



# OUR STRATEGIC PLAN

**2022-2027**

*"In the OSC 2022-2027 Strategic Plan, we will focus on the five lenses:  
**World, Purpose, Power, Change** and **Story**. By focusing  
on these five lenses, we aim to nurture **trust** across our community,  
build a **culture of thinking**, and cultivate **deep and relevant**  
**learning** in support of our mission, vision and values."*

- Dr. Michelle Kleiss -



## **Our Mission**

**Compassion. Courage. Curiosity.**

## **Our Vision**

At OSC we live our mission by: **(1)** Creating space and time for learners to engage in mutually respectful and enriching connections; **(2)** Teaching intercultural understanding, development and competencies; **(3)** Fostering a culture of learning that sparks joy, thinking and inquiry; **(4)** Nurturing personal identity so every learner feels a sense of belonging; and **(5)** Inviting all learners to persevere in their learning journey.

## **Our Values**

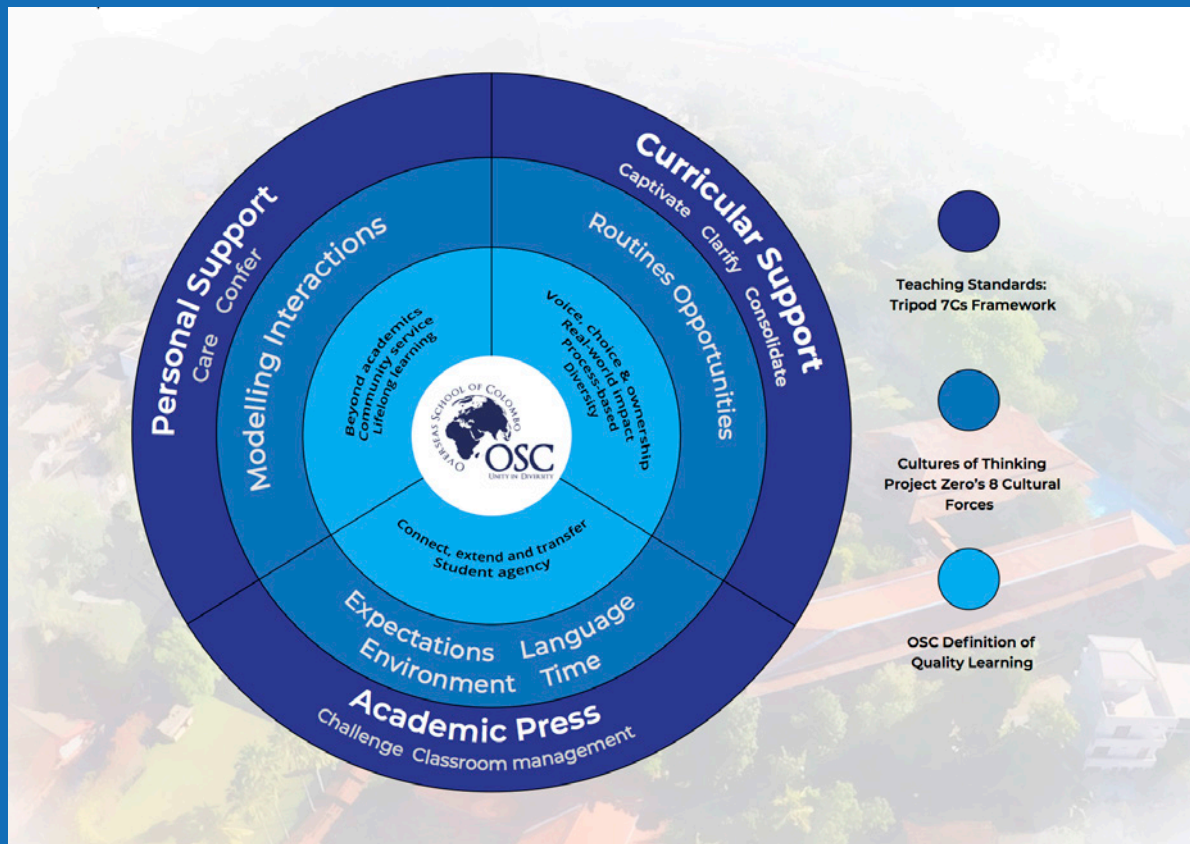
We value community and relationships.  
We value process and growth.  
We value integrity and dignity.  
We value empowerment and taking action.  
We value sustainability.  
We value creativity and expression.

