So What Now?

1. Continue the deliver the quality educational experience that our school is known for in line with the **four CIS Drivers** for International Education.

1. Engage with the 7 Areas of Strategic Focus in the **2024-2028 Strategic Plan** to make our school an outstanding place to work and study for all.

The 7 Areas of Strategic Focus

These seven areas of focus are key to the success of the school in the coming years. Each strategic area will have specific school-wide goals in the annual action plans. These areas will form the core of the Head of School Goals every year and should also play a prominent role in each senior leader's goals.

- Ensuring **continuity in leadership**
- Evaluating and ensuring the **quality of events, programmes and teachers**
- Leveraging technology to **personalise learning and reporting**
- Integrated use of **technology in pedagogy**
- Coordinated approach to **environmental sustainability** initiatives
- Establishment of **external partnerships** in sports, arts, technology and service
- Development of **new facilities and upgrade of current facilities**

1. Ensuring continuity in leadership

The Challenge

As people's lives become more unpredictable and complicated, schools can no longer rely on having long-term, stable leadership in place. The average duration of a senior leader's time at an international school is around 3 years. While it can always be beneficial to bring in new leaders in a school, it is also important to ensure that a pipeline of potential replacements for leadership team members is developed in both the academic and admin divisions.

The 2024-2028 Objective

Stonehill will provide a structured leadership training programme for both faculty and admin staff who are interested in potential opportunities in the future. Annual goals for employees will also include expectations that everybody is involved in opportunities to upskill themselves. Reporting managers will focus explicitly on leadership skills in appraisal meetings in order to provide useful feedback on employees wishing to grow professionally. Divisions will continue to develop attractive low-level leadership roles for faculty and admin staff members to apply for on an annual basis.
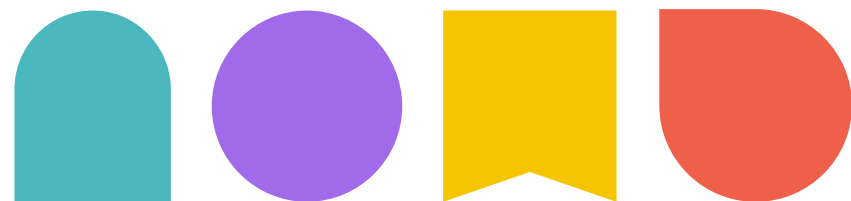
Continuity from 2020-2024

Human Resources 6: Create and maintain an internal communication strategy designed to nurture highly motivated staff that work as one community to demonstrate mutual support and respect.

Accreditation Recommendations

CIS/NEASC F1 - The ELT to maintain its focus on the development of career pathways for teaching assistants at the school and ensure they receive appropriate training.

GC Retreat: Strong support for the idea of sustainable leadership

What it looks like in 2028

Both the faculty and admin divisions have an increased pool of potential leaders for future openings. Employees have more opportunities to grow professionally. The school benefits from a culture of reflective leadership practices in which skills and attributes are regularly discussed, and in which leadership performance is evaluated effectively.

2. Evaluating and ensuring the quality of events, programmes and teachers

The Challenge

With such a busy calendar, complex academic programmes and a large number of faculty and admin staff on campus, it is difficult to take the time to evaluate our work in a meaningful way in order to ensure improvements in all aspects of school life. Evaluation mechanisms are often time-consuming and highly subjective. In order to retain premium status against competition in Bangalore, Stonehill needs to constantly improve and guarantee the quality of all events, programmes, faculty and admin staff.

The 2024-2028 Objective

All events organised by the school will be documented and evaluated through a consistent mechanism. Previous years' feedback will be taken into consideration when planning events and time will be set aside after events to ensure a meaningful debrief takes place. The school will also develop effective ways to gather feedback from parents, students and alumni about the quality of educational programmes, while also utilising the survey tools and questions developed by CIS to elicit longitudinal, comparative data. All divisions of the school will assess the impact of current appraisal and evaluation systems and will make improvements where necessary.
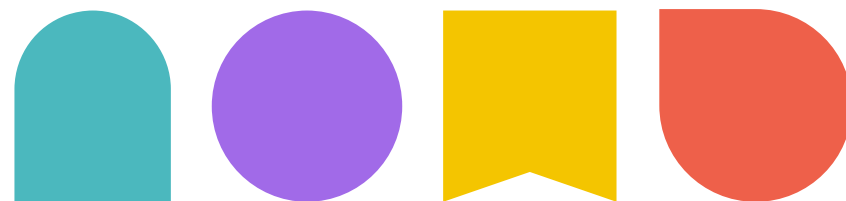
Continuity from 2020-2024

Human Resources 5: Effectively utilise the appraisal and evaluation processes to recognise high-performing staff and support all teachers in professional growth.

