

WIS STRATEGIC PLAN:

FROM WIS TO THE WORLD: PUTTING OUR WIS PRINCIPLES INTO PRACTICE

WIS Principles: Purpose | People | Excellence | Ownership | Creativity | Sustainability

Mission Statement:

To develop the full potential of each student in a stimulating environment of academic excellence, cultural diversity, and active social responsibility. Our aim is to foster internationally-minded, independent thinkers.

OUR VISION BY 2027-28

A PURPOSE-DRIVEN CURRICULUM:

As an International Baccalaureate Continuum School, every unit of study contains clearly articulated conceptual understandings, competency of skills, and character. Inclusive learning pathways and support help ensure that all students are engaged and experience success. 'WIS kids' are meaning-makers who care about *the why* of education, so our curriculum is contextualised and we act to make a positive impact on our lives, our city of Windhoek, and our world.

A CULTURE OF EXCELLENCE, OWNERSHIP, AND EMPATHY:

If culture is “how we do things around here” then WIS will be characterised as a community which aims high, takes ownership, and values compassion and empathy. WIS will recruit, retain, and support exceptional teachers who inspire students who aim high, take ownership of their learning, and live with empathy. Teachers use high impact teaching strategies which align to our school’s definition of high quality learning.

A CREATIVE COMMUNITY AND A GREENER CAMPUS:

WIS will maintain its financially sustainable budget and have a greener and more creative campus. Our community is characterised by creativity and a celebration of difference, even as staff, students, parents, and alumni partner with one another to promote the shared mission of our school.

1. OUR PURPOSE-DRIVEN CURRICULUM

Vision: As an International Baccalaureate Continuum School, every unit of study contains clearly articulated conceptual understandings, competency of skills, and character. Inclusive learning pathways and support help ensure that all students are engaged and experience success. 'WIS kids' are meaning-makers who care about *the why* of education, so our curriculum is contextualised and we act to make a positive impact on our lives, our city of Windhoek, and our world. All students will benefit from a purposeful curriculum which is designed with clear learning goals (conceptual understandings, competencies, and character learning) for each school year and every assessment. As an IB World School, WIS learners progress through the IB Continuum of the Primary Years Programme, Middle Years Programme, Diploma Programme, Careers-related Programme, and WIS High School Diploma Pathways.



The Purpose Principle: *A sense of purpose serves as a driving force to push us through adversity and the challenges of daily life. Learners are more engaged when they are convinced by 'the why', so we apply our learning to address real-world problems and an end that is bigger than ourselves. Our units of study are driven by inquiry and take place within a real-life context. We continuously refine our conceptual understandings of the world and our place in it. We deconstruct and analyse the components of what we seek to create. We set clear goals, and we make a plan for how to accomplish those goals. We begin with the end in mind.*

STRATEGIC PLAN: DESIRED IMPACT *(Indicators are in italics)*

1.1 Purposeful Curriculum and Assessment: Every unit of study in the WIS curriculum contains clear learning objectives which utilise the International Baccalaureate's framework to build students' character, conceptual understanding, and competency of skills.

- Every unit has authentic assessments. Teachers provide specific, timely, respectful, and actionable feedback on student work and progress. Students and parents feel empowered by an easy-to-navigate learning platform. Evidence: Curriculum Audit and Annual Survey Tool

- **Purposeful learning in the PYP:** From Nursery through the PYP, students benefit from effective and high impact strategies for teaching and learning. Mechanisms of recognizing student excellence, including via PYP Learning Celebrations, are institutionalised. Kindergarten and Pre-Primary levels are established and recognised as Windhoek's finest foundation years/kindergarten programme. *Evidence of purposeful learning in the PYP:*
 - a. *Consistent practices that enhance student learning in the area of Maths, Language Acquisition, and Reading*
 - b. *Assessment practices that strive for excellence through a mastery-based approach.*
 - c. *MAP Growth Tests which show improved learning at a growth rate that is higher than would be predicted by global peers.*
- **Purposeful learning in the MYP:** The MYP programme is contextually relevant, rigorously scaffolded, and prepares students to excel at the MYP eAssessment and Diploma Programme. *Evidence of purposeful learning in the MYP:*
 - a. *WIS becomes an MYP Authorised school*
 - b. *Namibia Qualifying Authorities (NQA) recognise the MYP eAssessment as the Grade 10 leaving certificate equivalent to the IGCSE.*
 - c. *Assessment practices make expectations clear and empowering, and support students by scaffolding and differentiation strategies which support all students to achieve success.*
 - d. *An emphasis on writing and mathematics ensures that students must complete or re-learn key learning outcomes they have not yet learned, and engage in enrichment tasks wherever possible.*
 - e. *Annual MYP eAssessment results indicate student growth and suitable achievement for progression into Grades 11 and 12.*
- **Purposeful learning in the DP:** The DP programme grows in size and success, with graduating students going on to access excellent higher education opportunities. *Evidence of purposeful learning in the DP:*
 - a. *IBDP scores increase from the historic trend of 30 points to a new average of 32 points, and higher education placement and scholarship rates are improved.*
 - b. *The IBDP Courses are recognised by the Namibia Qualifying Authorities.*
 - c. *There is an increase in graduating class numbers from a trendline of 25 up to approximately 36-40 students per year.*
 - d. *Students report that they are passionate about what it is they are learning.*

1.2 Meaningful Service to Others: Every 'WIS kid' is involved in opportunities for purposeful service leadership. Everyone is working for a cause they care about.

Evidence of meaningful service:

- a. The PYPx, MYP Community Project, and MYP Personal Projects are structured to include increased partnerships with local partners.
- b. The DP CAS and Group 4 Project quality is showcased and sustainable from year to year.
- c. MYP Units of Inquiry are integrated into service learning and the school's Outdoor Education Programme.

1.3 Inclusive Learning Pathways: The Learning Enrichment Department, the English as an Additional Language (EAL) Department, and a Gifted & Talented (High Cap) Programme are adequately resourced to provide effective support for all learners. Academic Heads of Department implement protocols which help teachers look at student learning as the *impact* of their teaching and planning.

Evidence of Inclusive Learning:

- a. IEPs are developed, implemented, and reviewed on a regular basis.
- b. Responses to Intervention (RTIs) are monitored and reviewed on a regular basis.
- c. The LED and EAL departments support students in their individualised learning journeys.

