



# Three Year Strategic Plan

2020-2023





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# PREAMBLE

Strategic Intention - “From one of the best schools in Japan to one of the best schools globally”.



The British School in Tokyo (BST) is a vibrant learning community where we seek to inspire students through exceptional opportunities, and where a commitment to excellence in teaching is prioritised. We work together as a school community harnessing our considerable expertise, knowledge and energy to ensure students are supported to achieve their personal best.

Not satisfied with being one of the best schools in Japan we are embarking upon a project that will ensure that BST becomes one of the best schools globally. The school will be a leader in British and international education, preparing students to contribute to, and succeed in, a complex and uncertain world.

We have many strengths on which to build - a talented teaching staff who are committed to their profession, high-achieving students who are eager to learn, an accomplished and supportive parent body plus strong external partnerships. We are committed to building on our remarkable history in Japan and harnessing our strengths to shape the next successful chapter of BST.

The priorities, focus areas and commitments in the Strategic Plan animate our Strategic Vision and provide direction for at least the next three years. The Plan represents a roadmap for an ambitious future forged by collective endeavour. Our work will be enhanced by a commitment to

measuring our progress rigorously, sharing outcomes transparently, engaging honestly with any challenges that our evaluations reveal, and using that information to improve. As such the Strategic Plan is a fluid and dynamic document.

The Strategic Plan dovetails with preparations for the opening of the new primary school campus at Toranomom Azabudai in September 2023 and operational planning for the use of the increased space for the secondary school at the Showa Women’s University (SWU) campus. A separate detailed Operational Plan guides the primary school’s preparations for moving to Toranomom Azabudai and the secondary school’s evolution after that.





## Strategic Priority: Learning

Focus Area	Strategic Commitments	Priority Year(s)
Excellence in Teaching	To implement the school's new Teaching Framework from Nursery to Year 13.	2020-2021
	To implement the school's new Teacher Professional Standards in primary and secondary and to ensure this is used meaningfully as part of the new Teacher Professional Development Process.	2020-2021
	To ensure a breadth of data is available to enable evidence based discussion about the quality of learning and teaching.	2020-2021
	To support the Learning Leadership Teams in primary and secondary to develop innovative practice within their departments and teaching teams.	2020-2022
	To provide cross school development training to all staff in concept based approaches to teaching and learning.	2020-2022
	To ensure the ongoing evaluation of teaching and learning through targeted team reviews and a systematic approach to lesson walk-throughs and teacher feedback.	2020-2022
	To align the professional development of staff with the school's teaching and learning priorities in the areas of challenge for all, concept based learning and aspects of the new BST Learner Profile.	2020-2022
	To invest in quality continuous professional development for staff through school training and opportunities provided by school to school networks in Japan and globally.	2020-2022
	To develop a model for professional coaching throughout the school.	2020-2022
	To embed the new Senior Leadership structure with a focus upon the academic and pastoral needs of each Key Stage.	2020-2022
The BST Learner Profile	To implement BST's new Learner Profile from Nursery to Year 13.	2020-2021
	To establish a Cross School Teaching and Learning Group led by the Cross-School Development Leader and ensure that it drives the development of the Learner Profile consistently across the school.	2020-2021
	To support teaching teams across the school with targeted training and professional development that has a focus upon areas of the Learner Profile and Teaching Framework.	2020-2021
	To inform the wider community through workshops and forums on the importance of the Learner Profile and Teaching Framework.	2020-2021



Strategic Priority: Learning		
Focus Area	Strategic Commitments	Priority Year(s)
	To ensure the Learner Profile is used explicitly in team planning documents, lesson planning and in the school's language of learning.	2021-2022
	To ensure the school's professional development communities focus on the development of key aspects of the Learner Profile.	2021-2022
	To develop assessment, recording and reporting methods which aid the implementation of the Learner Profile and support students to reflect meaningfully on their learning.	2021-2023
<b>Challenge and Support for all Learners</b>	To provide teachers with training in approaches to challenging all students in their learning and with a specific focus upon the most able through training provided by associates of the Geric Centre of the University of New South Wales.	2020-2021
	To create a team of "challenge champions" across the school lead by the whole school Challenge Coordinator with the aim of developing opportunities within teaching teams to identify highly able students and to extend all learners at BST.	2020-2021
	To create a whole school Student Support Services team (Learning support, English as an Additional Language, Counselling and Medical Care) which demonstrates a multidisciplinary approach to meet students Individual Needs.	2020-2021
	To create a whole school Student Support Services register which clearly identifies student number and student need, to ensure a Team Around the Child (TAC) approach is formed for students with co-occurring challenges.	2020-2021
	To create community facing programmes / workshops/ forums that identify areas of support which promote parents as partners within Student Support Services.	2021-2022
	To define the nature of appropriate challenge for all students at BST.	2021-2022
	To draft and successfully implement the school's new Challenge Policy and approach across the school.	2021-2022
	To enhance extra-curricular provision for enrichment and challenge.	2021-2022
	To pilot a stage not age approach in targeted areas of the primary Key Stage 2 and secondary Key Stage 3 curriculum.	2022-2023
	To ensure that Student Support Services operate a vertically aligned system of provision, linked to a response to intervention model, for all students from Nursery to Year 13, with appropriate resources, rooming and staffing in place to meet individual and cohort need.	2022-2023