## **Our Motto**

***Unity in Diversity***

# OSC's Learning Model

At the Overseas School of Colombo we are committed to high quality learning which we define as learning that goes beyond the academic life of students and encompasses academic, social, physical and community interests that result in shaping an individual who embraces learning throughout their life. It is engaging, with opportunities for self direction, reflection, student voice, choice and ownership. The learning is process-based and grounded in the real world, providing a platform for exploring diverse global perspectives. Students are challenged to connect, extend and transfer relevant knowledge and skills.



***At OSC, high quality learning derives from high quality teaching which is:***

- >> 1. based on inquiry;**
- >> 2. focused on conceptual understanding;**
- >> 3. developed in local and global contexts;**
- >> 4. focused on effective teamwork and collaboration;**
- >> 5. differentiated to meet the needs of all learners;**
- >> 6. informed by formative and summative assessment.**

**Students are encouraged throughout their learning to develop skills in the following Approaches to Learning (ATL):**



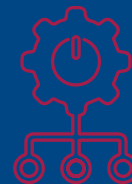
**1. thinking**



**2. communication**



**3. social**



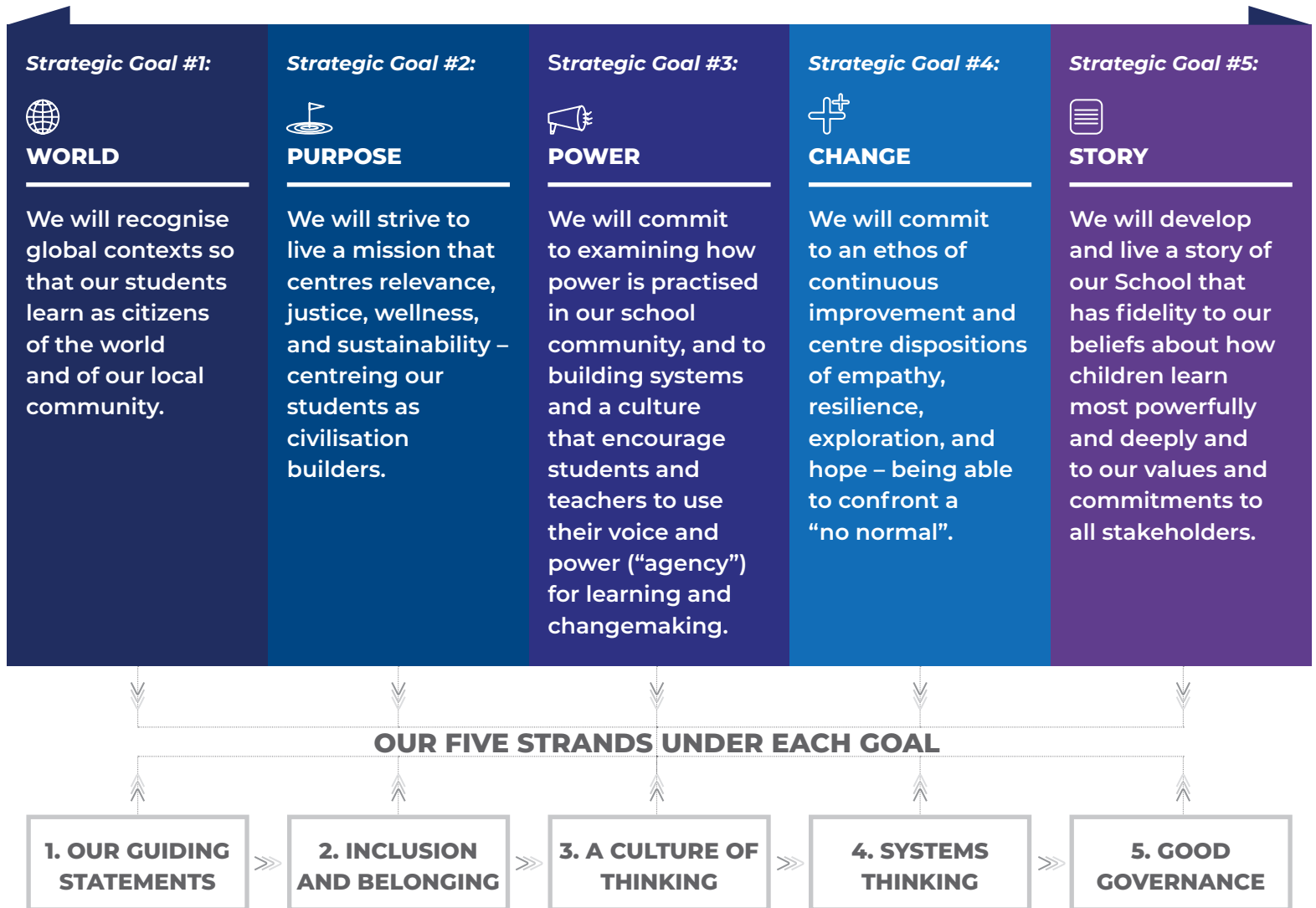
**4. self-management**



**5. research**



# OUR FIVE GOALS





« Strategic Goal #1 »  
**WORLD**





# ***Strategic Goal #1: WORLD***

**We will recognise global contexts so that our students learn as citizens of the world and of our local community.**

## **STRAND 1: Our Guiding Statements 2022/23**

**Action 1:** INTERCULTURAL UNDERSTANDING, DEVELOPMENT AND LEARNING – To create an OSC definition for “global contexts”, “global citizenship”, and “intercultural learning” (refer to OSC’s definition of internationalism and interculturalism and CIS’s research in this area) so their role in meaningful inquiry in our School is well understood.