CURRENT REALITY IN 2024	ACTIONS BY 2027-28	INPUTS	OUTPUTS
1.1 Purposeful Curriculum and Assessment: With effect from September 2024, WIS is authorised to offer the IB Middle Years Programme (MYP). An IB Careers-related Programme (IBCP) Feasibility Study is underway to explore the possibility of additional pathways for students in Grades 11 and 12. Unit Plans have been drafted for all courses schoolwide, and they are presently being refined and further strengthened. The specifics of summative assessments are not always known to students at the start of the unit, and there are still opportunities to review the scope and sequence at the subject-specific level to ensure a cohesive, scaffolded progression of knowledge and skills.	1.1a Implement the Unit Plan Review Cycle and Assessment Standardisation Framework across the school 1.1b Create Subject-Specific Heads of Department 1.1c Receive initial authorisation for IB MYP, with the first MYP cohort receiving certificates in May/June 2025. 1.1d Fully document scope and sequence and explicitly teach Approaches to Learning (ATL) skills within the curriculum. 1.1e Extend the school day for Grades 9-12 on certain days, allowing for additional time studying Mathematics and IB Diploma Higher Level courses within the allocated timetable. 1.1f Purchase and utilise Haese Mathematics Textbooks for all MYP students. 1.1g Establish an IB Career-related Programme, with an emphasis on Business and Sustainable Entrepreneurialism. 1.1h Develop and implement an articulated and responsive Schoolwide Social and Emotional Learning (SEL) Curriculum aligned to Olweus Bullying Prevention Program and Common Sense Media standards.	1.1a Collaboration time allocated in schedule (time) 1.1b Implement Subject HOD Responsibility Allowances (salary) 1.1c MYP Authorisation procedures (time); IB Coordinator stipend (salary); ManageBac subscription (funds); MYP eAssessment (fees) 1.1d. PYP, MYP, DP Coordinator w/ Librarian support ATL articulation and instruction (time) 1.1e Timetable and maximising staff working agreement-aligned teacher workforce allocation efficiencies (time/salaries) 1.1f Resource purchase (funds) 1.1g IBCP Authorisation procedures (time), authorisation to offer Vocational Courses (time & fees/resources), and staff allocation for IBCP (salaries) 1.1h School Counsellor and School Nurse to develop and teach the SEL curriculum (time)	1.1a Documented Unit Plan Review Cycle and Assessment Standardisation 1.1b Head of Department responsibility post for each subject 1.1c IB MYP Authorisation received 1.1d Documented Approaches to Learning (ATL) 1.1e Grades 9-12 extended school day implemented 1.1f Haese Mathematics Textbooks for Grades 6-10 1.1g IBCP offered at WIS 1.1h Schoolwide Social and Emotional Learning (SEL) Curriculum developed

	1.1i Full NQA recognition of IB MYP eAssessment, IB Diploma Higher Level & Standard Level (Courses and Full Diploma), IB Career-related Programme.	1.1i High School Principal and IB Representative (time)	1.1i Namibia Qualifying Authority (NQA) recognition of IB credentials
1.2 Meaningful Service to Others: Community service is highly valued by all WIS stakeholders, and the DP CAS has been established for all Grade 11 & 12 students. The MYP Personal Project has been launched, and the DP Group 4 Science project is service-oriented. Student actions may have a fundraising skew which could be shifted more towards hands-on service. Service is not yet embedded into the written curriculum.	1.2a Further strengthen student leadership and the WIS Parent Network with traditions and channels for all those interested to get involved in school life towards local and global impact. (See Outcome Areas 2 and 4). 1.2b Appoint a “Service as Action” Coordinator to drive the policy and practice of fundraising and volunteerism at WIS. 1.2c Collaboratively plan Interdisciplinary Units (IDUs) well in advance.	1.2a Bulletin Board & Online Calendar & Accounting Systems; Student Council & WIS Parent Network (Time) 1.2b Service as Action Responsibility Post (Stipend) 1.2c Collaboration time for teachers (Time)	1.2a A calendar of service and a platform/hub with a transparent accounting tool for volunteering and community involvement. 1.2b Service as Action Coordinator, reporting to the IB Coordinators 1.2c An active Service Action Committee and IDUs with impact.
1.3 Inclusive Learning Pathways: A new Gifted & Talented Policy is in place, but the policy is not yet formally in practice. Student IEPs are presently being revised to align with international descriptors. The EAL Department is expanding by one headcount to offer more language support, given increasing numbers of incoming students for whom English is not the home language. WIS has an Admissions and SEN Policy that clearly articulates the commitment to creating a diverse learning community where everyone is able to be included, supported, and successful. An external consultant visited the school to conduct a full audit of our Learning Support Department, with recommendations made, including providing additional Learning Enrichment Department support across the secondary school. Increasing this support requires full staffing to ensure that Responses to Intervention are implemented and IEPs are implemented and updated according to an action plan.	1.3a Expand the EAL Department size by one headcount (2024-25) and maintain this ratio as required to ensure suitable EAL student support.. 1.3b Hire an experienced special education staff member who can lead the Learning Enrichment Department, and staff the department to fit our learning support needs school-wide including at the Secondary Level 1.3c Establish a stand-alone classroom for students who follow a modified timetable or enhanced/modified curriculum objectives. 1.3d Develop internal standard operating procedures for the department’s work; develop a communication system with parents including Annual IEP Meeting/Review Meeting, a Response to Intervention (RTI) tier system based on data, and a PD Plan for the Learning Enrichment Department and all staff. 1.3e Establish policies and practices in line with international best practices (IEPs, RTIs, Testing, Differentiation, High Capacity Programme, Modified Learning Objectives, and Transition Plans. 1.3f Establish the provision of alternative curriculum credentials including vocational courses to prepare students for vocational tertiary education.	1.3a Headcount for the role of Head of English as an Additional Language Department. (EAL registration Tuition Fee) 1.3b Establish a LED Fee Policy for students receiving higher levels of support. (LED Tuition Fee) 1.3c This will require grant funding to support. (Fundraising) 1.3d Head of the Learning Enrichment Department will be an additional headcount w.e.f. July 2025. (Salary & Time) 1.3e Head of Learning Enrichment Dept supervises all tutors and external service providers on campus (SEN Tuition Fee) 1.3f Introduce non-IB Diploma courses at the Grade 11 and 12 level (Salary)	1.3a Revised tuition fees for additional services, +1 Headcount 1.3b Head of Stand-alone Tier 3/4 Support Classroom 1.3c A well-resourced and specialised learning space. 1.3d Individual Education Plans and an RTI Standard Operating Procedures in place. 1.3e Policy and timetable is in place for all such providers operating on campus. 1.3f Multiple pathways leads to a higher High School retention rate Grades 9-12.

