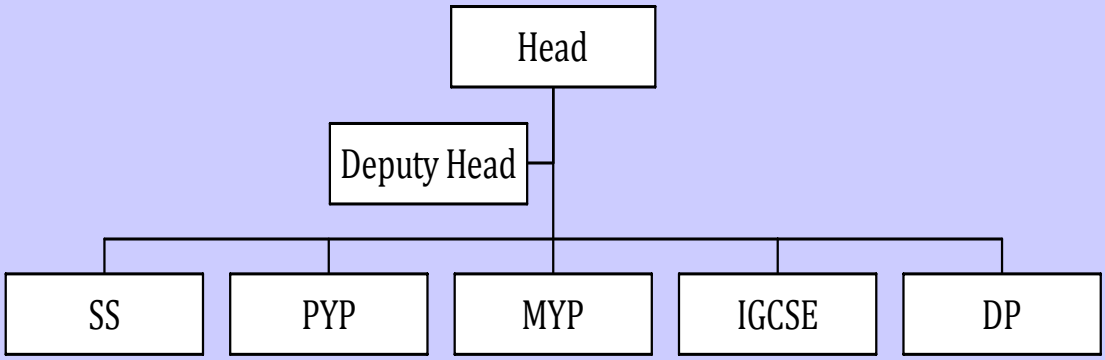
GOAL 4

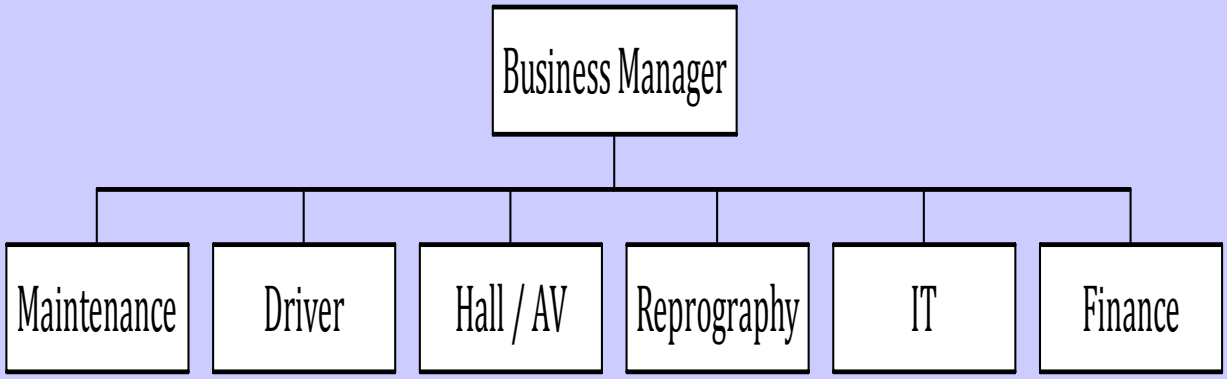
Ensuring that the staff is committed to implementing the school's Mission and Beliefs; having the preparation, experience and attitudes necessary to carry out assignments effectively and efficiently; having clearly defined roles and contracts which respect local and international good practice, hence aiming to put into practice an effective appraisal process linked to a professional development programme.

STAFF

All staff at Westwood are committed to the school's mission and beliefs.

The school organizational structure has been revised as follows:-

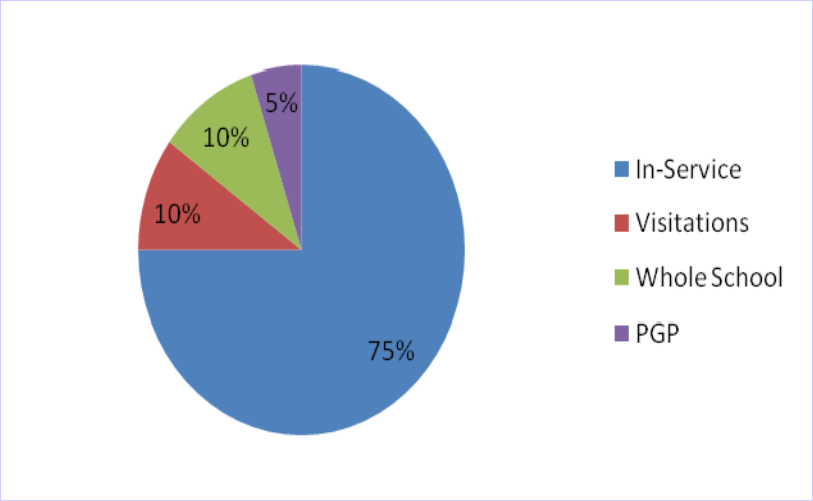




Job descriptions for all staff - academic, support and administrative - have also been revised accordingly. Consequently, staff members have clearly defined roles, job descriptions and line responsibilities. The existing induction system for new teachers has been formalized to facilitate their orientation to the school, its philosophy, processes and practices.

A variety of approaches to staff professional development and staff appraisal have been implemented.

