

SCHOOL STRATEGIC PLAN

2023-2028



Choosing a school is not easy. Many factors influence the choice: the setting, the environment or the geographical location. Above all, choosing IFS means committing to a contract of trust based on the school's strategic plan.

ÉTABLISSEMENT
CONVENTIONNÉ



aefe

Agence pour
l'enseignement français
à l'étranger

The school strategic plan

- *An accessible and concrete plan.*
- *A plan developed with the approach to unifying the entire school community.*
- *A plan which is our roadmap for changes for the next five years.*
- *A plan that expresses our collective will and brings coherence to the pedagogical and educational choices of the educational community in the service of our values within our framework.*
- *A plan that meets the educational expectations of French institutions, supports societal developments and fits into the Singaporean context.*
- *A plan underpinned by actions that will be regularly evaluated and adjusted if necessary.*

It is about the priorities and values upheld by IFS. You will not find a description of the programs or the knowledge to be acquired year by year. After three years of the pandemic, its periods of confinement and learning at home, it is also a question of drawing lessons from this period on our educational practices, particularly on the development of digital education and the importance of contact and face-to-face teacher-student exchange.



The International French School in brief...

- An education from Kindergarten to Terminale
- Teaching French programs, approved by the French Ministry of National Education
- Nearly 3000 students
- An internationally oriented school welcoming more and more students from other educational cultures
- More than 400 staff including around 300 teachers
- A school across two campuses - more than 5 ha - which is expanding to accommodate up to 4,000 students
- Different language courses offered to students, including French-English bilingualism
- More than 60 extra-curricular activities and a dynamic Sports Association
- A private school under Singaporean law under the supervision of the "Council for Private Education",
- A school approved by the French Government Agency for French Education Abroad, which manages a network of 566 educational establishments in 138 countries, with nearly 390,000 students, including 40% French and 60% other nationalities, a network which ensures students the continuity of their education throughout the world and, by obtaining the baccalaureate, access to French and international higher education organisations

Numbers for January 2023



With this project, IFS has the ambition to offer its students, parents and staff a school experience of the highest quality, for the success of all.

- IFS aims to offer each of its students the opportunity to identify and develop their own talents, to excel in their specific fields, and to respect their physical and psychological development so that they become cultured, confident and happy adults.
- At IFS, we provide a safe and healthy environment in which all our students can learn, grow and succeed in a caring environment.
- We aim to educate multilingual, and communicative citizens.
- We stimulate their intellectual curiosity and critical thinking.
- We want them to gain a deeper understanding of their own language, their own culture and the world around them.
- In a time of constant change, our ambition is to provide everyone with a solid foundation that will enable them to integrate into a challenging world and continue to develop throughout their lives.
- We will facilitate their adaptability to change and their ability to become creative.
- We want them to become empathetic, responsible, autonomous and committed citizens of the world.
- As the relationship between student and teacher is at the heart of learning, we accompany teaching teams in the learning and cooperation initiatives they undertake on the road to innovation, so that they can fully exercise their passion for teaching.



After a wide consultation of its community and a considerable amount of work sharing and making proposals, IFS has set 3 main directions for its new school project to light the way for the success of our students and the school. These are translated into a number of objectives and actions that will gradually update our vision for the future.

Thus, **BE**
at the International French School [Lycée français] in Singapore to...



FLOURISH

fully at school

- by being in good **physical** (diet, sport) and mental (emotions) health
- by showing **motivation** to succeed and surpass oneself
- ensuring the **inclusion** of all, regardless of physical, cognitive, social, linguistic differences and other special needs
- by living **in harmony** and communicating well together
- demonstrating **engagement** to the life of IFS and to sustainable development
- having confidence in the **future**.



ENRICH YOURSELF

through best practices

- by continuing to evolve our **pedagogical practices**;
- by exploiting the added value of **digital** education;
- by strengthening the quality of the **school-family** relationship for student success
- by offering greater **consistency** of learning
- by adapting and diversifying our educational **pathways**
- by developing **training** and evaluating its impact on teaching and learning



EXPRESS YOURSELF

in several languages

- by offering more coherent **multilingualism** in our courses to meet the needs of each student in accordance with official French instructions and the Singaporean educational context
- by carefully supporting our **allophone** students, beginners in French or English
- by developing and adapting the teaching of **Mandarin** and its culture
- by strengthening mastery of **French**
- by promoting the **cultures** present at school
- while respecting the **values** of France.