A PURPOSEFUL CURRICULUM: Action Plan for 2024-27			
A PURPOSE-DRIVEN CURRICULUM:  PURPOSE	2024-25 School Year Priority Activities	2025-26 School Year Priority Activities	2026-27 School Year Priority Activities
	- Complete the MYP Authorisation - Launch the MYP Personal Project. - Complete the first MYP eAssessment (Grade 10) - Expand our approach to MYP Mathematics, utilising new textbooks and the NWEA MAP test results as well as additional class levels in High School - Link the DP CAS programme with our Outdoor Education Programme - Launch additional inclusive curricular pathways to WIS High School Diploma. - Begin the IB Careers-related Programme (IBCP) Authorisation Process - Consolidate our approach to foundational skills in Kindergarten and Pre-Primary - Introduce Home Languages Programme.	- Develop an approach to ManageBac and Toddle which is driven by User Experience, stakeholder wayfinding, and clear learning objectives across the curriculum. - Review Science & Design Scope/Sequence. - Develop the Home Languages Programme. - Complete the IB Careers-related Programme (IBCP) Authorisation. - Launch a Learning Enrichment Department (LED) stand-alone courses as necessary for sheltered inclusion and differentiated support. Monitor and provide differentiation professional development so that all teachers feel equipped to differentiate instruction. Hire a LED Head. - Integrate the school's experiential and Outdoor Education curriculum into the fixed tuition and assessed components of the WIS PYP-MYP-DP academic curriculum. - Further develop the MYP Personal Project	- Expand the Home Languages Programme. - Offer the IB Careers-related Programme (IBCP) to the first cohort (Grade 11 in 2026-27, and then Grade 11 and Grade 12 in 2027-28) - Review Arts, English, and Languages Departments' Scope and Sequence. - Introduce Business and Entrepreneurialism courses at the Grade 11 and 12 Levels. - Embed the MYP Personal Project into the core of the Grade 9-10 student experience. - Institutionalise our approach to explicitly teaching writing across the curriculum. - Establish WIS as a revenue-generating and credentialed provider of Outdoor Education. - Integrate Service & Action into MYP Unit Plans - Ensure relevancy of PYP Units of Inquiry. - Fully establish Home Languages Programme.

2/3/4. OUR CULTURE OF EXCELLENCE, OWNERSHIP, AND EMPATHY



EXCELLENCE



OWNERSHIP



PEOPLE

VISION: If culture is “how we do things around here” then WIS will be characterised as a community which aims high, takes ownership, and values compassion and empathy. WIS will recruit, retain, and support exceptional teachers who inspire students who aim high, take ownership of their learning, and live with empathy. Teachers use high impact teaching strategies which align to our school’s definition of high quality learning. By 2027, WIS will be characterised as a vibrant international community where all students and parents are kind to one another and take the opportunity to actively participate in school life. As internationally minded learners, the WIS culture is characterised by the attributes in the IB Learner Profile: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective.



PEOPLE

The People Principle: *We believe that relationships are the most powerful tool for learning, and we are proud of our learning community’s diversity of culture, language, race, religion, gender, sexual orientation, belief, tradition, ability, ancestry, nationality, and socio-economic status. When concerns or conflicts arise, we have respectful face-to-face conversations directly with the people who are involved. Unkindness and discrimination on any basis is unacceptable. We value teamwork and we believe that empathy is an essential part of being part of a team. We are a community which cares for one another, and we volunteer in many different capacities to ‘be the change’ we wish to see in the world.*

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OUTCOMES 2.1. Teamwork-centred Sports Programme: Every WIS student has the opportunity to be part of a team, and inter-house competitions are structured to provide opportunity for teamwork and pursuit of a common purpose. <i>- Teams are coached by individuals who are skilled in the sport. WIS establishes a solid sports reputation for team and individual sports, including: basketball, netball, soccer, volleyball, cycling, running/athletics, chess, and archery. Inter-house competitions encourage active and healthy lifestyles.</i> 2.2. Promotion of Multiculturalism and Diversity: WIS is Windhoek's most recognisable institution symbolising the celebration of diversity, internationalism, and multiculturalism. <i>- The Global Alliance is expanded to further promote the exchange of people and ideas. Flagship events, such as International Day, continue to serve as an important celebration of cultures for WIS friends and families and Namibia's diplomatic community. A Home Language Programme is established to ensure students can maintain their mother tongue.</i> 2.3. Involved Parent and Alumni Networks: Every WIS parent and alumni has access to opportunities for engagement with WIS, particularly in the areas of volunteerism and community-building. <i>- A calendar of events welcomes new families, enlivens the school experience for all stakeholders, and engages alumni in a variety of fun and impactful fundraising events, cultural celebrations, networking opportunities, and festivals.</i>			
REALITY IN 2024	ACTIONS BY 2027	INPUTS	OUTPUTS
2.1. Teamwork-centred Sports Programme: The competitive sports codes that WIS students presently compete in include: soccer/football, basketball, netball, volleyball, and athletics. Sports codes with less formal ties to the school's programme, but in which students wear the WIS colours, include: chess, swimming, mountain bike racing, and trail running. There are occasional teams formed for STEM or Environmental Clubs, but these are on an ad hoc basis. Parents report that the school's offerings for after school activities could be improved. WIS sports department staff and coaches report feeling in competition with the city's club teams for student participation.	2.1a Incorporate all WIS sports codes into PYP & MYP PHE Units . 2.1b Establish 1x or 2x PHE per week for Grade 11/12 Students 2.1c Purchase team kits and equipment for all sports codes and WIS Teams. 2.1d Build a multipurpose sports facility - ideally with shade net. 2.1e Establish WIS Sports Boosters to help offset uniforms and coaching costs and improve equipment/facilities. 2.1f Establish joint-ventures and partnerships for use of WIS facilities during off hours and non-WIS student use of facilities, with attending policies/procedures/advertising/staffing.	2.1a Train coaches and PHE dept. in best practices (PD Funds) 2.1b Adjust the Grade 11/12 timetable to include PHE (salary) 2.1c Sports kits for all teams (fees/sponsorships) 2.1d Four courts with shade + volleyball (capital expenditure) 2.1e WIS Parent Network (Time/Volunteers) 2.1f Sports and joint venture coordinator (Time/Profit-sharing)	2.1a Revised PYP & MYP PHE Units that include all WIS sports codes 2.1b Revised Grade 11 and 12 timetable that includes PHE 2.1c Team kits and equipment for all WIS teams 2.1d Multipurpose sports facility 2.1e WIS Sports Booster Events & Funds Raised 2.1f Campus revenue generation plan for maximised use of facilities
2.2. Promotion of Multiculturalism & Diversity: The school's Identity, Belonging, and Equity (IBE) Policy is in place, but the IBE action plan is not presently viewed as a visible part of the WIS community's discourse. The school's flagship event is International Day. WIS values cultural exchanges and has signed a Global Exchange MOU with International School of Paris, International School of Western Australia, and the Annie Wright School of Tacoma, USA as a mechanism for short-term student exchanges. There is strong interest from parents, as documented Home Languages survey results, for an expanded languages programme; however,	2.2a Update, implement, and implement the Diversity Equity Inclusion Justice Policy and Action Plan. 2.2b Continue building up the WIS International Day and expanding partnerships with the diplomatic community. 2.2c Promote and grow the Global Exchange Programme; expand partnerships from 4 schools to 6 schools across all different continents by 2026. 2.2d Extend the school's approach to translanguaging and English as Additional Language Department. Expand offerings	2.2a DEIJ Coordinator responsibility post (Stipend) 2.2b International Day Committee (Time) 2.2c Global Alliance Coordinator responsibility post (Stipend) 2.2d Head of EAL position and responsibility post (Salary) and	2.2a Updated DEIJ Policy and Action Plan 2.2b International Day celebration with expanded diplomatic community participation 2.2c Global Exchange Programme is robust with annual exchanges. 2.2d At least five tutors offering WIS Home Language Classes;