Accreditation Recommendations

CIS/NEASC B3 (Major) - The HOS continue to work towards the future strategic plan that has measurable outcomes, links to finances, and is easily understood.

CIS/NEASC D6 DP - The Secondary Principal and the DP coordinator consider developing ways to assess the effectiveness of its media, resources, and technologies in supporting learning.

CIS/NEASC F4 (Major) - The HOS to review the performance evaluation system to ensure that it is robust, consistent across divisions, well-articulated, and aligned with the school's guiding statements.

CIS/NEASC F3 (Major) - The ELT to evaluate the impact of professional development on student learning and well-being so that future decisions can be guided by the data collected.

(From the IB) DP: The school has yet to establish a consistent approach to data analysis that is used to inform decisions regarding school priorities and strategic planning.

What it looks like by 2028

The school uses an evidence-based approach to evaluate quality in all aspects of school life. Evaluation mechanisms for events, programmes and employees are meaningful and based on data wherever possible. The school is as creative as possible in eliciting feedback to ensure that parents and students are not over-burdened with responding to surveys. The leadership team has found effective, meaningful ways to understand and respond to the student, parent and teacher daily experience at the school.
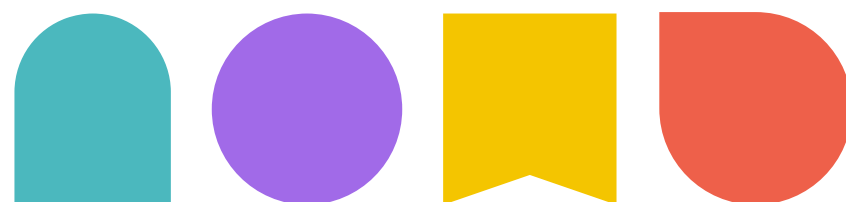
3. Leveraging technology to personalise learning and reporting

The Challenge

As the school is serving an increasingly diverse range of student interests and needs, it is imperative to create flexible systems and structures to allow all students opportunities to thrive. It is unrealistic to continue hiring more staff to divide students into more classes and levels; instead, the school needs to make better use of technology to allocate resources efficiently, identify student needs and communicate to parents about their child's progress.

The 2024-2028 Objective

Differentiation will remain a top priority for teacher professional growth and divisional principals will ensure that best practice is shared. Particular attention will be paid to students who are working beyond grade level expectations. Divisions will also invest time in developing expertise in Toddle and ManageBac to ensure that both platforms are being used by teachers as effectively as possible. Reporting mechanisms will be evaluated to assess the degree of personalisation in our communication with parents and improvements will be made where necessary. The school will investigate the possibility of developing a Global Citizenship Diploma with measurable outcomes for students in this area aligned with the school's Global Citizenship Policy.

Continuity from 2020-2024

Teaching and Learning 3: Provide support and opportunities for teachers to identify, respond, and develop learning experiences to meet individual learning needs and styles.

Accreditation Recommendations

CIS/NEASC A2 - The ELT considers its provision for advanced learners to enhance the level of challenge for appropriate students.

CIS/NEASC D8 PYP - The primary principal and HOS continue to review, evaluate, and improve the reporting process on a systematic and regular basis using feedback from all stakeholders.

CIS/NEASC D8 MYP - The secondary principal continues to review and evaluate the consistency of assessing and reporting across the MYP to improve learning and teaching.

CIS/NEASC D3 DP (Major) - The ELT continues to explore ways to measure and assess students' development as global citizens.

CIS/NEASC D5 DP - The secondary principal to drive a more consistent approach to differentiation across the school to better meet the needs of all students.

What it looks like in 2028

Students and parents agree that the school is able to provide appropriate levels of challenge in all areas. Teachers are highly skilled in differentiation for all students. Technology platforms are used to enhance teachers' ability to differentiate and to personalise learning for students. Communication with parents about their child's progress is specific and relevant in all cases.