## **STRAND 2: Inclusion and Belonging 2022/23**

**Action 2:** CONNECT SOCIAL-EMOTIONAL LEARNING/INTERCULTURAL LEARNING/DEIJ/BELONGING/ANTI-RACISM – To ensure we all understand the connection between social emotional learning, intercultural learning, and DEIJ, belonging and anti-racism across our community.

## **STRAND 3: A Culture of Thinking 2022/23**

**Action 3:** IB LEARNER PROFILE – To set up a whole school approach to integrate the IB Learner Profile more meaningfully and ensure it is institutionalised for the next five years. The Primary School to set up collaborative planning sessions to explore ways to develop a deeper understanding of the IB learner profile attributes through curricular and co-curricular areas/opportunities and document it in MB and Seesaw. The Secondary School to integrate IB Learner Profile awareness meaningfully in the Secondary Advisory Assembly schedules.

**Action 4:** SGDs AND SRI LANKA CONNECTIONS – To reorganise the Secondary I&S Scope and Sequence in alignment with Sustainable Development Goals (SDG) and host nation connections (building local knowledge/experiential learning) for all I&S units for MYP1-DP2.

## STRAND 4: Systems Thinking 2022/23

**Action 5:** K-12 SCHOOL SERVICE LEARNING COORDINATOR – To develop the School’s Service Learning Coordinator’s role into a K-12 “spanned” role that helps coordinate a service ethos throughout the entire school in order to continually review how systems thinking, DEI, and intercultural learning goals are integrated.

**Action 6:** ECO SCHOOL PLAN – To ensure the three ECO School themes and subsequent goals are fulfilled over the next three to five years: (1) Biodiversity, (2) Pollution and (3) Endangered species. To ensure all three themes are well communicated and shared, whole-school and all students are invited to join and celebrate milestones within the project.

