EXECUTIVE SUMMARY

International School Suva (ISS) is a private co-educational school providing internationally-recognised, educational programmes for children aged from 3 to 18. The school was established in 1973 by a group of families (largely non-Fiji Citizens) as an alternate education provider offering broader-based, internationally-focused education. Although the school remains a highly multicultural community, approximately one quarter of the current student body are Fiji Citizens.

ISS offers a unique combination of internationally accredited curricula that are not available at other schools in Fiji. The International Baccalaureate Primary Years Program (IB PYP) forms the framework for the primary programme for children aged from three to twelve. This follows a holistic approach to education, addressing the social, physical, emotional and cultural wellbeing of children in addition to their academic needs. Students progress into an IB Middle Years Programme (candidate status) curriculum in years 6-8. Gaining full MYP authorisation is expected during this Strategic Plan. Years 9 and 10 also follow the MYP curriculum as they phase out the Cambridge IGCSE programme. Together this five-year programme places emphasis on inquiry, knowledge acquisition, and the use of ideas and principles.

In their final two years of school, the Senior Secondary Certificate of the Board of Senior Secondary Studies, Australia Capital Territory (BSSS ACT) is taught alongside the International Baccalaureate Diploma Program (IBDP). Both are rigorous courses which are based on a combination of the principles of inquiry-based learning, academic rigour and critical thinking. This provides a student with the ACT Senior Secondary Certificate and ATAR or an IB Diploma which provides entry to universities all over the world.

The school has a common set of expected school-wide learner outcomes to which teaching and learning are aligned. Whether a Primary, Middle or High School student, the programmes are aimed at engendering a lifelong love of learning and establishing an inquiring and critical thinker who is conscious of global issues and comfortable in a multicultural situation.

This five-year strategic plan gives clear direction for ISS to grow into a world class, relevant, distinctive, highly competitive institution. It is based on improvements in student learning, school quality and reputation, resources, and leadership. These four strategic goal areas may be considered a commitment by the Board and staff of ISS to the school community to make these significant and meaningful improvements during the next five years.
HISTORY OF INTERNATIONAL SCHOOL SUVA

International School Suva was founded by a group of parents in 1973 to serve the needs of the International community in Suva and to provide an international standard of education for the Fiji citizens. The school opened in Garrick House, a colonial residence on Princess Road, with 40 primary students. The subsequent year, the school moved to its current location in Laucala Beach. The first building and grounds were constructed with a combination of local hired crews and parent labour. A number of furnishings, supplies and equipment were also donated by parents. The second full year of operation, 1975, the school had 180 students and began construction on a two-story primary building. The demand for classroom space continued to increase and in 1976 the school had 300 students in Years 1-6 with others wait-listed.

From those early years, the school added Year-levels until becoming a comprehensive school with Reception through Year 12 students in the early 1980s. At that time, the school operated with a British curriculum, but soon chose to adopt the International Baccalaureate Diploma Programme (DP) for Years 11 and 12. Following that, the school adopted the International Baccalaureate Primary Years Programme (PYP) and then the Middle Years Program (MYP).

The school’s enrolment has been affected over the years by political unrest and the several coup d’états. Significant enrolment was lost following the 1986 coup, but by 1991 enrolment had recovered and ISS had 600 students. Again in 2000 and 2006 significant losses in enrolment took place. Since then, the school has become fairly stable with Fiji’s economic progress encouraging steady, gradual school growth.

The current enrolment is approximately 635 with 50 in early childhood, 300 in primary school (years 1 to 5) and 270 in secondary (years 6 to 12). Approximately 25% of the students are citizens of Fiji and more than 40 other nationalities are represented. The curriculum has a strong emphasis on practical and creative skills, and language acquisition. The school continues to move toward conceptual, hands-on learning with a 21st Century Skills emphasis.
SCHOOL BELIEF STATEMENTS

MISSION STATEMENT
ISS is committed to rigorous and high academic standards and instillation of ideals of lifelong learning and responsible global citizens. We strive to ensure that every student leaves ISS with an international understanding, an ability to think critically, act with compassion, care about themselves and others and display the attributes of School-Wide Learner Outcomes.