4. Integrated use of Technology in Pedagogy

The Challenge

In any school with a 1 to 1 laptop and ipad program for students, it is impractical to speak of educational practices without reference to the available technology. With the emergence of generative AI, the authenticity of student work and the ability of teachers to assess students understanding will go through a major transformation in the coming years. Schools need to find ways to unleash the potential of the available technology to equip students with the skills they will need for the future.

The 2024-2028 Objective

All teachers at Stonehill need to become highly competent with the technology tools that they have available. The school will ensure that a core group of technology coaches are available to support teachers and that best practice and new ideas are shared throughout the faculty. Enhanced use of technology will be integrated into teacher evaluation mechanisms in a more meaningful way and interviewers will focus on technological competence when recruiting. The school will become an Apple Distinguished School within two years and develop and implement all aspects of the Technology Development Framework.

Continuity from 2020-2024

Human Resources 3: Implement a Learning Hub of coaches and culture of pedagogical and technology-based coaching to support in-house professional development for all Stonehill faculty and staff.

Infrastructure, School Growth and Development 6: Ensure that Stonehill teachers have and are able to utilise appropriate technology platforms in order to provide effective instruction to students at all times.

Accreditation Recommendations

CIS/NEASC A5 - The ELT continue to review student learning with technology to fully meet its vision of providing students with opportunities for technological innovation.

CIS/NEASC E2 (Major) - The whole school technology coordinator facilitates the development of a comprehensive digital citizenship policy.

CIS/NEASC G3 - The HOS takes forward the creation of a technology vision plan to equip the school for new learning opportunities

What it looks like in 2028

Time is built into the meeting schedule to allow technology coaches to upskill teachers. Technology resources are widely shared, promoted and evaluated for their impact on a regular basis. All teachers are competent with all available platforms and hardware used at the school. A scope and sequence document outlines the tech-related skills that students are expected to develop every year, and there are enhanced opportunities for students to engage in technological innovation both in the classroom and in the ASA program with external vendors.
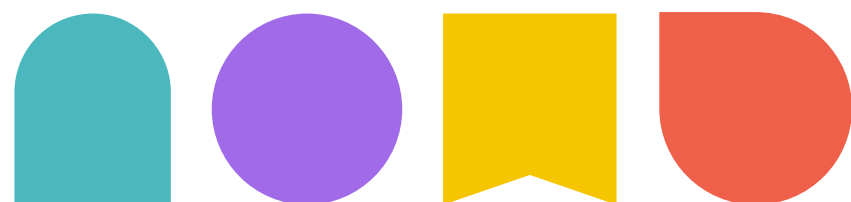
5. Coordinated Approach to Environmental Sustainability Initiatives

The Challenge

The world in 2024 is clearly facing global environmental challenges caused by human activity. Schools are ethically responsible for both operating in an environmentally-sustainable manner and inspiring the next generations to seriously consider the impact of environmental issues and to find solutions to global problems.

The 2024-2028 Objective

Stonehill needs to ensure that environmental sustainability remains high on the agenda for all stakeholders in the community. To avoid relying on the passion or enthusiasm of individuals, an organizational committee needs to coordinate all of the school community's efforts, which in turn will make the efforts themselves sustainable. As part of the learning experience for students, the school will also engage in an audit of all operations from an environmental perspective. The school should also seriously consider the environmental impact of decisions during construction of new facilities.
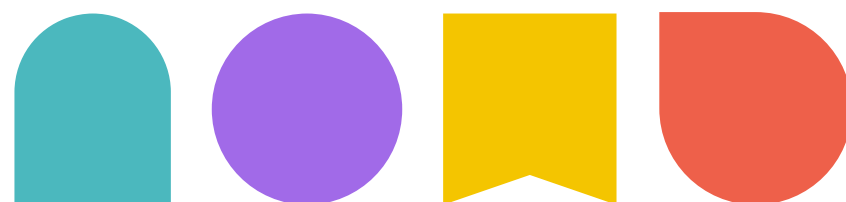
Continuity from 2020-2024

Infrastructure, School Growth and Development 2: Ensure that Stonehill strives to maintain harmony with natural systems when developing and maintaining new and existing buildings to reduce energy consumption and greenhouse gas emissions.

