

Strategic Plan Progress



INTERNATIONAL SCHOOL OF
FLORENCE

A Community Overview

Our Purpose

Over the past five years, our school community has worked together to bring our Strategic Plan to life.



MISSION

A laboratory for learning where we collaborate to add meaning to a shared future.



VISION

We aspire to build communities of creative makers and doers.

This overview shares how the Strategic Plan has moved from intention into action. It reflects the collective efforts of students, staff, families, leadership, and the Board. As **the school continues to evolve**, we will review our Mission, Vision, and Strategic Plan, with the review process commencing mid-year (mid-2026).

OUR VALUES

RESPECT | RESILIENCE | RELATIONSHIPS | RESPONSIBILITY

Meaningful Learning & Student Agency

Cultivating growth through a meaningful
and inspiring learning experience

What we focused on



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What progress looks like

Inquiry-based learning is now more consistent and visible across the school

- ▶ Junior and Upper School teachers intentionally plan inquiry-based learning and document units consistently (Toddle/ManageBac), improving coherence and continuity across year levels.
- ▶ A clear High Quality Teaching and Learning definition has been embedded into the Professional Growth Program, creating shared expectations for effective inquiry practice.
- ▶ Professional learning has strengthened inquiry implementation through a blend of external expertise and internal capacity-building:
 - Whole Junior School learning with an educational consultant supporting the workshop model and inquiry teaching.
 - Early Years professional learning through ongoing engagement with Centro Internazionale Malaguzzi.
 - Upper School professional learning focused on inquiry and MYP implementation, including MYP training and subject workshops.
- ▶ Curriculum coherence has improved through common planning frameworks, collaborative reflection, peer observation, and evidence-informed practice (using data, observation, and feedback to refine learning experiences).

Students have more voice, choice, and agency in their learning

- ▶ Student voice is embedded through leadership opportunities and authentic platforms such as the PYP Exhibition, student councils across divisions, TED-style talks, MUN, student broadcasting, and other leadership forums.
- ▶ Reflection and goal-setting have become more explicit and structured:
 - Students reflect at the end of Units of Inquiry.
 - Wellbeing lessons integrate goal-setting linked to learning habits and self-management.
- ▶ Assessment practices increasingly support ownership:
 - MYP rubrics are used to clarify expectations, make objectives transparent, and help students track progress.
 - Formative assessment includes self-assessment, peer feedback, and metacognitive reflection.
- ▶ Students increasingly contribute to school improvement through committees, representative groups, and consultation processes.

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Wellbeing and safeguarding systems are stronger and more consistent

- ▶ A structured wellbeing approach is in place through:
 - Positive Education Curriculum (PEEC), Check-in Check-out, and Zones of Regulation.
 - Junior School and Upper School wellbeing scope and sequence aligned across divisions.
- ▶ Pastoral care structures have been strengthened:
 - A full-time Counsellor and Dean of Students role(s) were introduced to deepen support for students.
 - A strengthened Homeroom programme in Grades 6–12 provides consistent pastoral care.
- ▶ Safeguarding systems are more robust:
 - CPOMS is implemented for reporting and documentation.
 - ECIS Child Protection training is mandatory for all staff, with refreshers.
- ▶ Support pathways are clearer:
 - Referral processes for academic, behavioural, and social-emotional needs are more consistent.
 - Collaboration between counsellors, pastoral leaders, and teachers supports holistic care.
 - Increased communication with families strengthens partnership around wellbeing.



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Inclusion, language, and identity are more intentionally supported

- ▶ A Language Council guides language initiatives and coherence.
- ▶ Language interest surveys inform planning for students entering Grade 8, supporting informed choices and pathways.
- ▶ Home languages are increasingly recognised and visible in classrooms, events, and community culture.
- ▶ Inclusion practices have advanced through policy and systems:
 - An Inclusion Policy has been finalised with a focus on developing MTSS across the whole school.
 - English language support has been strengthened through clearer English Phases.
- ▶ Diversity and belonging are more present in both community life and curriculum:
 - Whole-school cultural celebrations (including International Day) and Parent Association-led initiatives build community connection.
 - Wellbeing lessons address themes such as anti-racism, International Women's Day, and Black History Month (age-appropriate and curriculum-linked).
 - Procedures for addressing discrimination or bias are clearer and aligned with wellbeing and safeguarding.