Our strategic agenda for 2020-2023 is clearly ambitious and of pivotal importance for the long-term future of the school. The extent of our success will depend upon the support, energy and skills of all members of the BST community.

### Strategic Priority: Learning

Focus Area	Strategic Commitments	Priority Year(s)
Curriculum Innovation	To devise and implement a new whole school Language Policy which provides choice while supporting the development of Japanese at a range of different levels.	2020-2021
	To review the curriculum framework and structure in primary and secondary to ensure appropriateness of the school's provision and synergy with the development of the new BST Learner Profile. A specific focus upon transition points throughout the school, and EYFS/Key Stage 1, Key Stage 2 and 3 curricular.	2021-2022
	To map and articulate the school's curriculum vertically and horizontally from Nursery to Year 13.	2021-2023
	To develop an alternative curriculum pathway with a select number of applied courses taught in Years 12-13.	2021-2022
	To achieve a consistent assessment philosophy across the school where data for learning is used effectively. Tracking systems from year to year and stage to stage are robust and well used. Conversations about learning throughout the school are data informed.	2021-2022
	To provide students in primary and secondary with more opportunities for choice, independence and self-directed learning.	2022-2023
	To evolve the curriculum in both primary and secondary to become more interconnected. Specifically, to include more opportunities for overarching concepts and big ideas.	2022-2023
	To appoint a cross school Information Literacy Teacher to deliver bespoke information literacy and critical evaluation courses for upper primary and secondary learners.	2022-2023
	To ensure the timetable in both primary and secondary is adapted to optimise the development of the new Learner Profile and revised curriculum structures.	2022-2023
	To develop a BST Diploma for students to be awarded at the end of primary and secondary. The Diploma to recognise the holistic nature of a BST education and to celebrate students' curricular and co-curricular involvement in the life of the school.	2022-2023
To plan for the establishment of a technology curriculum in secondary and primary from September 2024 onwards.	2022-2023	



<b>Strategic Priority: Learning</b>		
<b>Focus Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Learning Outdoors</b>	To ensure BST's outdoor learning programme dovetails with the development of the BST Learner Profile explicitly. An emphasis placed upon transferable skills in primary and secondary.	2020-2021
	To establish an Outdoor Learning Cross School Development Group with the aim of ensuring a spiraling and progressive set of experiences for learners throughout the school.	2020-2021
	To appoint a cross school Outdoor Learning Coordinator responsible for the systematic development of the BST programme from primary into secondary.	2021-2022
	To systematically integrate the natural environments into the primary curriculum. This has been facilitated by prioritising professional development sessions, collaborative planning with colleagues and development of the outdoor provision where possible.	2021-2022
	To reevaluate the feasibility of establishing a BST outdoor education campus outside Tokyo.	2022-2023
<b>Learning Technology</b>	To ensure BST provides continuous learning during periods of enforced campus closure due to a national or city wide emergency through a robust and responsive online approach.	2020-2021
	To articulate a vision for the use of learning technology at BST.	2020-2021
	To establish a Learning Technologies Cross School Development Group under the leadership of the Cross-School Development Leader.	2020-2021
	To develop and implement an action plan for digital literacy and the use of learning technologies across the school.	2021-2022
	To ensure a forward thinking digital infrastructure is in place to facilitate global collaboration. Specifically, to investigate and evaluate the feasibility of a permanent virtual BST curriculum accessible worldwide – “BST GLOBAL”. To link “BST GLOBAL” with partner projects in the United World Schools (UWS) network.	2021-2023