## STRAND 5: Good Governance 2022/23

**Action 7:** STRATEGIC PLAN – To ensure the School maintains a Strategic Plan that includes recommendations from CIS/MSA/IB reports, stakeholder discussion groups and community surveys to bring life to our mission, vision and values and impact learning for all.

**Action 8:** FINANCE PLAN AND CRP – To maintain/revise/update as needed the Five-year Financial Plan – integrating the CRP facilities plan and strategic planning initiatives; and the multi-year Campus Redevelopment Plan. The Board will also use this year to reflect on the major factors affecting Sri Lanka and the School and consider how to keep the school sustainable and attractive for future generations.





« Strategic Goal #2 »  
**PURPOSE**

## ***Strategic Goal #2: PURPOSE***

**We will strive to live a mission that centres relevance, justice, wellness, and sustainability – centring our students as civilisation builders.**

### **STRAND 1: Our Guiding Statements 2022/23**

**Action 1:** THE NATURE OF OUR GUIDING STATEMENTS – To build community awareness about the nature of our mission, vision, and values and what we are doing to recognise relevance, justice, wellness, and sustainability concepts – centring our students as civilisation builders.

### **STRAND 2: Inclusion and Belonging 2022/23**

**Action 2:** UNDERSTANDING INCLUSION – To establish what inclusion means to OSC.

**Action 3:** MTSS – To develop an understanding of Tier Levels 1, 2, 3 in Multi-Tiered Systems of Support (MTSS) so that grouping patterns of our students are based on a deep understanding of current research, and differentiation strategies can be well organised to meet our learners' needs. To determine the criteria for each MTSS Level in terms of admissions, instructional, behavioural and emotional support, individualised/personalised programmes, resources, and staffing.

### **STRAND 3: A Culture of Thinking 2022/23**

**Action 4:** REAL-WORLD CONTEXTUALISED LEARNING EXPERIENCES – The Secondary School develops meaningful and contextualised learning experiences and assessments that fit with/enhance the current OSC Learning Model so all students embody “real-world” learning experiences in their classes.

**Action 5:** TIME – To explore the efficient use of “time” in school; to explore how “time” can be creatively allocated to accomplish our purpose, implement our learning model with fidelity, and improve learners' experiences.

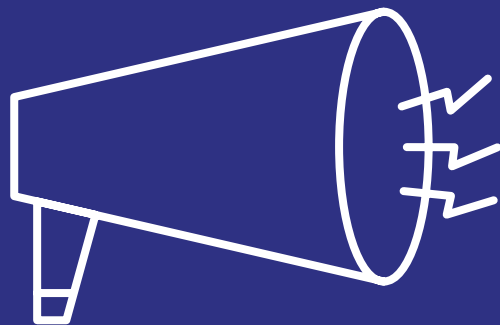
## STRAND 4: Systems Thinking 2022/23

**Action 6:** SOCIAL/EMOTIONAL LEARNING FRAMEWORK – To formally adopt a research-based SEL Framework that takes a systemic approach to ensure equitable learning environments and coordinated practices across our School setting to enhance all students’ social, emotional, and academic learning. These coordinated efforts should foster student voice, agency, and engagement; establish supportive and responsive classroom, school climate and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

**Action 7:** SOCIAL/EMOTIONAL LEARNING PROGRAMME – To implement an SEL Programme that is: Intentional, Sequenced, Active, Focused and Explicit that fits into our existing advisory schedule. Ensure that our adopted SEL Programme is well supported, implemented over a period of time, embedded in the daily teaching and learning and institutionalised so students may flourish.

## STRAND 5: Good Governance 2022/23

**Action 8:** PREPARING FOR THE FUTURE – To prepare for the next HOS by developing a profile for the ideal “Head”, create a position description, develop a transition process, agree on ToR and draft the contractual terms to be offered. The process for the next HOS will start in January 2024, with a view to finalise by June 2024. The transition plan for the next HOS will take place during the 2024/25 academic year. The next HOS will begin in August 2025.



