BMIS 5 Year Strategic Plan

Responsible person(s) for revision	Director, Board
Approved	31 October 2023
Ist Review	August 2024
2nd Review	August 2025
3rd Review	August 2026
4th Review	August 2027
5th Review	August 2028

SO 1: Diversity, equity, inclusion, justice, and belonging (DEIJ)

BMIS will be committed to creating a more welcoming, inclusive, and equitable learning environment for all students.

Why?
- To foster a sense of belonging, where the diversity of our community is embraced and valued
- To create learning environments where students feel secure and supported
- To ensure diverse voices are heard, represented, and valued

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Who and How?
We will form a DEIJ committee, representative of our school stakeholders (students, parents, teachers, staff, leadership). This committee will lead sustainable systemic change, using AISA's "Pathways to Transformation - A Guide to Unlocking the Power and Potential of International Schools Grounded in Diversity, Equity, Inclusion, Justice, and Belonging".
- First Steps
- Strategic Thinking
- Teaching and Learning
- Support for Students and Staff
- DEIJ Critical Issues
- Case Studies
- Tools and Templates
- DEIJ Partners

The committee will be responsible for leading the creation of DEIJ guiding statements, policies, and strategic plan, and will engage in AISA training to inform their role.

Measurements (quantitative/qualitative) may include:
- Community climate and perspective surveys (BMIS, CIS/NEASC, IBO) and student voice (STUCO)
- Review and analysis of curriculum
- PD and training of staff in inclusion practices; measure the impact of changes made in response to training
- Equity audit of policies and procedures
- Community scholarships and impact review
- Measure the effectiveness of restorative practices in resolving conflict and promoting justice
- *Further measurements TBD after DEIJ timeline of responsibilities and actions is created*

SO 2: High-quality learning

BMIS will ensure that teaching, learning, learning spaces, and resources support high-quality learning within the context of our community's shared understanding.

Why?
- To meet our core outcomes of high-quality learning, which are:
  - Holistic development
  - Critical thinking and creativity
  - Empowerment and agency
  - Global citizenship

Who and How?
- Led by the senior leadership team, create a set of qualitative and quantitative tools that will be used to generate a long-term data set to measure the ongoing achievement of the core outcomes
- Led by the Senior Leadership Team, to facilitate collaborative and continuous professional development, we will:
  - Set yearly SMART goals (school/department/individual) that align with our high-quality learning principles and prioritise paid professional development that aligns with these goals
  - Establish whole school professional learning communities and professional learning book clubs that will support staff in improving their instructional practices in relation to BMIS' high-quality learning principles, with an allocated budget for resources
  - Provide greater access to educational research through budgeted resources and subscriptions
  - Provide additional opportunities for teacher collaboration and inset days
  - Support our teachers to become part of the IB Educator Network (IBEN) or contributors to the AISA learning communities
- Programme Coordinators will review IB self-study material and questionnaires to identify areas of growth and develop programme-specific PDPs (for IBO)
- The director, in partnership with the maintenance team, will create an operational plan to enhance the school's learning spaces and resources, that align with the school's definition of high-quality learning, and contribute to the well-being of students
- Led by the secondary principal and MYP and DP Coordinators, review the impact of MYP5 (Grade 10) and explore a pre-DP curriculum as an alternative

Measurements (quantitative/qualitative) may include:
- Bi-annual PASS student surveys
- Student and parent surveys, focus groups, and/or reflective portfolios
- Tracking of student-lead initiatives, projects, and/or actions
- Academic tracking (primary and secondary); MAP
- *TBD qualitative and quantitative tools to create long-term data set to measure core outcomes*

SO 3: Service and community partnerships

BMIS will continue to build sustainable community partnerships and integrate service learning into the curriculum.

Why?
- To cultivate authentic, transferable skills, empowering students as active shapers of our global community
- To actively celebrate the interrelatedness of cultures, inspiring us to take meaningful action based on social justice and respect within our local and global communities
- To prepare our students as leaders who action to make the world a better and more peaceful place
- To engage our communities, build relationships, and make a lasting impact

Who and How?
- Led by the IB coordinators and service/CAS coordinator create a whole school programme development plan (IB PDP) using the IBO's framework, focusing on the integration of service learning in our school-wide curriculum (progression and transition). This will be used in our next cycle of IB accreditation
- Led by the sports coordinator, develop an operational plan to continue building meaningful community partnerships locally, regionally, and internationally.
- Led by the marketing and communications coordinator, develop a Community Relations Strategy, outlining how BMIS engages, communicates, and builds relationships with key stakeholders, service providers, local/regional communities, and alumni.
- Led by teaching teams and leaders of learning, build community partnerships that provide students with opportunities for guest speakers and field trips that provide authentic contexts for learning, and provide opportunities for students to take action.
- Led by the service/CAS coordinator, develop a leadership programme that can be systematically delivered to Grade 11-12 students, with a mentorship programme to support upcoming Grade 10 leaders.

Measurement (quantitative/qualitative) may include:
- Impact report of service partnerships (outcomes, benefits, challenges)
- Student service learning outcomes, reflections, and CAS exit interviews
- Review community partnerships (frequency, diversity, outcomes)
- Monitor website traffic and social media engagement
- Tracking school-wide opportunities for field trips and guest speakers

SO 4: Inclusion (Student Support Services)

BMIS will continue to promote an inclusive learning environment to meet our students' diverse learning needs.