operationalizing this – in terms of staffing and timetabling within the school day or after school activities – remains challenging.	of Home Language Classes and DP School Supported Self-Study Language A enrolment. 2.2e Establish periodic and ongoing assessment of WIS courses to ensure the curriculum reflects our community's diversities and values are incorporated.	external Home Language tutors (Fees) 2.2e Community Coordinator responsibility post (Stipend)	increased numbers of students enrolled in DP Self-study Lang A. 2.2e Belonging Action Plan and Annual Report shows students are comfortable celebrating difference
2.3. Involved Parent and Alumni Networks: The WIS Parent Network (WPN) was launched during the 2023-24 school year with the aim of fostering strong relationships between the parents, administration, and faculty members towards providing the best possible educational experience for WIS students. A number of teams as well as Grade Level Representatives have been set up under the WPN to facilitate activities, including social and fundraising initiatives. The WIS Alumni Network was officially announced during the WIS International Day celebrations, March 2024.	2.3a Launch the WIS Alumni Network with a leadership team, social media presence, and an Annual Calendar of Events. 2.3b Expand the WIS Parent Network, with an increased emphasis on welcoming new families and organising a calendar of initiatives and events. 2.3c Establish an annual fundraising gala/auction/braai night. 2.3d Continue initiatives, such as the WIS KIDS Aftercare programme providing families with supervised learning and wrap-around care for age 3-13 students from after school until 5:30pm, which help families juggle competing demands.	2.3a Alumni coordinator time; social media platform curating 2.3b WIS Parent Network Managing Committee (Time) 2.3c WIS Parent Network Fundraising Team (Time) 2.3d Regular parent surveys to gauge family interest in after school, weekend, and vacation programming. (Time)	2.3a WIS Alumni Network Calendar of Events and social media accounts. 2.3b Organised parent teams, grade level representatives, with clear and agreed methods of engagement. 2.3c Fundraising events 2.3d WIS KIDS Aftercare programme



VISION FOR THIS PRINCIPLE: WIS is characterised by excellence in instruction and a firm commitment to lifelong learning and trying one's best. Teachers utilise high impact teaching strategies which set high expectations, deconstruct the components of these expectations for students, and provide students with the scaffolding and differentiated support to help students attain these learning objectives. The students in turn are self-directed and motivated to do their very best.

The Excellence Principle: *We believe that learners develop the dispositions of excellence when they are surrounded by a community which models, sets, and keeps high expectations. We believe that all people already possess within themselves all the ability and compassion that is necessary to make a positive difference in our world. We believe that everyone can achieve their own excellence, especially when provided with the appropriate support. We expect one another to produce timely and accomplished work. We expect that this will take humility, openness to feedback, and multiple drafts. In a partnership between the school and the home, we help learners try again whenever an effort falls short of the mark. We place student work within authentic and meaningful contexts, and we organise learning celebrations for the good work that students produce. We set high expectations for ourselves. We inspire others to be the best they can be.*

IMPACT

- 3.1. Instructional Excellence Across the School:** Consistent instructional practices are developed and implemented across the school, focusing on three key areas:
1. Setting clear learning intentions and communicating them effectively to students, ensuring they understand what they are learning, why they are learning it, and how they will know when they have reached their goal.
 2. Providing precise, timely, specific, accurate, and actionable feedback by both teachers and peers, connecting it to the goals and success criteria.
 3. Scaffolding learning through explicit teaching, modelling, and the use of worked examples, gradually releasing responsibility to students as they develop skills and understanding. The teacher appraisal process continues as “WIS Teaching Principles into Practice”.
 - a. Teachers have a sense of Collective Teacher Efficacy as they view these three key areas resulting in continuously improving MAP Scores (Grades 1-8), the MYP eAssessment (Grades 9-10), and the IB Diploma Programme (IBDP Grades 11-12) and the introduction of the IB Career-related Programme (IBCP Grades 11-12)
 - b. Teachers have dedicated time to meaningfully collaborate with one another, and a culture of doing so with trust, efficacy, and a focus on observable student learning.
 - c. Parents understand that WIS offers the finest foundation years programme in Windhoek as evidenced by student learning dispositions, increased enrollment, and Grade 1 entry MAP scores.

3.2. Self-directed ‘WIS Kids’: Every ‘WIS kid’ is a self-directed learner who is intrinsically motivated, on task, and respectful of their teachers and peers.
- *Teachers report that students are motivated. Students are able to articulate what they are learning and why it matters. Parents report that the WIS system supports students who fall behind or who require further enrichment to be engaged.*

3.3. Commitment to Understudies and Lifelong Learning The WIS Teacher Academy is established to provide educational and career development opportunities for students and Namibian educators.
- *The WIS Teacher Academy is established to focus on improving career pathways for Namibian and other regional host-nation educators. This academy ensures understudy requirements and knowledge transfer takes place in line with work visa requirements.*

