

## Vision 2030 - Preparing Students who Flourish and Impact their World

ISB Vision 2030 is underpinned by our School Mission and the following Core Drivers:

- We remain a financially sustainable not-for-profit School
- We will continue to be an IB World School, offering the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programmes (DP). We will also continue to explore other opportunities to further enhance our programmes.
- ISB will continue to be leading school in the area of Student Wellbeing - working to develop flourishing students (and teachers) who understand their place in the World
- Our students will be inspired and empowered to make a positive impact on their World
- We will remain an Inclusive School, able to meet the needs of a diverse student body
- Our students will be well prepared for whatever they decide to do as the next step in their life journeys

### **ISB aspires and commits to:**

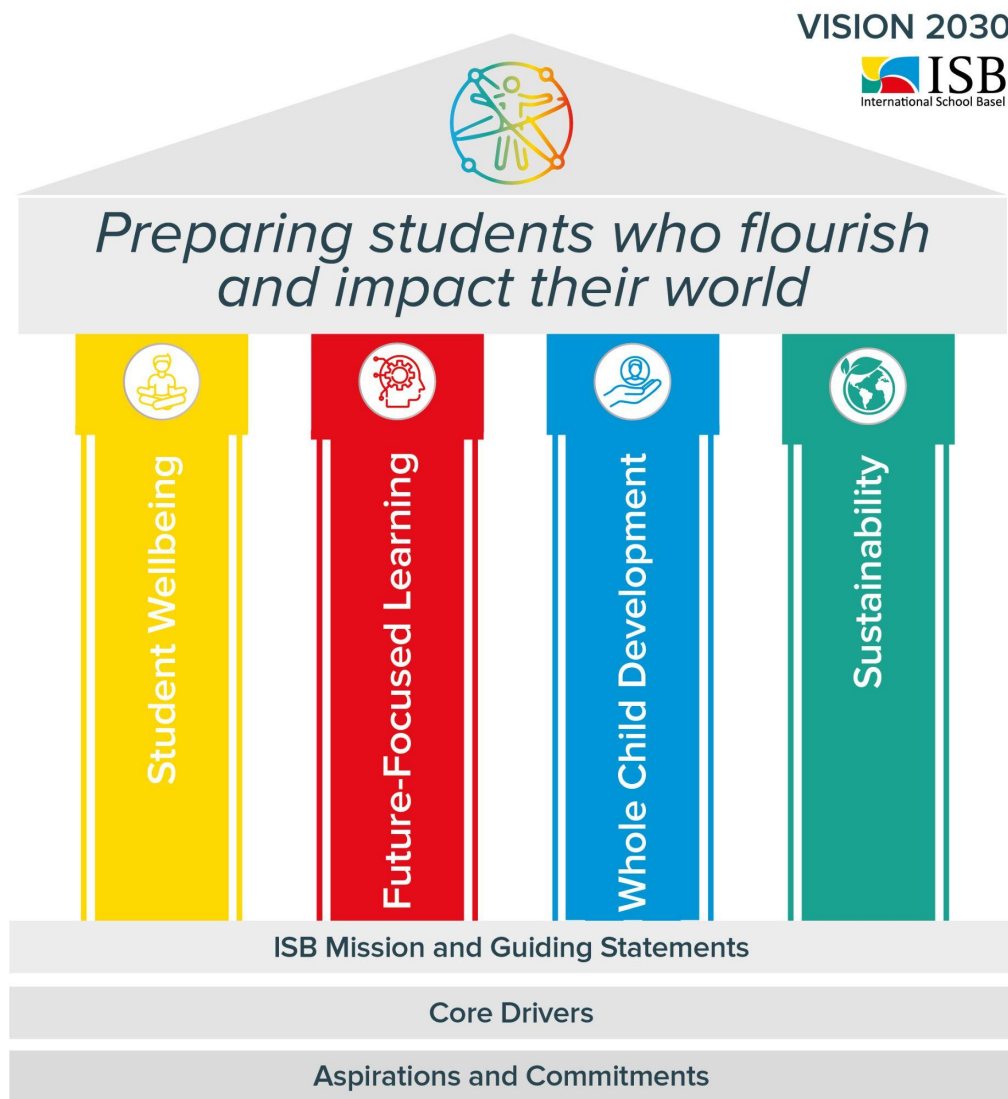
- Be the school of choice for families seeking a private education in the Basel Region
- Reducing our environmental impact
- Ongoing growth and development in all aspects of school life
- Being regarded as one of the leading international schools in Switzerland and Europe because of the programmes and experiences we offer our students
- Maintaining excellent academic achievement as a non-selective international school
- Retaining and attracting the best teachers
- Developing innovative learning opportunities for our students
- Building strong connections and relationships both within our school community and with the local community