General objectives articulated with their axes

Bringing our ambitions to life...

...through general and transversal objectives, which will give all stakeholders guidelines for the next five years. The achievement of the objectives presented below will be gradual. In this table, they are aligned with one or more axes ☑ and sub-axes # shown previously.

...in 25 objectives!

	Axe 1	Axe 2	Axe 3
1) Develop students' psychosocial skills. #santé · #inclusion · #harmonie · #pédagogie · #formation · #plurilinguisme	☑	☑	☑
2) Ensure that students develop in a caring, motivating and healthy environment by continuing to fight against all forms of bullying, and by promoting gender equality. #santé · #motivation · #harmonie · #engagement · #pédagogie	☑	☑	
3) Rethink school time and work at home. #motivation · #inclusion · #pédagogie · #école-familles · #cohérence	☑	☑	
4) Respond as closely as possible to the needs of students to ensure equal opportunities. #motivation · #harmonie · #inclusion · #pédagogie · #parcours · #cohérence	☑	☑	
5) Students with special educational needs should be included more effectively in the classroom by better articulating lessons with support systems. #motivation · #inclusion · #pédagogie · #formation · #parcours	☑	☑	

	Axe 1	Axe 2	Axe 3
<p>6) Consolidate the inclusion and support for allophone students and families.</p> <p>#motivation #inclusion #pédagogie #parcours #école-familles #allophones #valeurs</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>7) Adapt courses to meet more effectively the cultural and linguistic needs of students and their families.</p> <p>#motivation #inclusion #pédagogie #école-familles #parcours #cohérence #plurilinguisme #cultures #mandarin #allophones</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>8) Develop and promote different educational pathways, such as artistic, sports, scientific programs, etc.</p> <p>#motivation #avenir #école-familles #parcours #cohérence #valeurs</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>9) Raise awareness and better act on the 17 objectives of sustainable development concerning, among other things, environmental challenges.</p> <p>#santé #engagement #santé #avenir #valeurs #valeurs</p>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<p>10) Strengthen the link between extracurricular activities, learning and student wellbeing.</p> <p>#santé #motivation #école-familles #parcours #plurilinguisme</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>11) Continue to help students make the choices that suit their futures.</p> <p>#motivation #engagement #avenir #pédagogie #école-familles</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>12) Strengthen our collaboration with French and foreign post-baccalaureate organisations.</p> <p>#motivation #avenir #pédagogie #numérique #formation</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>13) Continue and develop sporting, cultural, linguistic and academic exchanges for students.</p> <p>#santé #motivation #parcours #plurilinguisme #cultures #valeurs</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>14) Strengthen our collaboration with Singaporean charities.</p> <p>#harmonie #engagement #pédagogie #parcours #plurilinguisme #cultures #valeurs</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>15) Develop projects with Singaporean schools and Singapore international schools.</p> <p>#engagement #harmonie #pédagogie #parcours #plurilinguisme #allophones #valeurs</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>16) Promote interdisciplinarity and collaborative work for students and staff.</p> <p>#motivation #harmonie #pédagogie #numérique #formation #plurilinguisme</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

