

## The ISPP Strategic Plan 2020 - 2024

### Introduction

We are pleased to present the ISPP Strategic Plan 2020 – 2024. This plan consolidates and builds on the very significant achievements of ISPP in recent years. At the time the previous plan was formulated, the school was still transitioning to the new campus. Now that process is complete, and all the facilities are fully established and functioning well, we have been able to look to the future and see how best to build on ISPP's strengths and successes. In doing so, we have sought to be ambitious in terms of: strengthening the quality and range of educational opportunities on offer to our students; extending our outreach to all nationalities and groups in the ISPP community; and furthering our existing commitments to the environment and well-being. Through implementation of this plan we expect ISPP to maintain and further its status as the leading international school in Cambodia offering world class education to its students.

In the following pages you will see the aspirational goals, objectives and potential actions for the plan's four primary pillars of Learning, Community, Environment and Well-being. Once adopted by the Board this strategic framework will be further developed in three ways:

- A brochure providing an overview of the plan for communication to the ISPP community and other relevant stakeholders;
- A detailed plan with a results framework for the Board and Administration to track progress; and
- Operational planning documents to guide faculty and staff in implementation

Goals and objectives are also being formulated for the governance and operational support needed to implement the primary pillars of the plan.

We would like to acknowledge, with thanks, the hard work and commitment of everyone who contributed to the development of this plan through their participation on committees.

- *Administration:* Lindy Leonardt, Michael Hodgson
- *Board:* John Collins, Mimi Concha, Anne-Sarine Courcoux, Peter Herum, John Hustedt, Keng Somarith, Jennifer Morellato, Mot Song Heng, Ponlu Tola, Clarisse Kehler Siebert (Advisor), Edwin van Olst
- *Faculty:* Elizabeth Ford, Rachel Garthe, Angelique Hiscox, Lynn Hommeyer, Mary-Anne Muhl, Tom Parun, Sandy Pascolini, Murray Polglase, Jonathan Smedes, Adriana Vargas
- *Operations staff:* Chea Bunthida, Keo Manin, Neb Trajkovic
- *Parents:* Lendell Foan, Scott Johnson, Narendra Kumar, George Taylor, Holger Theis

An overview of the process undertaken to formulate the plan is set out below.

Gareth Jones  
Director

Jenny Pearson  
Board Member  
Chair of Strategic Planning Committee

## **Overview of planning process**

During the 2018/2019 school year, the Strategic Planning Committee (SPC) was formed and undertook a range of preparatory steps. This included commissioning: a benchmarking study to assess where ISPP is in relation to other international schools in Cambodia; an internal study and report on the current status of learning support for inclusion, with recommendations for how to go forward; a survey of students, families, faculty and staff about the school's guiding statements; and an assessment of achievements against the current strategic plan.

Early in the current school year, six sub-committees were formed to work on different aspects of the plan – three worked on the primary pillars, and three more worked on the supporting governance and operational matters. The sub-committees were established with representatives of faculty, staff and parents.

The main planning process started at the Board retreat in September when the Board and SPC worked together to conduct a substantive Strengths, Weaknesses, Opportunities, Threats, Aspirations, and Results analysis. These outputs were then taken into the work of the sub-committees which were tasked with:

- Strategic context analysis using multiple sources of data such as accreditation reports, survey results, internet searches for current thinking on best practice, etc.
- Strategic analysis of the school's current status in terms of strengths, weaknesses, opportunities and threats. From this analysis each committee was able to identify strategic themes and issues for consideration, which facilitated identification of what we should 'stop doing', 'continue doing' and 'start doing'.
- Making recommendations for an aspirational goal and strategic objectives for each of the pillars, along with high level potential actions to be undertaken.

The recommendations from each of the committees were brought together and reviewed by the Board and SPC, resulting in the strategic framework presented in this document.

# THE PRIMARY PILLARS OF THE ISPP STRATEGIC PLAN 2020-2024

## LEARNING, COMMUNITY, ENVIRONMENT and WELL-BEING

### 1. The Learning Pillar

#### **Aspirational Goal:**

**At ISPP we effectively engage a diverse group of learners through a holistic programme of best teaching and learning practices supported by appropriate use of technology.**

#### **Strategic Objective 1.1**

ISPP has the capacity in terms of programmes, resources, structures and personnel to meet the individual needs of its diverse students, enhancing inclusion for students with different needs.