- Formative supervision through walk-throughs, summative evaluation through formal appraisals and professional growth plans occur on an annual basis.



- In 2010, 5% of the Professional Development (PD) budget was allocated to support Personal Growth Plans.
- 75% of the PD budget was allocated to in-service and out-of-school training, the bulk of which was used for MYP subject-specific training.

A formal appraisal system for all staff reflecting the school's principles of teaching and learning and the IB Learner Profile has been implemented.

Student Support Services

GOAL 5

'All students included, supported, challenged.'

STUDENT SUPPORT SERVICES (SSS)

Learning Support (LS)

- In 2009, the SSS team began laying the groundwork for a move towards a consultative/ collaborative model of Learning Support delivery. This model places emphasis on supporting class and subject teachers to develop support strategies and to provide differentiation to meet the individual needs of all students within their classroom – in this way ensuring that support is ongoing and not only provided when a student is directly being supported by an LS specialist.

- In 2010, the team focused on developing capacity within the SSS team and awareness and acceptance amongst teaching staff – through in-house professional development.

In 2011, LS support has adapted to the consultative/collaborative model. Professional development on differentiation is ongoing. An additional Learning Support specialist position is vacant and has been advertised.

English Second Language (ESL) Support

- In 2009 work took place toward the development of a Language Policy.

- In 2010 a focus for staff development was ESL support in mainstream classes.

In 2011, work continues to develop ESL in the Mainstream support competency. An additional ESL teacher was recruited on a temporary contract in response to an increase in admissions to the Lower Primary School of students needing intensive levels of ESL support. Work will continue on developing a 'Mother Tongue' Language Programme.

Counseling Support

- In 2009, a focus was enhancing Student Support for students in the IB Diploma Programme. Weekly Student Support sessions were timetabled –this involved academic support, career guidance, group sessions for team-building, etc. A programme of mentoring was also put in place, with students being trained as peer mentors.

- In 2010, work continued on developing programmes and resources to proactively support students at risk – academically, socially or behaviourally.

In 2011, the focus is developing a programme of support through weekly SS periods with all students in the Middle Years, and fortnightly SS sessions with students in Years 10 and 11. Students in the IB Diploma continue to have weekly SS sessions. Responsive counseling services continue to be offered throughout the school day.

Career & College Guidance

- In 2009, a Careers and College Advisor was appointed to enhance delivery of career and college counseling services and a comprehensive plan to develop career guidance activities was drawn up.

- In 2010, career talks and guest-speaker sessions were ongoing. IB Students spent several days on Workplace Attachment – an exposure to the realities of careers of interest. Students also completed psychometric assessments. A CIS-sponsored US university visit was hosted. The Careers and College Advisor attended an Office of Overseas Schools training workshop in Washington D.C. A school profile, for university application purposes, was also developed.

In 2011, the focus remains on providing exposure to the realities of the workplace – students will attend Workplace Attachments during April. Sessions on university admission are ongoing and parents are regularly invited to attend. Students are provided with career guidance support in SS lessons.

Resources & Facilities

GOAL 6

Providing international standard resources and facilities which promote the delivery of rich, holistic educational opportunities in line with the school's Mission and Beliefs.

RESOURCES AND FACILITIES

2009

Enhancement to Technology

- The school acquired thin clients computers as workstations for students.
- The library system has been computerized. This allows more efficiency and control over books.
- The primary and secondary computer labs have been refurbished.
- Some classes were fitted with interactive white boards.

2010

Provision of additional working space

- IB Diploma students were allocated a common room for studies and discussions.

Storage facilities

- Science storage was completed.
- Lockers were provided to individual students.

2011

Interactive boards

Further interactive white boards will be placed in classrooms.. This project will be rolled-out over three years.

Health and safety issues around the school

Provision of chemical storage, additional fire extinguishers and a safety shower in the Science department are in the pipeline.

Additionally, more lockable cabinets are being fitted. The construction of covered space for indoor sporting or PE activities remains a priority.

Student & Community Life

GOAL 7

Providing services to support school programmes and enhancing opportunities for learning.

STUDENT AND COMMUNITY LIFE

2009

Appointment of a Creativity/Action/Service (CAS) Coordinator

- A CAS Coordinator was appointed to take charge of services which support school programmes and enhance opportunities for learning.
- The coordinator works closely with the PYP and MYP coordinators in order to integrate Creativity, Action, Service (IB Diploma), Community and Service (IB MYP) and Action (IB PYP) across the school and create links with school functions, student forums, sporting, cultural and artistic activities.

Communication with stakeholders

- An interactive website for the school was set up with the aim of establishing opportunities, structures and processes to facilitate communication and consultation with the school in a timely manner.

2010

Code of Conduct and Policy for Student Behaviour

- The Student Support Services Team developed a new Student Code of Conduct, with input from the Student Council, teachers and parents.

Communication with stakeholders

- The Entimex module for sending SMS messages was purchased and is in use.

In 2011, Westwood aims to facilitate communication for members of the school community who do not have English as a first language by providing access to interpreters and translators.

Policies on Student Management will be revised.