## **VISION 2030**

## Strategic Goals

To achieve this, we have identified the following areas of strategic development



### 1. World-class Wellbeing Programme

To enable our students to flourish, **we will develop a whole-school Wellbeing Framework and Programme**, focused on improving student self-knowledge and resilience, which will equip students with the knowledge, skills and dispositions to cope and thrive in the complex world they live in. A flourishing school requires a world-class Wellbeing Programme at its heart that develops a culture of **compassion and justice**.

## 2. Authentic “Future Focused” Learning Experiences

[Learning@ISB](#) is ISB’s definition of high quality learning. Central to this definition is the importance of giving students both **Voice and Choice** in their learning. By allowing students to participate in authentic learning experiences, in which they are active participants making their own learning choices, we enable students to fully engage and flourish in the learning process.

We will develop more opportunities for our students to engage in impactful and authentic learning. These developments include:

- Revising our curriculum to create space and time for personalised and flexible student learning experiences
- Revising our timetable and programming to include flexible time for students to make choices and exercise their agency
- Examining innovative and research-based practices for teaching and learning.
  - Taking well-informed risks with teaching and learning across all grade levels to engage and inspire learners
  - Continually examining our impact on learning to ensure innovation maintains high-quality learning.
- Building upon our existing course offerings to provide responsive, flexible pathways based on student needs and interests
- Expanding learning experiences, including student-led Project Based Learning for authentic inquiry.
- Developing more authentic links with the local community to take learning out of the classroom and into the real world. This includes stronger learning of German language, allowing us to make far better use of the opportunities available in the Greater Basel Region.
- Creating innovation spaces to allow students to explore and create
- Developing a more integrated and connected programme, with more open, flexible and adaptive learning spaces, including more space for students to work independently and in small groups

## 3. Development of the Whole Child

As a leading international school, ISB offers our diverse student body a myriad of opportunities to “find their place in the world”. At ISB, our students are inspired and supported to both further pursue their current interests and, even more importantly, explore new areas and develop new passions and interests.

ISB will seek to further improve the opportunities available to students by:

- **Expanding and improving the range of co-curricular activities** to provide a truly holistic education, both within our school community and with the local community

- Developing an impactful Outdoor Education programme, offering opportunities for students to learn and apply skills to safely and enjoyably navigate natural environments.
- Extending **Student Leadership** that makes a difference within and beyond our community.
- Engaging all students in authentic and meaningful **Service Learning**.

#### 4. Securing a Sustainable and Ethical Future

- **Environmental Sustainability:** We will continue to focus on educating and empowering students who are committed to environmental stewardship as well as reducing our environmental impact as a school and as a community.
- **Institutional Sustainability:** We will continue working to ensure long-term sustainability in the following areas:
  - Long-Term financial security of our school
  - Attracting and retaining the best staff
  - ISB will pursuing contemporary, progressive pedagogy/academic programming while ensuring that ISB's academic programs remain at the forefront of educational development while maintaining our excellent academic results
  - Ensuring ISB's facilities remain up-to-date with the developments in a changing educational landscape.
- **Social Sustainability:**

ISB will ensure social inclusion of all members of our community, including the most vulnerable, by empowering people, building a cohesive and resilient community, and making ISB accessible and accountable to all stakeholders

#### Definition of Flourishing:

The Institute of Positive Education (at Geelong Grammar School) defines Flourishing as:

***The experience of life going well – when we are feeling good and functioning effectively. This incorporates both ‘feeling good and doing good’, including both the hedonistic aspect of flourishing (such as enjoying positive experiences and feeling satisfied with life) together with the eudaimonic aspects of flourishing (such as having a deeper purpose and serving something greater than oneself).***

***‘Feeling good’ refers to experiencing healthy levels of optimism, vitality, emotional stability and resilience.***

***‘Doing good’ involves caring for others, nurturing positive relationships and using one’s skills and knowledge to contribute meaningfully to society.***