VISION STATEMENT
That every ISS student should have the confidence to be themselves, be independent in thought and action, be enterprising and prepared for life as a global citizen. International School Suva will strive to become the premier provider of primary and secondary education in the South Pacific where students will be exposed to a variety of learning experiences of the highest international standards that can assist them to achieve to their maximum potential.

MOTTO
"World Class Citizens, Life-Long Learners"

GUIDING PRINCIPLES OF INTERNATIONAL SCHOOL SUVA
The school is committed to providing the best possible education for each child in its care irrespective of ability and background. To this end, ISS believes that children work best in an environment where they can settle quickly and feel that their talents and personality are recognised.

The school is international both in outlook and in the composition of the student body. It offers a broad balanced curriculum with an emphasis on skills and processes which enable children to transfer and adapt to new situations. Open communication is encouraged by the general ethos of the school and a variety of activities and programmes which complement language teaching throughout the school. The school hopes to develop values in children which are appropriate to a multi-cultural and rapidly changing world; in particular, respect and understanding for other people's ideas, language and beliefs. Participation in sports, the creative and performing arts, field trips and camps enable children from different countries to share experiences and to form friendships.

The whole school programme has, as its focus, the productive interaction of teacher and pupils in the classroom. In primary, children are encouraged to be independent inquirers in accordance with their developmental learning stages. In the secondary school, children are asked to accept increasing responsibility for their studies and to make a firm personal commitment to the external examination requirements and formal assessment processes in the upper school.
<table>
<thead>
<tr>
<th><strong>Inquirers</strong></th>
<th>Acquiring the skills necessary to conduct research and construct meaning, stimulating a love of learning that will be sustained throughout their lives. Demonstrate curiosity and value learning questioning the truth and principle behind concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinkers</strong></td>
<td>Exercising initiative in applying higher level thinking skills critically and creatively to make sound decisions, to solve complex problems and to reflect on findings.</td>
</tr>
<tr>
<td><strong>Communicators</strong></td>
<td>Receiving and expressing ideas and information confidently in more than one language or mode of communication, including the language of mathematical symbols, use of computer technology, and non-verbal modes of communication. Demonstrate effective listening skills.</td>
</tr>
<tr>
<td><strong>Courageous</strong></td>
<td>Approaching and analysing unfamiliar situations with the confidence required to explore new roles, ideas and strategies. Showing the courage and commitment to articulate and defend their beliefs.</td>
</tr>
<tr>
<td><strong>Knowledgeable</strong></td>
<td>Exploring themes which have global and local relevance and importance, in order to acquire a critical mass of knowledge and skills in a range of significant subject areas.</td>
</tr>
<tr>
<td><strong>Principled</strong></td>
<td>Having a sound grasp of the principles of moral reasoning. Displaying integrity, honesty and a sense of fairness and justice. Advocacy for those unable to speak for themselves and for just causes.</td>
</tr>
<tr>
<td><strong>Caring</strong></td>
<td>Showing sensitivity towards the needs and the feelings of others. Displaying self-respect, self-esteem and being enthusiastically involved in the community. Developing the skills knowledge and compassion to empower others and serve the community.</td>
</tr>
<tr>
<td><strong>Open-minded</strong></td>
<td>Respecting the views, values and traditions of others. Seeking and considering a range of perspectives with sensitivity and tolerance.</td>
</tr>
<tr>
<td><strong>Balanced</strong></td>
<td>Understanding the importance of physical, spiritual and mental balance and personal well-being. Taking action through participating in a wide range of cross-cultural activities including the arts and sport.</td>
</tr>
<tr>
<td><strong>Reflective</strong></td>
<td>Giving thoughtful consideration to learning and analysing personal strengths and weaknesses in a constructive manner.</td>
</tr>
<tr>
<td><strong>Visionary</strong></td>
<td>Picturing different directions, assessing how to move forward using judgement and foresight, wisdom, integrity and perseverance. Knowing when to be a participant or a spectator.</td>
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TABLE OF CONTENTS