REALITY IN 2024	ACTIONS BY 2027	INPUTS	OUTPUTS
3.1. Instructional Excellence Across the School: Looking at observation data, high-impact teaching strategies are present but not yet consistently utilised by all teachers across school levels. The school has seen significant improvements in MAP reading, writing, and mathematical reasoning scores across Grades 1-8 over the past three years. The school has had consistent IBDP results which are at around the global average among International Baccalaureate Schools. The school’s IGCSE results have been strong, with the most recent and final IGCSE cohort receiving perhaps the best-ever results at WIS. There is a feeling among teachers that a wide disparity of academic ability among students creates challenges.	3.1a Develop consistent practices that enhance student learning in the area of Maths, EAL and Reading across school levels. 3.1b Develop assessment practices that strive for excellence through a mastery approach; clear learning intentions and scaffolding in place for all students to achieve success. 3.1c Provide ongoing professional development and peer-to-peer support for effective instruction, differentiation (eg. Universal Design for Learning & Translanguaging), and classroom management, in line with IB Continuum Standards & Practices. 3.1d Establish a culture of continuous improvement, with regular monitoring and evaluation of instructional effectiveness. 3.1e Implement Academic Catchup Time (ACT) and “double-dose” of English and Mathematics for those students who require it. 3.1f Establish and maintain the reputation of the Kindergarten and Pre-Primary levels as the finest foundation years programme in Windhoek.	3.1a WIS internal professional development for teachers on 10 “High Impact Teaching Strategies”. (Professional Development Funds) 3.1b Mastery assessment added to the practices and procedures of WIS assessment policy in Primary; assessment practices. (Time) 3.1c Professional development for teachers on effective instructional practices; timetabled meetings for collaborative planning (Time) 3.1d Incentivise impact on student learning and impact on peer learning via a new credits and appraisal system. (Salary/Credits) 3.1e Staffing: Re-allocation of a headcount to EAL and Mathematics Departments (Salary) 3.1f. Marketing campaign for Kindergarten to tell our story (Operations Budget)	3.1a Improved student learning outcomes, as evidenced by assessment data and student work. 3.1b Increased student motivation, as observed through classroom participation, student surveys, and moderated assessments. 3.1c A schoolwide positive behaviour intervention system, with Codes of Conduct and a consistent ‘WIS way’ of classroom management 3.1d A common definition of “High Quality Learning” across the PYP, MYP, and DP 3.1e A suitably staffed English as an Additional Language Department, Special Education Needs Department, and Academic Catchup Time for students to access additional support. 3.1f Strong enrolment for the Kindergarten and Pre-Primary
3.2. Self-directed “WIS Kids”: In the survey, parents and teachers flagged a desire to see improved student focus and commitment to producing quality, plagiarism-free work. This issue is directly tied to ensuring more productive, on-task time in class through effective classroom management and discipline that creates an	3.2a. Articulate and implement a Home Learning Approach and a learning management platform (Managebac/Toddle) which facilitates purposeful independent study. 3.2b. Implement and utilise MANAGEBAC (MYP & CP/DP) and TODDLE (PYP) so that learning objectives, scaffolds, and due	3.2a Parent/Tutor Workshops (Time & Operations Budget) 3.2b Responsibility post for FariaOne Software rollout.	3.2a A Home Learning Policy with consistent use of Learning Management System platforms 3.2b Toddle & ManageBac & SchoolsBuddy & OpenApply as

environment conducive for learning.	dates are clear to students and their family supports. (July 2025) 3.2c. Make the IB Learner Profile and WIS Principles into visible and tangible frameworks for what we are becoming and how we make decisions, respectively. 3.2d. Draft and implement an Artificial Intelligence and Tech Device Policy which, when paired with the school's wellness curriculum and "IB Approaches to Learning" Skills, sets students up with healthy and productive habits of the mind.	(Stipend) 3.2c. Media, marketing, merchandise (Operations Budget) 3.2d. Committee work, integration with curriculum (IB Coordinators)	new Learning Management Systems and Admissions Platform 3.2c. Visible and celebrated IB Learner Profile & WIS Principles 3.2d. Artificial Intelligence Policy Drafted & Implemented with Standard Operating Procedures
3.3. Commitment to Understudies and Lifelong Learning Many talented Namibian teachers face challenges in accessing professional development programs and resources which align to the standards and best practices of international education. WIS recognizes its responsibility to contribute to the local community by becoming a hub for learning and knowledge-sharing within Namibia's education sector. As a leading international school, WIS is uniquely positioned to leverage its resources, expertise, and partnerships to support the professional growth of Namibian educators and drive educational excellence across the country.	3.3a Host and market monthly guest/ expert talks for the whole community, along with regular teacher and parent workshops; building continued partnerships and programming with UNAM School of Education, LearnOnOne, and MoEAC. 3.3b Provide specific training and coaching pathways for qualified educational assistants by means of Professional Growth Portfolios (based on WIS Teaching and Learning Standards) 3.3c Introduce a Literacy and Numeracy Teacher Training programme for EAs, and ensure that all non-Namibian WIS staff have an Understudy and complete the documentation in line with Ministry of Labour recommendations.	3.3a Utilise the school's facilities to promote adult education and partnerships with like-minded institutions (Time) 3.3b. Teacher Academy Planning Committee (TAPC) and Programme (Time) 3.3c. WIS Understudy Programming (Professional Development)	3.3a-c Teacher Academy and Understudy Planning Committee is formed and active; the relevant web page on WIS website is updated and visited; events organisation and marketing efforts drive enthusiasm and have a positive bearing on recruitment, retention, and promotion of WIS educators.

OWNERSHIP

VISION FOR THIS PRINCIPLE:

WIS kids recognize their right to a voice and choice within the school, accompanied by the responsibility to live up to the articulated expectations for members of the WIS community.

The Ownership Principle:

Learning is a deeply personal, social, and emotional process. We are all different, and we all have the right to own our learning story. We believe that learners rise to expectations and that motivation must come from within. We expect all members of our community to be honest, to own up to our mistakes, and to make things right. We use strengths to address weaknesses. We meet each learner where they are and help them build the capacity for growth and self regulation. Our unit plans give voice and choice to the learner. We reflect on our own learning journey.

IMPACT

4.1. Active Student Voice, Choice, Involvement, and Leadership:

Every 'WIS kid' has many opportunities to actively participate in school life, including access to leadership roles.

- Student council, peer counselling and other groups encourage students to have a voice and choice within the curriculum, calendar of events, and other aspects of school life.

- A physical gathering space is created and utilised at WIS which promotes positive relationships and activities for teens.

4.2. Clear Codes of Conduct for Students, Staff, and Parents:

Centralised Codes of Conduct are established for key stakeholder groups with policies streamlined and aligned to the expectations in these Codes of Conduct.

- Consistent, clear procedures are developed for how the school creates a culture of ownership and positive citizenship.

- Consistent, clear procedures and checklists for how to respond to breaches to the Code of Conduct. Internal Standard Operating Procedures and Scripts are developed in order to provide consistency of approach.