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Florence is an intentional extension of the classroom

- ▶ Curriculum-linked field studies, site-based learning, and guest speakers have expanded across subjects.
- ▶ Partnerships with universities, galleries, institutes, and cultural organisations enrich learning and pathways exploration.
- ▶ Service learning and community partnerships are developing stronger continuity beyond one-off events.
- ▶ Experiential learning pathways (including the emerging Florentine Studies programme) are strengthening place-based and interdisciplinary learning.

Solidarity and global citizenship are increasingly embedded

- ▶ Global citizenship and service learning are more intentionally linked to curriculum units, reflection, and student action.
- ▶ Students engage with internationally recognised days (Earth Day, Human Rights Day, etc.) through curriculum and wellbeing learning.
- ▶ Sustainability awareness initiatives are emerging through student leadership and school practices, strengthening the link between learning, ethics, and action.



Why
this
matters



Students experience learning that is more engaging, relevant, inclusive, and supportive of their academic and social-emotional growth — while developing the skills, confidence, and agency needed for a complex world.

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Leading by Example

Strengthening leadership, governance, and professional practice

What we focused on



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What progress looks like

Stronger systems aligned with international standards

- ▶ Curriculum documentation and review cycles increasingly align with IB expectations (PYP and MYP), supporting consistency and programme coherence.
- ▶ Shared platforms (Toddle and ManageBac) support planning, reflection, and transparency of curriculum intent.
- ▶ Moderation practices have strengthened within and across divisions to improve consistency and reliability of assessment.

Safeguarding and student support have become more robust

- ▶ CPOMS supports consistent reporting and documentation.
- ▶ Clear safeguarding protocols and multi-disciplinary responses are better understood across staff.
- ▶ Ongoing ECIS training builds shared safeguarding responsibility and compliance.

Governance and management roles are clearer

- ▶ A clearer separation of governance and management responsibilities has strengthened decision-making and accountability.
- ▶ Key governance-level policies are reviewed regularly, supporting consistency and risk oversight.

Professional growth is more structured

- ▶ Appraisal frameworks increasingly incorporate self-reflection, goal-setting, observation, and collaborative conversations.
- ▶ Junior School implementation is established; Upper School implementation is ongoing, supporting a phased and supported approach.
- ▶ Professional learning is increasingly linked to school priorities and classroom practice.

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Role clarity supports a more coherent organisation

- ▶ Job descriptions are standardised and aligned with Mission and Vision.
- ▶ Organisational charts and reporting lines are published and used.
- ▶ “Who to go to” guides and decision pathways strengthen staff confidence and efficiency.
- ▶ Induction and onboarding are more structured, supporting consistent expectations.



**Why
this
matters**



Clear systems, ethical leadership, and strong governance help build trust, stability, and shared purpose — supporting the conditions for excellent learning and wellbeing.

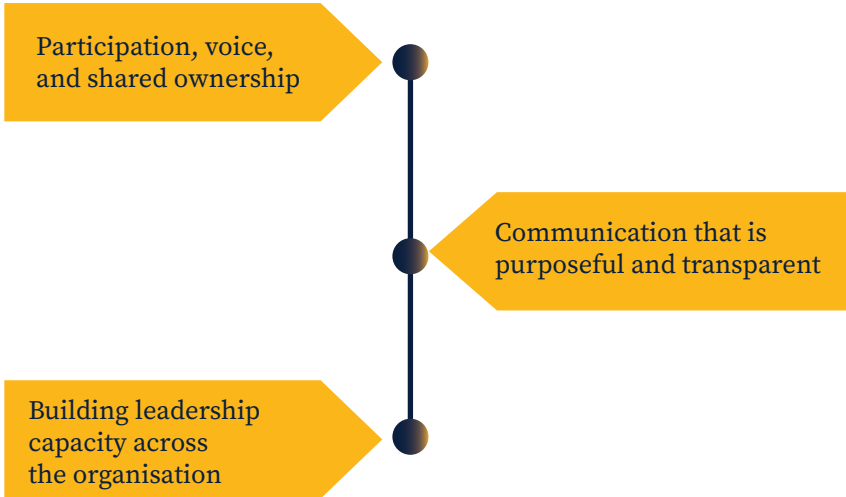
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Enabling Change

Developing constituencies for positive change

What we focused on



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What progress looks like

Participation structures are stronger

and more consistent

- ▶ Staff, parent, and student engagement occurs through meetings, workgroups, consultation, and community events.
- ▶ Staff-led professional learning and project groups support leadership and collective ownership.
- ▶ Student councils and representative groups provide regular student input into school culture and initiatives.
- ▶ Cross-divisional collaboration is strengthening coherence across the whole school.