## Strategic Priority: Identity

Strategic Area	Strategic Commitments	Priority Year(s)
Values in Action	To launch and implement the school's revised and updated Guiding Statements.	2020-2021
	To establish a mechanism by which the school's new Guiding Statements are reviewed every three years to ensure alignment with the school's development needs.	2020-2021
	To ensure the school's Guiding Statements are known by all stakeholder groups and are referenced in school documentation, life and culture.	2020-2023
	To ensure that the school's revised Guiding Statements provide clear direction and inform decision making, planning and discussions at each level of the school's operation.	2020-2023
	To use the Council of International Schools (CIS) accreditation process as a vehicle for school self-evaluation and external validation against the Guiding Statements.	2021-2022
Partnerships	To maintain positive and mutually supportive relationships with our key partners at Shibuya Junior & Senior High School (SKG), Showa Women's University (SWU) and Mori Corporation through regular meetings at school leadership and Board level.	2020-2021
	To complete a feasibility study and action plan for the establishment of a technology curriculum and hub at the Showa campus with the aim of introducing an integrated technology curriculum into years 7-13 from September 2024 onwards.	2020-2022
	To work with our partners at SWU with the aim of planning for the growth of the secondary school after the primary school's move in the autumn of 2023. Explicitly exploring the viability of establishing a distinct and new BST Senior School (Year 12 and Year 13) facility at the SWU campus.	2020-2023
	To establish an annual programme of school-to-school projects with SKG and SWU Junior High School. Student Councils and leaders taking the lead in running one annual collaborative project with each school per year.	2020-2021
	To establish a reciprocal Japanese and British cultural studies course with SWU for BST senior students and SWU undergraduates. The course to be taught jointly by BST and SWU teachers.	2021-2022
	To launch "BST GLOBAL" with our partner schools at UWS.	2022-2023



Strategic Priority: Identity		
Strategic Area	Strategic Commitments	Priority Year(s)
<b>Accreditation and Networks</b>	To have achieved Federation of Overseas British Schools in Asia (FOBISIA) accreditation with staff and students maximising the benefits of membership.	2020-2021
	To have completed the Council of Overseas British International Schools (COBIS) elite Patrons' Accreditation process.	2020-2021
	To continue to actively participate in the Japanese Council of International Schools (JCIS) network and maintain strong ties with British institutions in Japan.	2020-2021
	To complete the preliminary and self-study stages of the CIS accreditation process. The outcomes of the process to inform a new planning cycle for the school.	2021-2022
	To evaluate the benefits of becoming a Round Square School as an enhanced element of BST Outdoors.	2021-2022
<b>International Mindedness</b>	To evaluate how the school currently develops international mindedness and where this can be enhanced or further developed.	2020-2021
	To launch the school's new commitment to international mindedness with the community.	2020-2021
	To establish more opportunities for celebrating the cultural diversity of the school.	2020-2021
	To develop and articulate a new Languages Policy for the entire school that guarantees access to a broad range of languages but also prioritises Japanese language development at different levels.	2020-2021
	To ensure that curriculum planning documents across the school include explicit reference to opportunities for developing international mindedness.	2021-2022
	To develop opportunities within the curriculum at primary and secondary level for citizenship to be taught within the context of Japanese and British society.	2021-2022
	To increasingly use Tokyo and Japan and as a resource for intercultural learning within the formal and informal curriculum of the school.	2021-2022
	To introduce Global Perspectives as an examined course in Years 10 and 11.	2022-2023



<b>Strategic Priority: Community</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Wellbeing</b>	To establish a Wellbeing Cross School Development Group to act as wellbeing champions.	2020-2021
	To create and implement an action plan for community wellbeing via the Cross-School Development Group.	2020-2021
	To implement professional training in the “Five Ways of Wellbeing” for all staff and with a focus upon cross school representatives.	2020-2021
	To ensure that whole school professional development with a focus on wellbeing is happening regularly with sessions related to the “Five Ways of Wellbeing”.	2020-2021
	To ensure a consistent approach to safeguarding systems and processes across the school.	2020-2021
	To articulate a clearly defined vision for wellbeing at BST and to ensure this is implemented into every day school life based upon the “Five Ways of Wellbeing”.	2020-2022
	To establish a working party including staff and parents to develop the school's understanding and approach to gender diversity. The group to develop recommendations for consideration by the Senior Leadership Team and an action plan for implementation.	2020-2022
	To ensure wellbeing forums and workshops for parents are being facilitated for parents as part of the school's parent forum schedule.	2021-2022
	The wellbeing curriculum has been mapped across the school with the view to developing a spiraling approach to key concepts and themes for students.	2021-2022
	To respond to a full review of the school's child protection procedures undertaken by International Child Protection Agency (ICPA) and recommendations addressed.	2021-2022
	To ensure a proactive cycle of safeguarding training for the whole community including support staff is in place.	2021-2022
	To systematically review the school's health and safety, risk assessment, emergency and crisis management procedures to ensure clarity and alignment with international standards.	2021-2022
To ensure an emergency lockdown policy has been devised and is in place for both campuses.	2021-2022	