#### **How would we know?**

- Evidence showing the number of students accessing the different educational pathways at ISPP that provide opportunities for diverse students to progress towards and gain an IBDP, ISPP Diploma or modified ISPP Diploma
- Effective transition support processes are in place and monitored for incoming and outgoing students, and those transitioning internally
- Evidence to show that support services are in place and taken up to meet the diverse needs of all students

#### **Potential Action 1.1.i**

- Review existing and, where needed, create additional educational pathways and the options for students to transition from one to another according to their needs.

#### **Potential Action 1.1.ii**

- Ensure provision of whole school language programme continuity for language of common instruction, first and foreign language acquisition.

#### **Potential Action 1.1.iii**

- Build and maintain a common approach to providing support services throughout the school.

#### **Potential Action 1.1.iv**

- Broaden the range of learning opportunities for parents to help them support their child's learning and monitor the options to identify which are most effective.

#### **Potential Action 1.1.v**

- Review and develop transition support processes for students entering and leaving ISPP, and those making internal transitions.

**Strategic Objective 1.2**

Students experience a broad-based education that is enhanced by the extracurricular programme and their take up of opportunities that offer alternative learning options.

**How would we know?**

- Breadth of opportunities and take up levels in the After School Programme (ASP)
- Breadth of opportunities and take up levels in sports, arts, STEM, MUN etc
- Breadth of opportunities and take up levels in global citizenship, entrepreneurial and vocational endeavours
- The outdoor educational facilities have been developed and are employed to enhance educational opportunities for the whole ISPP community

**Potential Action 1.2.i**

- Continue, review and diversify the ASP.

**Potential Action 1.2.ii**

- Continue involvement in MRISA, ISAPP, MUN, ISTA, ArtsX, and other relevant activities.

**Potential Action 1.2.iii**

- Monitor the range and quality of extracurricular offerings to ensure balance.

**Potential Action 1.2.iv**

- Develop a plan for the use of the outdoor education centre and ensure it is purpose built and fully used to achieve relevant learning objectives.

**Strategic Objective 1.3**

Technology is leveraged responsibly to enhance, monitor and report on learning achievements.

**How would we know?**

- Postive feedback from CIS surveys (above 90% = celebration)
- Indicators that monitor all aspects of responsible use of technology established in the Educational Technology Plan (ETP)

**Potential Action 1.3.i**

- Develop and employ a cohesive ETP that includes indicators for responsible use.

**Potential Action 1.3.ii**

- Ongoing development and upgrading of technology for students' learning in accordance with the ETP.

**Potential Action 1.3.iii**

- Provide opportunities for faculty and the administration to explore and share different technologies that will enhance learning and management methodologies.

**Strategic Objective 1.4**

ISPP is a centre for professional learning in the region.

**How would we know?**

- Hosting IB and other regional workshops
- Hosting peer networks
- Increase in ISPP teachers accessing professional development locally

**Potential Action 1.4.i**

- Identify and put in place the resources needed, including developing connections with relevant institutions, agencies, and expert resource people within the broader international education field.

**Potential Action 1.4.ii**

- Provide and further develop programmes for engaging with Cambodian teachers in the national education sector.

## 2. The Community Pillar

### **Aspirational Goal:**

**ISPP becomes a centre that enriches the community through education, philanthropy, arts, sports and culture.**

#### **Strategic Objective 2.1**

The ISPP community is strengthened through a range of on-campus activities, events, learning experiences and other opportunities for enrichment for the student body, faculty and staff, and the greater ISPP community.

##### **How would we know?**

- Satisfaction survey results
- More people on campus engaged in a greater range of shared activities

#### **Potential Action 2.1.i**

- Create and implement a budgeted plan for staged expansion and resourcing of non-curriculum activities and community access to campus and facilities (including the outdoor centre).

#### **Potential Action 2.1.ii**

- Ensure appropriate links with initiatives in the Learning pillar for developing ISPP's holistic education opportunities for all.

#### **Strategic Objective 2.2**

To have in place a consolidated philanthropic programme encompassing the Scholarship Programme, Global Citizenship and host country outreach programmes.

##### **How would we know?**

- There is a clear policy in place to embed philanthropy in the school culture and all groups within the community know and understand its value

#### **Potential Action 2.2.i**

- Develop and implement the Philanthropy Policy setting out the values, elements and activities of the programme.