Why?
- To ensure equitable access to education for students of all backgrounds and abilities, fostering diversity and belonging
- To enhance learning outcomes by promoting collaboration and empathy, preparing students for real-life interactions and challenges.
- To support individual growth by recognizing the unique strengths and needs of our learners.
- To ensure the UN Rights of the Child are met; our students have the right to learn, thrive, and contribute to a diverse and inclusive society

Who and How?
- In collaboration with the principals, IB coordinators, and student support services team, create a whole school programme development plan (IB PDP) using the IBO's framework. This will be used in our 2024 re-accreditation visit and provides a comprehensive overview of the **why**, **how**, and **measurements.**

Measurements (quantitative/qualitative) may include:
- Please review IBPDP

SO 5: Environmental stewardship

BMIS will advocate for and participate in sustainable environmental practices in our local and global communities

Why?
- To recognise ourselves as responsible members of a global community, and instill a commitment to ethical and responsible environmental practices and solutions
- To support the well-being and health of our school community by promoting a clean and sustainable environment.
- To demonstrate leadership and set an example for other educational institutions and the broader community

Who and How?
The director, board, in collaboration with the projects and maintenance team, and student service clubs:
- Development of solar pumping system for boreholes to eliminate the use of electricity
- Irrigation system to be implemented to ensure fields are well watered
- Connection of the boreholes to the internal piping to release the school from dependency on the water board
- Elimination of single-use plastic on campus
- Develop seedlings from seeds on campus and use seedlings for tree planting
- Implementing of labeling and QR codes for all trees on campus
- Installation of french drains to ensure water from rains remains on campus and feeds underground storage
- Development of gardens and outdoor learning spaces
- Explore options for sustainable stationery

In collaboration with teaching teams:
- Conduct a review of environmental issues, conservation, and sustainable practices in curriculum, ECPs and service to inform next steps

Measurements (quantitative/qualitative) may include:
- Sustainability assessment tool
- Sustainability audit (student-centred)
- Measure cost savings from reduced resource consumption
- Biodiversity and tree inventory

SO 6: Financial sustainability

Underpinned by ethical practices, BMIS will ensure the long-term fiscal health of the school, having the monetary capital to support facilities development to promote high-quality education.

Why?
- To ensure long-term financial sustainability
- To develop a more robust business model that is both resilient and flexible in an ever-shifting market
- To invest in and upskill key administrative personnel, teachers, and future leaders to optimise operations and student learning
- To invest in and support the growth of Malawian teaching talent
- To be more attractive and competitive in employee hiring and retention.

Who and How?
The board and director, in collaboration with the accounts and operational Teams:
- Create a financial strategy that incorporates operational and capital funds
- Develop financial policies and procedures to support the financial sustainability of the school which will include emergency reserve policy to cover business continuity in case of major emergencies based on 6 months of operations
- Provide support to management in establishing internal controls
- Provide support on the implementation of school management information system
- Provision of annual budgets with a surplus policy according to board policy
- Develop a capital development and facilities development plan
- Develop a strategy to attract more Malawian students
- Develop a strategy to retain more students going into secondary and more students overall in secondary
- Develop a marketing strategy

Measurements (quantitative/qualitative) may include:
- Key indicator analysis
- Forecast budget

SO 7: Safeguarding & well-being

BMIS will create a culture of safety and well-being.

Why?
- To safeguard our students, ensuring that they are safe, supported, knowledgeable, and empowered
- To create a joyful learning environment where our community feels valued, supported, and celebrated
- To enhance the social and emotional skills of our community
- To support our students and teachers in having a toolkit of well-being strategies to help them navigate challenges and develop resilience

Who and How?
- Led by the Safeguarding Team, we will review our safeguarding practices to determine the next steps on our school's safeguarding journey

Whole school: Led by a well-being committee and in collaboration with all school stakeholders we will:
- Create a shared understanding of well-being, including a definition, guiding statements, and policy.
- Operationalise this shared understanding of well-being and its values, by creating a whole school action plan, including identifying challenges that affect well-being and proposed solutions

Teachers: In collaboration with the senior leadership team, a team of teachers will contribute to the whole school action plan in response to our teachers' context. Actions can include:
- Providing professional development on well-being and resilience (AISA toolkit)
- Providing opportunities to enhance transparency, communication, and understanding of decisions that affect teacher well-being

Students: In collaboration with STUCO leaders, the student support services team will contribute to the whole school action plan in response to our students' context. Actions can include:
- Systematically incorporating social and emotional learning into the curriculum
- In collaboration with STUCO, our social impact director will investigate and implement well-being initiatives, that respond to student needs
- Appointing student ambassadors to welcome and support incoming students
- Adopting a systematic approach to transitions
- Developing student well-being mentorship programmes (mentor selection, training, pairing, meetings, and goal setting)

Administrative and Support Staff: Led by our human resources manager and in collaboration with the director, build the capacity of our key administrative personnel and contribute to the operational plan in response to our administrative and support staff's context.

Measurements (quantitative/qualitative) may include:
- Biannual student PASS student surveys (secondary) and TBD tool for primary
- Biannual/quarterly well-being surveys for teachers ; impact surveys of initiatives