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4.3 Olweus Bullying Prevention Program: An integrated curriculum and an investigation/response procedure is in place which addresses bullying behaviour appropriately and creates a culture where it is not likely to arise in the first place. - <i>Olweus Bullying Prevention Program is in place, with a committee and a co-chair headed by the School Counsellor</i> - <i>Students year-on-year increasingly report that they understand how to prevent bullying, and that bullying is not a problem at WIS</i>			
REALITY IN 2024	ACTIONS BY 2027	INPUTS	OUTPUTS
4.1. Active Student Voice, Choice, and Leadership: WIS adopts a student-centred approach to academics and extracurricular activities – a characteristic that is widely viewed by parents and staff as one of the school’s comparative advantages. A Student Council is active at all levels of the school, with room to further improve student voice and agency in the life of the school. Annual traditions are in place to an extent, but these could be further embedded into the calendar and ethos of the school. Initiatives to expand accessible social and recreational facilities at WIS, especially for secondary students, would be extremely welcome by both parents and students alike.	4.1a Build up the Student Representative Council and Peer Support program to facilitate student leadership and mentorship. 4.1b Organise monthly meetings for Grade 5 students to discuss and lead school projects, activities, ORYX articles, and WIS news. 4.1c Build a boma/braai area and pump track for secondary students to spend time socially in a safe context on WIS premises. 4.1d Establish an annual calendar of school events which reflects a sense of WIS tradition and school identity.	4.1a A full time School Counsellor; advisors for Primary, Middle School, and High School (Time) 4.1b Teacher guidance, support, and resources for Grade 5 students in their leadership roles; collaboration with SLT, teachers, parents, and community (Time) 4.1c Construction and renovation of the area to the south and west of the multipurpose gym. (Capital Fees / Fundraising) 4.1d Annual WIS calendar committee (Time)	4.1a An active student leadership calendar of regular, scheduled Student Council-led activities 4.1b Positive feedback/reviews on PYP Exhibition, Assemblies, WIS News, and the Oryx. 4.1c Accessible boma and additional recreational facilities targeted for secondary students. 4.1d WIS traditions embedded into the school calendar and increasingly led by the WIS Parent Network.
4.2. Clear Codes of Conduct for Students, Staff, and Parents: While a number of policies exist that outline expectations for students and staff, streamlining these to align with clear Codes of Conduct for school stakeholders would allow for more effective communication and implementation of this guidance to the community. There are discrepancies between the multiple policies pertaining to behaviour infractions and an identified need to standardise procedures to better deal with student issues in a timely and consistent manner. Protocols for active supervision on the playground and recreational spaces would also help to standardise teacher responses. There is a lack of clarity about what constitutes appropriate dress and how to enforce dress code while avoiding objectification and gender discrimination.	4.2a Draft and adopt a newly updated Code of Conduct for Students, Staff, and Parents 4.2b Align and, where possible, streamline all relevant policies, including Child Protection Policy and behaviour policies to the Codes of Conduct. 4.2c Establish clear guidelines and procedures for documenting incidents and responding to code infractions appropriately and proactively.	4.2a Task Force with appropriate stakeholders drafts, trains, and embeds these expectations (Time) 4.2b Times Educational Supplement EduCare Online Training Modules & Time to consultatively develop new Code of Conducts (Time & Budget) 4.2c Establish procedures for documenting different levels of incident severities (Time & Professional Development)	4.2a Code of Conducts (Student, Staff, Parent, Staff who are parents, Volunteers, External Service Providers) 4.2b Revised/aligned policies and simplified Standard Operating Procedures in place. Child supervision agreements policy, School Nurse job description. 4.2c Systems for documenting and responding to concerns and incidents are aligned to policies and privacy protocols.

4.3 Bullying Prevention Program: Parents and students report that there is a generally positive social dynamic on campus, but also that there are too many instances of documented and undocumented bullying and unkindness of various types happening and not suitably addressed, across the school.	4.3a Strengthen the Peer Counseling and Student Council programme to build a culture of “upstanders over bystanders.”	4.4a. School nurse and student council advisors (Time)	4.4a. Olweus Bullying Prevention Programme Common Definitions.
	4.3b Become a member of the Olweus Bullying Prevention Program, and roll out the program school-wide.	4.4b.School Counsellor and student peer counsellors (Membership dues and resource fees)	4.4b Implementation of the Olweus Bullying Prevention Program Monitoring/ Indicators
	4.3c Create a task force in line with Olweus recommendations.	4.4c. Time - School Counsellor	4.4c Task Force is Active.

A CULTURE CHARACTERISED BY EXCELLENCE, OWNERSHIP, and EMPATHY: Action Plan for 2024-27			
	2024-25 School Year Priority Activities	2025-26 School Year Priority Activities	2026-27 School Year Priority Activities
A CULTURE OF INTERNATIONAL MINDEDNESS AND EXCELLENCE EXCELLENCE OWNERSHIP PEOPLE	- Initiate implementation of the Olweus bullying prevention program - Advance the school's multilingualism and grow capacity to support English Language Learners - Grow the role of the WIS Parent Network - Institutionalise the recently formed IB Global Alliance exchange programme - Develop WIS Codes of Conduct for Board, Parents, Staff, and Students. - Expand after school activities and sports offerings; begin a new soccer league. - Further develop the Understudy Programme into the WIS Teacher Academy and CSR/alumni partnerships - Explore a pivot from an observation-based to evidence-based approach to teacher appraisal, along with new credits/performance bonuses - Develop a Student Code of Conduct, as well as Codes for Staff and Parents - Conduct a full review of salaries, compensation and recruiting methods to ensure WIS is competitive in the local and global context to hire and retain the very best teachers and staff.	- Formally incorporateInstitutionalise the Olweus school- wide bullying prevention program - Build awareness and fully implement the Codes of Conduct so that community members understand WIS expectations and policies - Establish traditions, physical spaces, and a calendar of activities for the WIS Parent Network and the DEIJ Committee/Team - Systematise onboarding processes using? OpenApply software and a streamlined admissions process - Begin evidence and impact-based approach to SLT and admin appraisal system - Launch a new credits and bonus system which is based on staff impact on WIS learning/culture - Refine the new Student Code of Conduct, as well as Codes for Staff and Parents - Launch SchoolsBuddy as a user-friendly tool for planning trips and sports/enrichment activities	- Extend the Olweus bullying prevention program - Transition from observational professional appraisal method to CGC evidence-based model - Elevate the role for student projects on campus through CAS Project and MYP Personal Project. - Reinforce the role of WIS Parent Network in the annual calendar of school events - Develop the WIS Teacher Academy and CSR/Alumni partnerships for measurable impact - Consolidate a data-based decision making culture with protocols used where that teachers report high levels of collegiality and trust, and are able to clearly see student achievements as the impact of their teaching and effective feedback.

5.6 ONE SHARED CAMPUS & COMMUNITY

CREATIVITY

SUSTAINABILITY

Campus: By 2027, WIS will have a financially sustainable and a relatively ecologically sustainable campus which supports our school’s culture, promoting student leadership and action as a model for responsible stewardship of the planet.