Accreditation Recommendations

From the IB - The school may consider providing PYP students with opportunities to understand the local community and its needs, and to identify opportunities to take purposeful action. The school should continue to document and celebrate examples of student-initiated action.

CIS/NEASC G5 - The school governing council and faculty work together to help the school achieve its aspiration to become a global school in the SDSN.

What it looks like in 2028

A Sustainability Committee has been well established at the school with representatives from both Academic divisions and the Administration. The committee has clear objectives every year and is supported by a relevant budget. Committee representatives update the school community through regular communication. A thorough audit has taken place of all school operations to assess and minimize the environmental impact of the school. The school curriculum has been reviewed and updated to ensure all students develop awareness of environmental issues. Sustainability also plays a more prominent role in considerations of new construction on
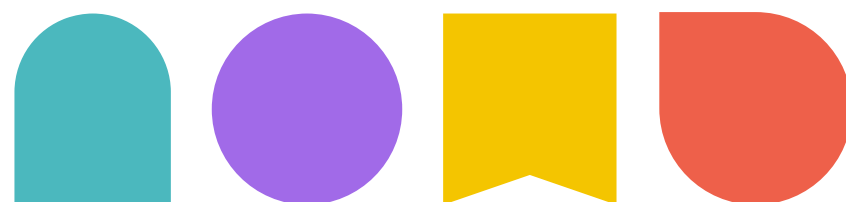
6. Establishment of External Partnerships in Sports, Arts, Technology and Service

The Challenge

Schools cannot survive as independent entities and cannot provide students with all the resources and opportunities they want or need. Instead, schools need to be a central part of web of relationships that create unique opportunities for students at the school to engage in a wide variety of activities with experts and external organizations. Schools need to be flexible enough in their operations and expectations to allow students to benefit from such opportunities.

The 2024-2028 Objective

Stonehill will continue to explore partnerships with external providers as part of the IB Career-related Programme, particularly in the areas of Arts and Design, both locally and internationally. The school will also tap into the connections and expertise of the parent community more intentionally in order to create opportunities for guest speakers and field trips for students. The sports programme will continue to grow, ideally with participation in an international conference. More external vendors will be used for After-School Activities to ensure students have access to expertise in given areas.

Continuity from 2020-2024

Identity 1: Research and invest in resources and partnerships to create more opportunities in arts, technology, and sports for both students and teachers.

Identity 6: Focus on developing a Community Outreach Program that provides greater support to local and national projects that would include partnerships, involving participation from our students and teachers.

What it looks like in 2028

Enrollment in the IB Careers-related Programme is growing every year and students have signed up with a variety of External Providers for the IB CP study. There is a visible improvement in the quality of the After-School Activities Programme with an increase in the number of external vendors on campus or opportunities for students to work with external organisations. Both the BAASC league and ISACI competitions have grown and include more schools and/or more sports for students to engage in. The new auditorium on campus is used by external groups for performances and activities, and the sports facilities at both Stonehill and CSE are used more collaboratively. The school is an Apple Distinguished School and all teachers are Apple certified. The school enjoys a long-term sustainable partnership with a number of service-focussed organisations that provide opportunities for students to engage with real-world challenges.

7. Development of New Facilities and Upgrade of Existing Facilities

The Challenge

As enrolment continues to grow, the school needs to ensure that available facilities are appropriate for the number of students, particularly in areas directly referenced in the Mission Statement. Once the High School Block and Auditorium have been completed, resources will need to be allocated to upgrading existing facilities, as many of the school buildings will be almost 20 years old.

The 2024-2028 Objective

The new High School Academic Block is expected to be completed in late 2024 and the Auditorium should be available for use from the middle of 2025. Available funds for facilities developments in 2025-2027 should focus on (a) new sports facilities, and (b) necessary upgrades to existing buildings and teaching spaces.

Continuity from 2020-2024

Identity 7: Highlight and showcase the state of the art facilities by hosting local and national events.

What it looks like in 2028

The new High School Academic Block includes flexible learning and examination spaces and opportunities for teachers and students to work outside the classroom. The new auditorium is used regularly for music and drama performances by Stonehill students and external groups. New sports facilities have been added in line with the growth of the sports programme. The Boarding houses have an improved collaborative space available. The Primary and Secondary Halls have been repurposed and upgraded. Furniture in all areas has been upgraded and play areas have been developed to ensure safety for all children.