« Strategic Goal #3 »  
**POWER**





## ***Strategic Goal #3: POWER***

**We will commit to examining how power is practised in our school community, and to building systems and a culture that encourage students and teachers to use their voice and power (“agency”) for learning and changemaking.**

### **STRAND 1: Our Guiding Statements 2022/23**

**Action 1:** MAKING OUR GUIDING STATEMENTS VISIBLE – To ensure our new mission, vision, and values statements are visible across our campus.

### **STRAND 2: Inclusion and Belonging 2022/23**

**Action 2:** DISMANTLE BIAS IN CURRICULUM – To begin a process to discuss and dismantle implicit bias in curriculum and assessment. To identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds and advocate for fair representation of these absent perspectives. To challenge power and privilege where present, or absent, in the curriculum by locating other resources or requesting curriculum that is inclusive of multiple perspectives.

### **STRAND 3: A Culture of Thinking 2022/23**

**Action 3:** ASSESSMENT DATA TO INFORM INSTRUCTION – The Primary School to review and clarify the expectations, procedures and protocols that enable teachers to focus on assessment data and use it to inform teaching and learning as part of their regular collaborative planning and reflection time via Seesaw.

**Action 4:** VOICE AND AGENCY IN THE LEARNING JOURNEY – The Secondary School to re-examine who holds power in the learning journey in order to identify areas where we can give students more voice and agency in the written, taught and assessed curriculum.

## STRAND 4: Systems Thinking 2022/23

**Action 5:** BOARD AND SCHOOL POLICY DEVELOPMENT AND COMMUNICATION – To ensure that the OSC School Policy Manual is appropriately communicated to the community, and all existing supporting documents are renamed as “regulations, guidelines, procedures and protocols (etc.)” are placed in the school-created repository. Each will include a timeline for the review and the Board Policy will include hyperlinks that connect Board Policy to School “Regulations.”

## STRAND 5: Good Governance 2022/23

**Action 6:** FINANCIAL MANAGEMENT AND OVERSIGHT – To ensure sound financial management through appropriate oversight of policies, budgets, planning, financial reports, annual audit and other risk mitigation reports that the Board sets for the HOS and Finance Committee at the start of each year.

**Action 7:** ARTICLES OF ASSOCIATION AND BY-LAWS – To update the Articles and By-laws as needed in the 2022/23 year.

**Action 8:** BOARD HANDBOOK – To create a Board Handbook that includes a compilation of protocols for the Board of Directors. This Handbook will provide the Board with guidance specific to their roles, responsibilities, scope of influence and procedural effectiveness that shall promote their productivity in strong international school governance. Specific to the international school context, this Handbook will support Board development and ensure a common language about “blue-ribbon governance” between the Board and Head of School and her leadership team.





« Strategic Goal #4 »  
**CHANGE**

## ***Strategic Goal #4: CHANGE***

**We will commit to an ethos of continuous improvement and centre dispositions of empathy, resilience, exploration, and hope – being able to confront a “no normal”.**

### **STRAND 1: Our Guiding Statements 2022/23**

**Action 1:** MEASURE THE SUCCESS OF OUR GUIDING STATEMENTS – To determine “metrics” and collect data to evaluate the successful implementation of OSC’s Guiding Statements in order to continue to inform strategic direction to benefit all learners.

### **STRAND 2: Inclusion and Belonging 2022/23**

**Action 2:** DEIJ TRAINING – To provide ongoing training on DEIJ/Belonging and anti-racism at OSC, build awareness and capacity in diverse and equitable HR practices and culturally responsive teaching. To interrogate vocabulary, consider resourcing, and celebrate and value all of our mutually enriching connections.

**Action 3:** DEIJ STATEMENT – To create a DEIJ/Belonging/Anti-racism Statement and propose it to the Board for community adoption.