EXECUTIVE SUMMARY 1
HISTORY OF INTERNATIONAL SCHOOL SUVA 2
MISSION STATEMENT 3
VISION STATEMENT 3
GUIDING PRINCIPLES OF INTERNATIONAL SCHOOL SUVA 3
THE ISS SCHOOLWIDE LEARNER OUTCOMES 4
TEACHING AND LEARNING 6
IDENTITY, MARKETING AND ADVANCEMENT 8
FACILITIES, FINANCES AND TECHNOLOGY 9
LEADERSHIP AND MANAGEMENT 10
STRATEGIC DIRECTION I: TEACHING AND LEARNING

Strong Student Results at all Levels

Goal 1: Ongoing improvement of teacher skill level
1. Recruitment of teachers with desired skills and experience
2. Appropriate professional training to address needed skills
3. Development and expectation of best teaching practices
4. Effective teacher evaluation system
5. Retention of successful teachers
6. Provision of competitive teacher compensation
7. Establishment of a pool of competent substitute teachers for coverage of teacher absences
8. Robust succession planning for faculty positions

Goal 2: Programs that address students’ needs
1. Offer a wide range of opportunities
2. Access for all students to appropriate programs
3. Programs that provide lifelong value to students
4. All students involved in activities (e.g. sports, arts, leadership, etc.)
5. Strong arts programs at all levels and investigation of options of partnerships with relevant cultural organisations in the community
6. Strong intervention programs to help students succeed when needed
7. Identify ways to inspire students to challenge themselves
8. Effective Career and University transition planning

Goal 3: Cohesive and aligned curriculum
1. Adopt an ECH-12 cohesive and streamlined curriculum
2. Add MYP in lieu of IGCSE
3. Provide a seamless transitions between grade levels and school levels
4. Align the curriculum with school-wide activities and events
5. Integrate academic curriculum into every camp’s activities with clear academic objectives
6. Have better than average learning results at all levels
7. Confirmation by accrediting bodies of a consistent curricular program that is at international standard

Goal 4: Students Demonstrate the Learner Profile
1. Build programs that develop social-emotional skills and resilience
2. Enhance programs that develop student leadership
3. Strengthen programs to promote service and social responsibility
4. Students develop confidence to take risks (courage to act, desire be independent in thought and action, and to be enterprising)
5. Students are encouraged to inquire and reflect
6. Develop programs to support positive behavior and restorative justice
Goal 5: Establish a distinctive program with a school-wide academic impact

1. Develop a Ocean Science program ECH-12 with age-appropriate involvement at every level
2. Develop partnerships with appropriate outside entities to support Ocean Science
   a. Develop further partnership with Columbia University
   b. Seek partnership with USP and other regional Universities
   c. Align with U.N. Ocean Science for Sustainable Development
3. Develop a robust Ocean Science Laboratory
4. Shift some camp activities to marine environments and integrate science curriculum further into the camps
   a. Establish a marine camp location
   b. Explore the feasibility of an ISS Ocean Science research vessel
   c. Align camp curriculum and planning with Ocean Science initiative
STRATEGIC DIRECTION II: IDENTITY, MARKETING and ADVANCEMENT

Increase ISS’s Standing as a Top Globally Reputable International School

Goal 1: Affiliate with Prestigious Global International School Organizations
1. Remain active with EARCOS
2. Join Round Square or a similar international group
3. Maintain good standing through international accreditation

Goal 2: Increase Faculty Global Diversity
1. Recruit teachers from various parts of the world
2. Use faculty as resources to education and enlarge student perspectives
3. Have a faculty that is more diverse than our student body
4. Build an ethos of importance of cultural foundation / traditions / diversity