Communication is more intentional

- ▶ Monthly coordination with the Communications Director supports alignment of message, timing, and audience.
- ▶ The “what, why, and when” of change is communicated more clearly through newsletters, email, events, and meetings.
- ▶ Parent Coffee Mornings and information sessions create opportunities for dialogue and clarification.
- ▶ Key communications are documented, supporting transparency and continuity.

Feedback loops are developing

- ▶ Surveys, consultation opportunities, and focus groups support listening and responsiveness.
- ▶ Leaders are increasingly working to close the loop by acknowledging input and sharing outcomes.

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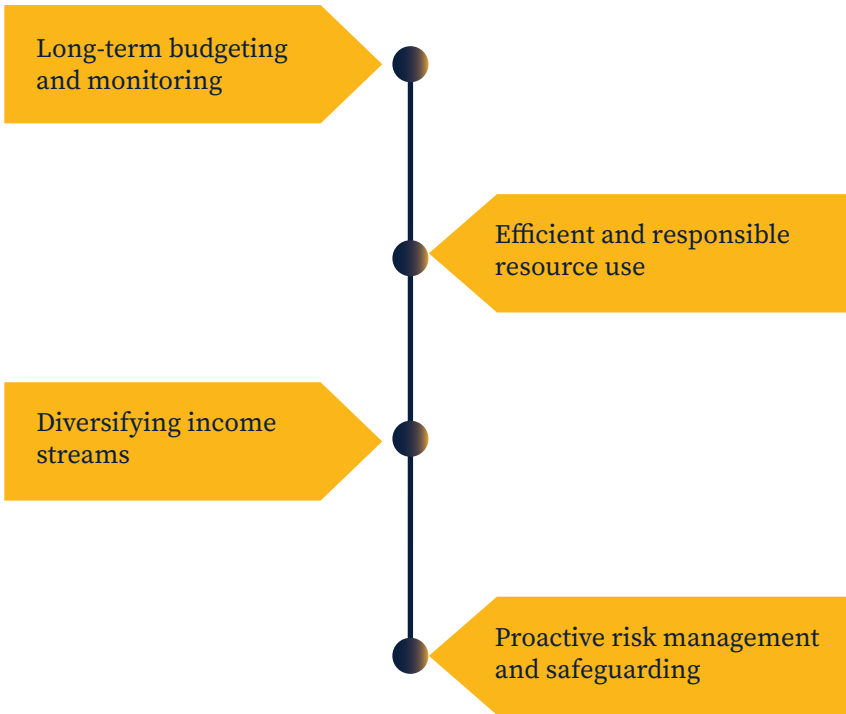


When people understand change and feel heard, the school builds collective momentum — strengthening culture, trust, and improvement.

Finance, Risk & Sustainability

Building sustainable financial and risk frameworks

What we focused on



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What progress looks like

Long-range budgeting is now embedded

- ▶ Multi-year forecasting supports longer-term planning aligned with strategic priorities.
- ▶ Budget-to-actual monitoring occurs regularly, supporting timely adjustments.
- ▶ Quarterly financial reviews strengthen leadership oversight and strategic decision-making.
- ▶ Board reporting and budget approval processes reinforce governance responsibility.

Procurement and resource efficiency have improved

- ▶ Clear procurement thresholds and processes support accountability and value for money.
- ▶ Multiple quotes for significant purchases are required.
- ▶ Inventory, asset tracking, and resource sharing reduce duplication.
- ▶ Staffing and timetable reviews support more efficient allocation of human resources.
- ▶ Preventative maintenance planning helps protect facilities investment.

Income diversification is developing

- ▶ Camps, facility rental, partnerships, alumni engagement, and the boarding initiative support broader income streams.
- ▶ New initiatives are increasingly considered through a Mission-and-Vision lens (educational value and reputational alignment as well as financial viability).