### **STRAND 3: A Culture of Thinking 2022/23**

**Action 4:** TEACHER GROWTH AND IMPROVEMENT MODEL – To fully implement “The (newly revised) OSC Teacher Growth and Improvement Model”, new Teacher Standards, and the “Snapshot Observation Protocol”. To examine and measure the impact of “our snapshot” on teaching and learning. To answer with considerable clarity whether our observations and feedback of one another is making a difference to teaching and student learning.

**Action 5:** APPROACHES TO LEARNING (ATL) CONTINUUM – To develop an OSC-created ATL Continuum across the Primary and Secondary Schools with a view to building a stronger scope and sequence of ATLs for the whole school.

## STRAND 4: Systems Thinking 2022/23

**Action 6:** IB PROGRAMME IMPROVEMENT – To build coherency and aligned action plans for IB programme improvement, extending through the next five-year evaluation cycle. Ensure that all the areas are aligned with the School's wider strategic direction. These plans will have teacher input.

**Action 7:** STAKEHOLDER FOCUS GROUP DISCUSSIONS – To use Focus Group Discussions (FGD) with all stakeholders to seek their input in order to consider improvements, new ideas, and reimagine a better school for the students of today and of the future.

## STRAND 5: Good Governance 2022/23

**Action 8:** BOARD TRAINING, DEVELOPMENT AND EFFECTIVENESS – To contract an reputed International School Board Governance Consultant to assist in reflecting on its effectiveness, following principles for highly effective boards, ensure that it sticks to its annual goals, agendas, and strategic plans.



« Strategic Goal #5 »  
**STORY**





## ***Strategic Goal #5: STORY***

**We will develop and live a story of our School that has fidelity to our beliefs about how children learn most powerfully and deeply and to our values and commitments to all stakeholders.**

### **STRAND 1: Our Guiding Statements 2022/23**

**Action 1:** THE STORY OF OUR GUIDING STATEMENTS THROUGH OUR ALUMNI – As a school we will capture and communicate the stories and experiences of the OSC alumni to highlight the value of an OSC education with all current stakeholders.

### **STRAND 2: Inclusion and Belonging 2022/23**

**Action 2:** THE OSC STORY AND OUR CONTRIBUTION TO BELONGING and EQUITY – As a school we are committed to building awareness of our own story, and the stories of “othering” that will help us construct healthier relationships, heal divisions, and widen perspectives so we can truly aspire to be “United in Our Diversity”.

### **STRAND 3: A Culture of Thinking 2022/23**

**Action 3:** THE STORY OF INTERDISCIPLINARY LEARNING AT OSC – The Secondary School Leadership Team to ensure that time and structures are available to the teachers to support interdisciplinary planning so that all subject groups have the opportunity to develop this vital area.

**Action 4:** THE STORY OF PERSONALISED FEEDBACK AT OSC – To commit to our belief that students learn most successfully when they are given personalised feedback and an opportunity to respond to such feedback by investigating and implementing a structured time for students and teachers to conduct a “focused dialogue about learning” in small groups or individual sessions. We will consider how to make this work for all students and how to monitor its success moving forward.

## STRAND 4: Systems Thinking 2022/23

**Action 5:** THE WEBSITE TO TELL OUR STORY – To finalise the new school website through Finalsite as a place where the School's story will be told. To ensure from a K-12 whole school system's lens, there is a space for students and community members to share their stories, insights and learnings on our new website.

## STRAND 5: Good Governance 2022/23

**Action 6:** THE BOARD STORY – To build a story of trust, respect toward differences, understanding, and continuously learn as stewards and fiduciaries of OSC.

**Action 7:** THE STORY OF ROBUST GOVERNANCE – To create a written document that describes the structure of the school and the role of the Board, with links to the foundational documents for all new/existing parent members of the School. This document will go out by the Admissions Director for each new family joining OSC so that the community may begin building a story of “robust governance” at OSC.

**Reflect: “What’s changed?”**

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**Reset: “Who are we now?”**

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**Renew: “Who do we need and want to become?”**







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