Community: An attention to staff wellness alongside collaborative best practices and accountability ensures that all staff and faculty have a voice, see the impact of their work, and benefit from clear communication with parents as partners in the mission of our school.



VISION FOR THIS PRINCIPLE

WIS fosters ‘making’ and ‘creating,’ enabling students and the school to effectively tell their stories and create entrepreneurial and artistic solutions to problems they encounter..

The Creativity Principle: *We know that the world’s problems will not be solved at the same level they were created, so we must make space for imagination, divergent thinking, and exploration. We explore the limits and assumptions of academic disciplines and theories. We explore new physical terrains. We are curious. We want to see what is around the next bend in the river or over the next mountain. We are playful. We express ourselves. We use the design cycle to solve problems, to simplify life, and to bring new and beautiful things into our world.*

IMPACT

- 5.1. Innovative Makerspace:** Every ‘WIS kid’ is encouraged to be a creator.
- *Design thinking is integrated across the curriculum and a purpose-built MakerSpace – a design studio where students can create and innovate– is established.*
 - *The new Design Makerspace Studio is appropriately staffed and suitable for both curricular and community life needs.*
- 5.2. Showcasing the Arts:** Every ‘WIS kid’ is involved in the arts, with multiple platforms to showcase their work through productions and shows.
- *An annual calendar of artistic expression is developed and staffed which allows the community to plan how to make the most of their involvement in events such as theatre productions, international day, talent shows, and other large-scale and small-scale events and audiences.*
 - *After school options for creativity are expanded to meet student demand for creative outlets, involving both external partnerships and internal offerings for the school*
 - *A system of support for technical, sound, choreography, and staging.*
- 5.3. Effective Communication:** Parents and the wider community can access clear communication from the school via relevant, appropriate channels. WIS is widely recognized for what it can offer families in Windhoek as the only international and only IB school in Namibia.
- *An external marketing plan is in place to guide the way we tell our WIS story and to ensure that demand for admission into WIS optimises the school’s enrolment for each grade level.*
 - *An internal communication plan is in place which helps community members easily and timeously find information they require.*
 - *An orientation and induction process which brings new families quickly into the WIS community and life in Windhoek.*

REALITY IN 2024	ACTIONS BY 2027	INPUTS	OUTPUTS
5.1 Innovative Makerspace: The maintenance building is located in the heart of the secondary learning areas, and our Design classes are taking place in a classroom instead of a workshop.	5.1a Build a Design studio/Makerspace: - 3D Printers & Laser Cutters - Design Classroom & Gathering Space - Resistant materials / welding / woodworking / shop area	5.1a Capital expenditure checklist is followed (Time and Capital Budget)	5.1a Makerspace completed, staffed, and programmed.
5.2. Showcasing the Arts: WIS has an arts programme which is appreciated as a curricular source of visual arts and theatre and there are much-loved events such as WIS Got Talent and last year’s production supported by the WIS	5.2a Create a WIS Parent Network partnership with WIS Arts Teachers to develop and deliver an annual calendar of artistic events which establish partnerships with local dance studios, galleries, and draw upon parent support in order to produce an	5.2a Understand and create a demand for Arts among the student body. (Time)	5.2a Annual calendar of high quality performances

Parent Network. It is felt that there could be some larger-scale productions and incorporations into events like International Day.	annual calendar of co-curricular events and productions with excellent artistic expression/musicality. 5.2b Increased artistic offerings such as dance, strings, band, choir, theatre - included as part of After School Activities & drawing from external providers. 5.2c Dedicated space on campus for students' creative expression and musicianship.	5.2b Schedule and staff more artistic after school activities; establish an annual calendar of artistic events. (Time) 5.2c Secure and train technical, sound, and staging support. (Time/Stipends)	5.2b Student engagement in Arts. 5.2c Every student engaged in artistic expression as part of their high school diploma requirement (DP Creativity, Action, Service).
5.3 Effective Communication: WIS uses multiple channels of communication with parents and the wider community, and, at times, messaging gets lost or confused across the platforms. There is a need to better ensure clear communication and to match the communication need with the more appropriate channels. WIS has taken strides to tell its story more widely via radio spots and social media; however, there is room to further invest in effective storytelling that showcases WIS for prospective families.	5.3a Establish an annual targeted marketing campaign with search engine optimisation, branding, print, digital, and radio 5.3b Establish an internal method of communication channels which involves appropriate use of preferred channels such as email, WhatsApp, phone calls, ManageBac, and Toddle. 5.3c Establish an orientation and induction programme for welcoming new families and new staff into WIS and Windhoek.	5.3a Marketing funds and committee (Operations Budget) 5.3b Subscription funds and partnership with WIS Parent Network (Time & Operations) 5.3c Administration in partnership with the WIS Parent Network (Time)	5.3a Search engine optimisation and media marketing report. 5.3b Annual parent survey indicates increasing satisfaction with communication channels. 5.3c Annual parent survey indicates increasing satisfaction with orientation into WIS.



VISION FOR THIS PRINCIPLE

WIS has a financially-feasible plan to create an inspiring, greener campus and to contribute to a more sustainable future.

The Sustainability Principle: *Our world has a scarcity of resources, and as a community we are committed to meet today's needs without compromising biodiversity and the wellbeing of future generations. This principle compels us to be wise stewards of the environment and responsible users of the school's limited financial resources. Our fiscal decisions prefer the simple but sustainable to the extravagant and short-sighted. Our learning objectives are contextualised to sustainability concerns, and our unit plans are relevant to the social, environment, and economic challenges which our students will face both now and as future leaders. We don't consume or change without first considering whether we can reuse or refurbish what we already have. The WIS campus and facilities increasingly become a model for a sustainable, environmentally friendly school community.*

IMPACT
6.1. A Financial Plan for a Sustainable Future: A costed, financial plan is in place, putting WIS on the road to a solid, sustainable future.

The school continues its prudent zero-based approach to annual budgeting, with capital projects identified for each year. The school has a system of financial controls in place and annual audits show very few to no auditor recommendations to management.

6.2. A Green and Clean Campus: The campus is clean, tidy, and makes use of eco-friendly solutions decreasing the carbon footprint and increasing the use of renewable energy.
- A Maintenance, Cleaning, and Groundskeeping Facility is built, which is fit for purpose. WIS maximises the solar output to energy use ratio on WIS campus, in line with City of Windhoek energy use policies. Existing washroom and classroom facilities are well taken care of and, where needed, improved, in line with a culture of reduce and reuse. A financially self sustaining campus greenhouse and garden are established. Walkways and public spaces are improved for accessibility with tripping hazards removed. A system for composting is established, recycling is expanded and encouraged, conservation and reuse of

water is explored.