Risk management is more systematic

- ▶ Risk registers, audits, insurance reviews, and safety walkthroughs support proactive mitigation.
- ▶ Trip, visitor, and supervision protocols are strengthened.
- ▶ Emergency preparedness and incident review cycles build organisational readiness.
- ▶ Board oversight of key risks strengthens accountability.

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Why this matters



Stronger financial and risk systems help the school invest responsibly in learning and wellbeing, maintain stability, and plan confidently for the future.



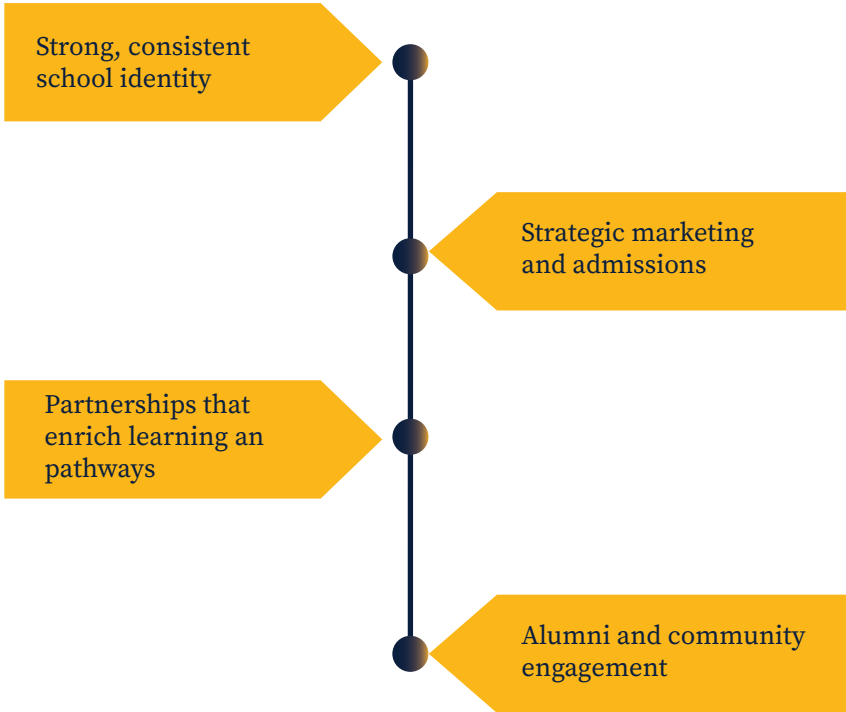
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Connecting with Purpose

Clarifying our identity and strengthening partnerships

What we focused on



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What progress looks like

Our identity is more consistent and visible

- ▶ Branding and style guides support coherence in how the school presents itself.
- ▶ Mission, Vision, and values are increasingly embedded across communication and community life.
- ▶ Values are integrated into staff induction, professional learning, and appraisal conversations.
- ▶ Identity is reinforced through campus displays, events, assemblies, and leadership messaging.

Marketing and admissions are more strategic

- ▶ A strategic marketing plan supports reputation building and enrolment priorities.
- ▶ Messaging is more consistent from enquiry through enrolment, supported by closer Admissions/Marketing collaboration.
- ▶ Data and trend analysis inform decisions (enquiries, conversion, demographics).
- ▶ Storytelling is stronger, highlighting learning quality, wellbeing, student experience, and community culture.

Partnerships are enriching learning and opportunities

- ▶ University partnerships and Career Days support pathways and aspiration.
- ▶ Community Service partnerships strengthen authentic service opportunities.
- ▶ Alumni networks are increasingly leveraged for mentoring, learning, and connections.
- ▶ Local Florentine partnerships deepen place-based learning.
- ▶ Exploration of global school partnerships supports cultural exchange and broader perspective.

**Why
this
matters**



A clear identity builds belonging and trust. Strong partnerships enrich learning, expand opportunity, and strengthen the long-term sustainability of the school.

Looking Ahead

Clarifying our identity and strengthening partnerships

This Strategic Plan has strengthened foundations across learning, wellbeing, leadership, sustainability, and community connection.

It has also reinforced that strategic planning is not a fixed endpoint, but an ongoing process of reflection, refinement, and improvement.

We plan to review our Strategic Plan commencing mid-year (mid-2026).

We look forward to engaging students, staff, families, and the Board as we shape the next phase of the school's journey together.



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