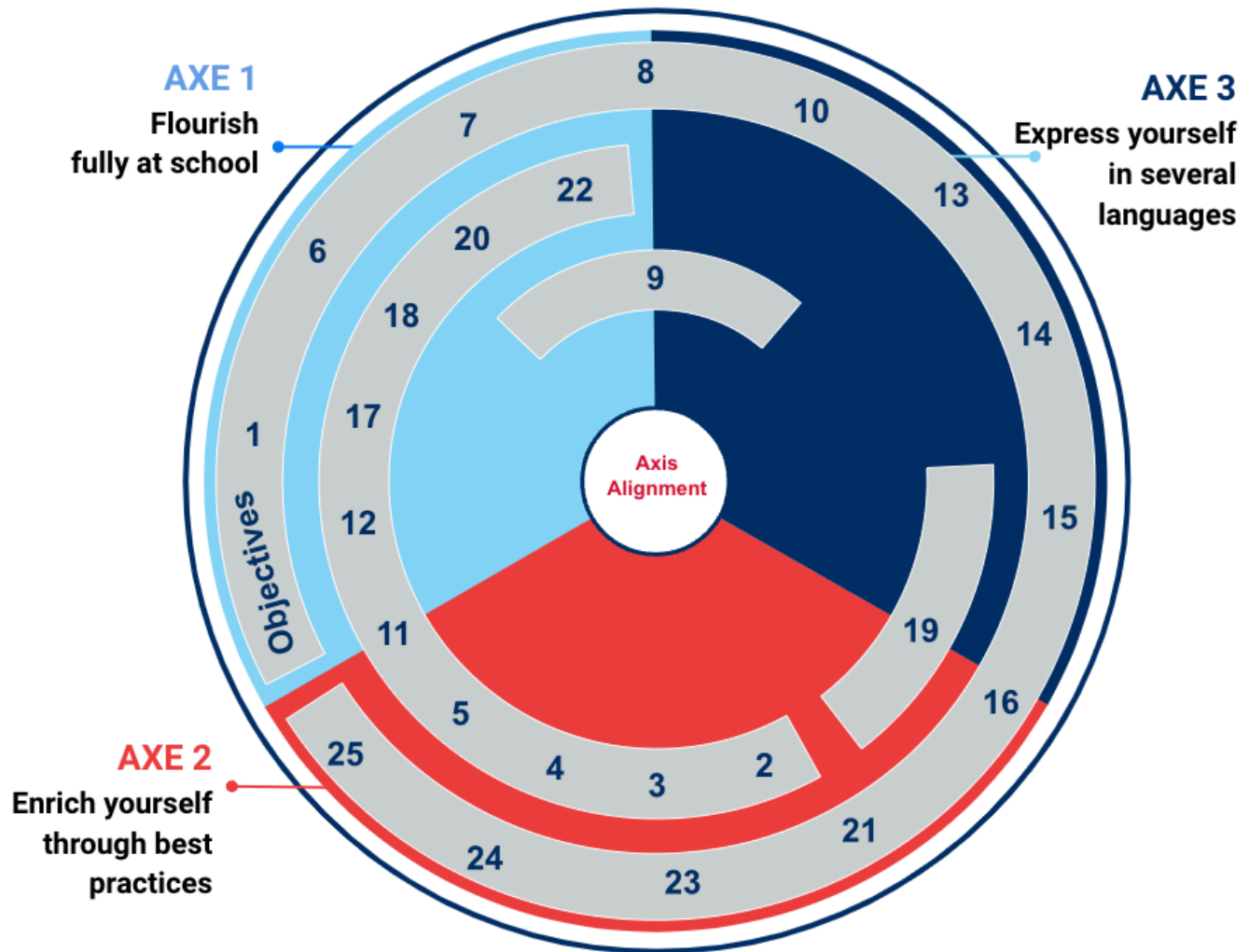




	Axe 1	Axe 2	Axe 3
<p>17) Develop and continue to adapt our digital policy to the educational needs of the student and the teacher, both in class and at home.</p> <p>#santé · #pédagogie · #numérique · #école-familles · #formation · #cohérence ·</p>	✓	✓	
<p>18) Continue to implement a competency-based educational approach promoting, among other things, effective evaluation for learning.</p> <p>#santé · #motivation · #inclusion · #pédagogie · #numérique · #formation ·</p>	✓	✓	
<p>19) Further, harmonise educational progressions and teaching practices through collaboration and training.</p> <p>#pédagogie · #formation · #cohérence · #numérique · #plurilinguisme ·</p>		✓	✓
<p>20) Encourage innovations based on experimentation, support and evaluation.</p> <p>#motivation · #pédagogie · #numérique · #formation · #école-familles ·</p>	✓	✓	
<p>21) Cultivate the feeling of belonging to IFS.</p> <p>#santé · #motivation · #harmonie · #pédagogie · #français · #cultures ·</p>	✓	✓	✓
<p>22) Evaluate/valorise the work and commitment of staff in the service of student success.</p> <p>#santé · #motivation · #harmonie · #avenir · #pédagogie ·</p>	✓	✓	
<p>23) Communicate well about the values, principles and expectations of the French education system and the school.</p> <p>#harmonie · #engagement · #inclusion · #école-familles · #parcours · #valeurs ·</p>	✓	✓	✓
<p>24) Consolidate mastery of the French language.</p> <p>#inclusion · #avenir · #pédagogie · #numérique · #français · #valeurs ·</p>	✓	✓	✓
<p>25) Promote the cultural and linguistic diversity of community members.</p> <p>#inclusion · #avenir · #pédagogie · #numérique · #plurilinguisme · #cultures ·</p>	✓	✓	✓

A holistic approach

which considers the school as a whole with its characteristics, its actors and its issues, which are in constant interaction. An approach that allows us to address the evolution of our school in all its complexity more effectively and sustainably.