6.3. A Robust Outdoor Education Programme: Every 'WIS kid' benefits from an outdoor education programme which prepares students for leadership and adaptability.
- The outdoor education curriculum is scoped and sequenced across all levels, preparing students, for one, to address the ecological challenges of our time. Students are encouraged and supported to use project work to form partnerships with local institutions.

REALITY IN 2024	ACTIONS BY 2027	INPUTS	OUTPUTS
6.1. A Financial Plan for a Sustainable Future: After six years of deficit spending from 2015 through 2021, the school now has three consecutive years of break-even or slightly revenue-positive financial performance. Keeping tuition costs close to inflation is challenging in a context of increased priorities and demands. The school ended 2023-24 with approximately 460 students of which 33% were standard fee-paying.	6.1a Conduct an operational audit for comparative purposes - analysing salary, benefits, tuition, and other fees from local and international school perspectives. 6.1b Model any possible changes against likely impact on recruiting and retaining both staff (employees) and students (customers). 6.1c Continue the work of the Finance Team, Administration, and Finance Committee.	6.1a-b USD 10,000 for operational audit by International Schools Services or else a similar audit conducted in-house. 6.1c Continued governance and fiduciary oversight as per the Finance Policy; an updated fixed asset registry.	6.1a-b Annual Budget & Audited Financials presented at the Annual General Meetings 6.1c A strategic plan with a cost estimate and multi-year financials
6.2. A Green and Clean Campus: WIS is a campus with many trees and which consumes around 9000 units of electricity from the City of Windhoek per month. A WIS Parent Network Committee is devoted to promoting ecologically friendly initiatives. There are several areas of the campus that would benefit from renovation and repair; for example, the bathrooms need an uplift. Walkways are in need of repair and some (in the '60s) need covering. There are dry gardens throughout the campus, and a wide variety of indigenous trees and several fruit-bearing trees.	6.2a. Double our solar power production from 50 kWp to 100 kWp (2024 Capex). Conduct a study to determine a use case for a further increase vs. other means of increasing sustainability (Time) 6.2b. Plant more trees on campus and implement additional non-AC options. 6.2c. Paint roofs white and improve insulation. 6.2d. Find suitable storage solutions and increase the reuse of items for regular events such as international day or drama. 6.2e. Expand recycling, increase rainwater capture, create safer walkways. 6.2f. Create a greenhouse and garden which is student-led. 6.2g. Construct a new purpose-built maintenance building 6.2h. Increase access to drinking water on campus.	6.2a. Additional 50 kWp solar power project bringing to 100kWp (Capital Expenditure) 6.2b. Non-AC cooler classrooms investments (Capital Expenditure) 6.2c. Insulation & roof paints (Capital Expenditure) 6.2d. Bathrooms uplift (Capital Expenditure) 6.2e. Walkways improved (Capital Expenditure) 6.2f Installation of a new greenhouse and garden (Capital Expenditure and Time) 6.2g Design and build a new maintenance building 6.2h Installation of water fountains	6.2a. 100 kWp solar power output capacity. 6.2b. Number of new trees to be planted on campus. 6.2c. Number of heat-repelling installations. for improved insulation and solar shields. 6.2d. Renovated bathrooms 6.2e. Improved covered walkways and handicapped accessibility 6.2f Student-led projects and initiatives and a place to put this towards. 6.2g New Maintenance Building 6.2h Cool drinking water points located conveniently across campus
6.3. A Robust Outdoor Education Programme: Parents report that they are happy that outdoor education is a part of every school year in the life of a WIS student, and there	6.3a Integrate WIS's Outdoor Education programming with the Creativity Action Service (CAS) and other IB co-curricular components.	6.3a Collaboration between Outdoor Education Coordinator/Committee and the	6.3a Comprehensive Handbook for Outdoor Education

is now an Outdoor Education Coordinator and a Committee devoted to assuring safety, procedural integrity, and transformational learning outcomes for all Outdoor Education trips.	6.3b Integrate WIS Outdoor Education into the articulated and assessed curriculum and therefore also the mandatory annual school fees. 6.3c Continue to develop the scope and sequence of Outdoor Education and student leadership at WIS, as well as the quality of offerings for external customers.	IB Coordinators/Principals (Time) 6.3b Producing a costed annual handbook and linking this to annual school fee schedules. (Marketing Budget) 6.3c. Marketing our Outdoor Education offerings to provide added value for WIS programming especially during school holidays (Time, Business Development Resources)	6.3b Safe and transformative school trips that are age appropriate and linked to the WIS curriculum. 6.3c. Number and description of trips.
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A CAMPUS AND COMMUNITY WHICH FACILITATES CREATIVITY AND SUSTAINABILITY: Action Plan for 2024-27			
	2024-25 School Year Priority Activities	2025-26 School Year Priority Activities	2026-27 School Year Priority Activities
CAMPUS & COMMUNITY Facilities, staffing, structures and systems will support and exemplify bring creativity & sustainability? Impact Areas 5 & 6  CREATIVITY  SUSTAINABILITY	- Construct a new, purpose-built maintenance building for our cleaners, maintenance, grounds, and security - Complete design specifications for a new Design Studio/ Makerspace. - Renovate a new office for the Middle School Principal & a DP Student Lounge - Build a volleyball court, pump track, and a braai/boma area to enhance student life. - Launch a marketing initiative for WIS brand identity and targeted to areas where the school is under-enrolled - Quality food and tuck shop on campus - Increased access to filtered water coolers - Consider sustainable design features in all new construction/renovation projects. Cooler Classrooms initiative continues with some white-painted roofs and new trees planted for purposes of shade. - Acquire an indicative quote for renovations to the school's restrooms.	- Renovate the current Maintenance Building into a newly built Design Studio and Makerspace - Strengthen links between campus green development and curriculum (eg. integration of greenhouse project into relevant units of study) - Construct or repurpose space for an expanded Learning Enrichment Department, moving towards a “school within a school” and external specialist offices to support diverse students - Install a two-way safety intercom system - Expand offerings of Arts in after school and co-curricular, with exploration committee for increasing the implementation of music and drama throughout the curriculum. - Renovate first round of restroom facilities - Walkways and common areas for accessibility and visibility at night. - Continue the rollout of green initiatives such as student-led composting.	- Construct a covered gym with regulation height basketball/netball specifications - also to be used as a safe haven. - Renovate second round of restroom facilities - Explore joint-venture initiatives to bring other sports facilities onto campus - Consider expanding upon the school's green initiatives (solar, waste reduction,rainwater recapture, use of gray water, reduced consumption, recycling etc.) - Extend the use of WIS facilities for both service delivery and revenue generation. - Explore the feasibility of integrating dance and music into the WIS Arts curriculum, alongside Theatre and Visual Arts