Goal 3: Expand ESL Support and Welcome appropriate ESL students
1. Hire sufficient staff (ESL trained) to allow success for all ESL students admitted
2. Implement a revised ESL fee based on ESL assessments and support needed
3. Explore the option of a second ESL campus
4. Build a culture of full integration of students from all nations

Goal 4: Market ISS to the Global Community
1. Develop improved publications about ISS
2. Submit articles for publication about ISS programs
3. Highlight ISS at conferences such as EARCOS
4. Promote ISS as a destination for Marine Science education and student experiential learning
5. Develop effective branding for ISS

Goal 5: Develop a Cohesive System of School Information
1. Develop a user-friendly comprehensive website
2. Build and manage effective use of social media
3. Develop consistent classroom communication with parents
4. Develop quality print documentation of school programs

Goal 6: Strengthen Alumni and Community Presence
1. Actively promote student accomplishments (sporting/academic, etc.) in the community to build reputation.
2. Strive to be involved in community decision-making that impacts directly on ISS
3. Seek to develop new links and effective partnership with relevant community entities
4. Seek ways to strengthen the alumni’s contribution to the school
STRATEGIC DIRECTION III: FACILITIES, FINANCES, and TECHNOLOGY

Develop and Expand Needed Resources for ISS

Goal 1: Improve Financial Support for Quality Programs
1. Adjust fees to appropriate levels to fund the school’s mission and support strategic plan initiatives
2. Ensure financial efficiency and sustainability systems
3. Develop partnerships with entities with resources that ISS can share
4. Develop other revenue streams (such as the scholarship donor program)

Goal 2: Improve the Safety and Outdoor Infrastructure
1. Install a digital integrated reliable PA system for communication
2. Ensure alarm systems are operational and can be heard in all parts of the school
3. Improve parent access, parking, and drop-off systems including Nokonoko Road access
4. Secure long-term athletic field access

Goal 3: Complete J Block Facility
1. Take necessary steps to construct planned building
2. Ensure quality finishes and fixtures
3. Use J Block to complete campus community center

Goal 4: Improve ECH Facilities
1. Design new ECH facilities
2. Include adequate outdoor and play spaces
3. Provide family-friendly access and space

Goal 5: Improve and Develop IT Systems
1. Maintain adequate bandwidth for student and staff needs
2. Provide regular IT training for staff, students, and parents
3. Develop technology infrastructure that is current and adequate for ISS needs
4. Implement 1:1 student computer program
5. Use appropriate online learning resources as needed

Goal 6: Improve Secondary Facilities
1. Provide needed space for all academic activities
2. Provide high quality classrooms in secondary with adequate lighting, ventilation, windows, doors, and lockers
3. Provide good science laboratories that meet international standards for equipment and safety
4. Provide space for independent, autonomous student work
5. Provide space and resources for team collaboration and project development
STRATEGIC DIRECTION IV: LEADERSHIP and MANAGEMENT
Provide Improved Systems to Guide and Inspire the School

Goal 1: Strengthen Leadership Processes and Governance Skills
1. Board and Senior leadership will reference the school’s mission and vision regularly in their decision making
2. Develop a strong orientation, training, and professional development plan to support the Board and Senior leadership in the future
3. Enhance the evaluation and professional development processes for Board and Senior leadership to reflect the changing environment of education

Goal 2: Strengthen School Policy
1. Develop needed policy through proactive processes
2. Ensure regular policy review for quality, equity, and local legislative compliance
3. Maintain transparency of governance and administrative systems
4. Implement policy consistently to ensure fairness to all

Goal 3: Enhance School Climate
1. Create and strengthen activities for all faculty, staff, students, parents, and board members to enable them to appreciate and participate in the values and mission of the school
2. Ensure Board members and Senior leadership are able to readily articulate and support school’s vision and mission, explore ways to manage ethical and reputational issues
3. Include service learning activities as a part of school programs and maintain a positive presence in the community