Relevant actions

Concrete actions will illustrate axes and objectives.

They must be "S.M.A.R.T.":

- **S**pecific, specifying what is to be accomplished, by whom and how
- **M**easurable with quantitative or qualitative success indicators, allowing evaluation
- **A**chievable with available resources to encourage buy-in
- **R**ealistic, meaningful, in harmony with other relevant actions
- **T**ime-bound, with a clear deadline for carrying out the activity, the implementation can be divided into key stages, each with a deadline to carry out better monitoring.



ACTION EXAMPLE

« Carry out an internal school climate survey ».

Dimensions of the action

Specific	Measurable	Achievable	Realistic	Time-bound
<p><i>Take stock of everyone's experience and perceptions of the school climate to define avenues for progress and act on them.</i></p>	<p><i>Measure the school climate in terms of quality: relationships, sense of justice and belonging, safety, physical environment, instruction, leadership, professional development, etc.</i></p>	<p><i>Led by the 'vie scolaire' and health services and our innovation referent with the contribution of elementary delegates, CVC and CVL.</i></p>	<p><i>Administer three anonymous questionnaires to parents, students and staff to produce a guide for actions to be taken.</i></p>	<p><i>Plan two trimesters for carrying out surveys and writing an analysis report. Reassess every three years.</i></p>

Axe(s) poursuivi(s)	Sous-axe(s) enrichi(s)	Objectif(s) ciblé(s)						
<input checked="" type="checkbox"/> Axe 1 : Flourish fully at school	#santé	#motivation	#harmonie	1	2	3	4	5
	#engagement	#inclusion	#avenir	6	7	8	9	10
<input checked="" type="checkbox"/> Axe 2 : Enrich yourself through best practices	#pédagogie	#numérique	#école-familles	11	12	13	14	15
	#cohérence	#formation	#parcours	16	17	18	19	20
<input checked="" type="checkbox"/> Axe 3 : Express yourself in several languages	#plurilinguisme	#allophones	#mandarin	21	22	23	24	25
	#français	#cultures	#valeurs					

* The sub-axes and objectives concerned by this action are highlighted in grey

The success of the school's project...

...lies first of all in the quality of its monitoring and its actions. This monitoring will be carried out closely by the innovation and school project referent and the management team. Monitoring, in particular, the difficulties encountered at different stages by Key Performance Indicators (KPI), a set of quantitative or qualitative variables used to evaluate the processes' results and effectiveness of the processes. They can be common or specific to the axes, objectives and actions. All stakeholders in the educational community will be informed and involved.



Evaluation methodology

Type, characteristics and procedure of key performance indicators

- An excellent degree of satisfaction with the quality of the progress or completion of the work will be the primary common indicator of the axes, objectives and actions.

A survey sent at the end of each school year will measure this index in seven levels, ranging from "Totally disagree" to "Totally agree" with a statement ruling on its quality.

Here are three examples:

- "Students thrive very well at IFS" (axis 1)
- "IFS develops the psychosocial skills of its students" (objective #1)
- "IFS has set up a school climate survey" (action of objectives #2, 4, 5, 6, 10, etc.).

The degree of agreement must be at least 80%. A comments field will make it possible to explain the respondent's evaluation. The results will then be presented at the school authorities' meetings to confirm or adjust the actions undertaken.