#### **Strategic Objective 2.3**

The PCO, with nationality representatives and in collaboration with ISPP, drives initiatives to support the school and engage all nationality groups.

##### **How would we know?**

- Number of different nationality groups involved in all types of school activities
- Survey results reflect an increase in participation from more nationality groups and increased satisfaction with engagement with the school

**Potential Action 2.3.i**

- Reformulate the PCO to ensure that there are nationality and grade representatives with a refreshed mandate to support student and family transitions, and organise and/or support school wide activities.

**Potential Action 2.3.ii**

- Research successful strategies that other international schools have employed.

### 3. The Environment Pillar

#### **Aspirational Goal**

**ISPP maintains and sustains existing initiatives to impact positively on its environmental footprint, develops new opportunities, and can demonstrate impact at school, community, regional and global levels.**

#### **Strategic Objective 3.1**

To have in place a whole school strategy with appropriate targets to coordinate and align all current and future environmental initiatives.

#### **How would we know?**

- Strategy formulated and relevant actions integrated into annual planning
- Evidence of reduction of school's negative footprint in line with established targets
- EAC initiatives are aligned across divisions and are part of every day school culture and learning

#### **Potential action 3.1.i**

- Create a position responsibility for development and oversight of a whole school approach.

#### **Potential action 3.1.ii**

- Implement actions and initiatives that contribute positively to ISPP's environmental targets.

#### **Potential Action 3.2.iii**

- Create accountability structures for all.

#### **Potential action 3.1.iv**

- Environmental Action Committees' initiatives are expanded and embedded across the whole school.

#### **Potential Action 3.1.v**

- Communicate the initiatives clearly across the whole school in ways that will continuously promote ISPP's environmental values and norms.

#### **Potential Action 3.1.vi**

- Allocate appropriate resources in annual budgeting process.

#### **Potential action 3.1.vii**

- Seek to increase participation in school bus programme



**Strategic Objective 2:**

Partnerships and activities are in place with organisations that have a similar environmental approach and philosophy, and environmental consciousness is embedded in ISPP promotion and marketing.

**How would we know?**

- ISPP's marketing and admissions communications contain clear messages about environment
- ISPP maintains existing ties and cooperation agreements with organisations with a similar philosophy and approach to environmental consciousness and relevant initiatives, and develops new ones when appropriate opportunities arise

**Potential Action I:**

- Develop and implement initiatives for environmental consciousness in the community

**Potential Action II:**

- Develop and use environmentally conscious criteria and communications for outside vendors and suppliers.

#### 4. The Well-being Pillar

##### **Aspirational Goal:**

**The school culture embraces, supports and demonstrates actions and positive impacts for all dimensions of well-being for students, faculty, staff and community.**

##### **Strategic Objective 4.1**

ISPP has embedded contemporary best practice to promote health and well-being.

##### **How would we know?**

- Survey results (above 90% = celebration)

##### **Potential Action 4.1.i**

- Develop a coordinated and aligned social and emotional curriculum.

##### **Potential Action 4.1.ii**

- Consider developing a “Flourishing Schools” approach

##### **Strategic objective 4.2**

ISPP culture is caring and welcoming for all.

##### **How would we know?**

- Survey results (above 90% = celebration)

##### **Potential action 4.2.i**

- Review and enhance transition programmes for students, families, faculty and staff.

##### **Potential action 4.2.ii**

- Ensure that the school develops appropriate cultural norms that support a caring and welcoming culture for all.

##### **Strategic Objective 4.3**

Systems and actions to ensure health, safety and security of all ISPP students, faculty, staff and visitors are in place and consistently monitored and updated.

##### **How would we know?**

- Routine reporting procedures on incidence of issues of concern and how they were dealt with

##### **Potential Actions 4.3.i**

- Regular review and upgrading of health, safety and security procedures

**Strategic Objective 4.4**

The physical environment of the school is cohesive with the school culture and supports learning and well-being.

**How would we know?**

- The physical campus is being used for learning purposes and is being regularly maintained and enhanced to fulfil their purposes.

**Potential Action 4.4.i**

- Ensure well-being is a primary consideration in planning and developing the outdoor education centre

**Potential Action 4.4.ii**

- Review current facilities and introduce enhancements that will facilitate well-being and are 'fit for purpose' for learning