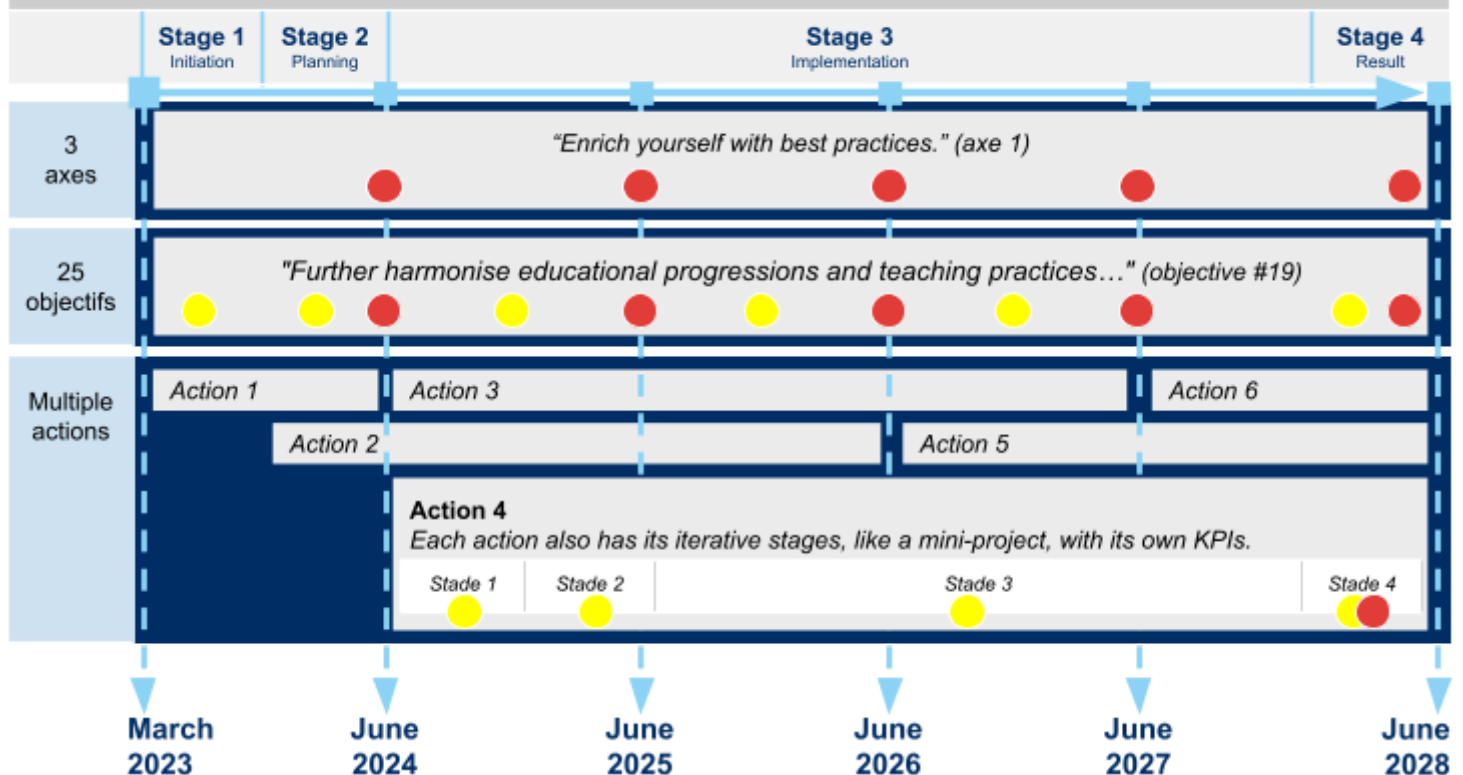
- Specifically, **different indicators** will be specified at the level of objectives and actions. As shown in the table below, they can be installed throughout the project and at each stage of its completion.

Example of specific key performance indicators

"Further harmonise educational progressions and teaching practices..." (objective #19)

Stage	Initiation	Planning	Implementation	Result
KPI	<ul style="list-style-type: none"> ○ Survey a random and representative sample of teachers on practices that, in their opinion, should be generalised. 	<ul style="list-style-type: none"> ○ Choose at least 3 practices that must be generalised across a discipline, a level or even a cycle 	<ul style="list-style-type: none"> ○ Inform and train on at least one practice per quarter. ○ Experiment in class ○ Adapt or adjust, if necessary 	<ul style="list-style-type: none"> ○ Obtain an 80% membership rate for each practice. ○ Adoption on a discipline, a level or even a cycle

Illustration of the project stages and their key performance indicators





School project developed under the direction of *David Binan*, principal, with the assistance of: *Emmanuel Bernet*, teacher-researcher and innovation adviser, *Bruno Ollivier*, *Sylvie Allonas & Grégory Bailleul*, deputy principals, *Agathe Blandin*, *Jennifer Bonjour*, *Jérôme Bel* and *Florian Olive*, Primary school directors ; with the participation of all stakeholders in the IFS educational community: members of the executive council, executive management, staff, students, parents and their respective representatives.