<b>Strategic Priority: Community</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Celebration of Achievement</b>	To develop a culture of recognition for achievement in all its forms across the school.	2020-2021
	To establish annual awards ceremonies in primary and secondary. To include achievement in a range of contexts and by different learners.	2020-2021
	To prioritise the use of assemblies and weekly communications to the community as a means of celebrating achievement of students and staff.	2020-2021
	To fully develop further opportunities to showcase students learning and participation across the school.	2021-2022
	To establish a school scholarship programme to recognise academic, sporting, creative and overall achievement by students in both primary and secondary.	2021-2022
<b>Engagement and Involvement</b>	To maximise interactive technology to allow for off campus participation in school events, forums, workshops and parents' evenings.	2020-2021
	To use focus groups and one on one interviews to gather in-depth knowledge of the BST community and open up conversations more broadly and to create alignment in thinking.	2020-2021
	To ensure parental engagement in the life of the school is maximised through a bilingual communication strategy, a revised Alumni approach and development of the School Advisory Committee (SAC) and Parent Teacher Student Associations (PTSA) as channels of communication.	2020-2022
	To facilitate Open Days for current and prospective parents in both phases of the school.	2021-2022
	To embed an annual calendar of parent forums across the school.	2021-2022
	To establish in both primary and secondary parent teaching and learning discussion groups chaired by members of the SLT.	2021-2022
	To ensure extracurricular provision across the school has been enhanced with more and varied opportunities for students at all ages.	2021-2022
	To link where possible the extracurricular programme at the school to the development of the Learner Profile and the BST Student Diplomas.	2022-2023



<b>Strategic Priority: Community</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Engagement and Involvement</b>	To ensure equity of contribution to the enhanced extracurricular programme by all staff.	2022-2023
	To develop a culture of community responsibility and service throughout the school. Specifically, to ensure that each section of the school has one significant community project each year.	2022-2023
	To establish an integrated annual summer school at BST with the aim of integrating the school's service providers, sports club affiliations and elements of BST Outdoors.	2022-2023
<b>Student Voice</b>	To ensure that Student Councils in both primary and secondary are identifying meaningful legacy projects for completion each school year.	2021-2022
	To support the primary and secondary Student Councils in taking the lead in developing collaboration days with our partner schools at SKG and SWU – one collaboration each year.	2021-2022
	To support the primary and secondary Councils in meeting twice a year to share ideas on their legacy projects.	2021-2022
	To ensure students are taking a more active role in leading school events. Events hosted by the Head Students and members of both Student Councils include the Spring Fair, school concerts and assemblies.	2021-2022
	To ensure students are used as part of the learning walk methodology of evaluating lessons in primary and secondary and taking an active part in senior staff recruitment.	2021-2022
	To support senior school students in leading some targeted activities for younger learners with staff in a supporting role.	2021-2022
<b>Expectations</b>	To review and adapt as necessary Behaviour Management, Rewards and Sanctions Policies in the primary and secondary schools to ensure clarity and consistency of approach.	2020-2022
	Professional development for staff has been prioritised to ensure clarity and consistency in relation to the primary and secondary school's behaviour management approach.	2020-2021
	To ensure behaviour expectations for school assemblies, break and lunch have been clearly communicated and adhered to. All staff and learners have been involved in this process.	2020-2021



<b>Strategic Priority: Community</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
	To ensure uniform standards are high and a shared sense of pride in individual and collective appearance is prioritised.	2020-2021
	To prioritise a culture of positive respect from and for all members of the community through various channels of communication and engagement.	2020-2021
	To review the current school uniform in both sections of the school and introduce a new uniform for primary in advance of the move to the new campus.	2021-2022
	To develop approaches to restorative practices as part of the wellbeing agenda. These approaches feature strongly in the school's revised Behaviour Policies.	2021-2022



<b>Strategic Priority: Infrastructure</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Facilities and Resources Development</b>	To evaluate the usage of the school's sports facilities at Nagasawa to ensure maximum utilisation by the school community and its partners.	2020-2021
	To conduct and respond to a short and long term rooming analysis at the Showa campus with the aim of maximising the utilisation of current space for learning.	2020-2021
	To complete a feasibility study and an action plan for a new BST Senior School facility post 2023.	2020-2022
	To draft a site management plan for both campuses to meet the long term learning and wellbeing needs.	2021-2022
	To create an action plan for a technology hub at the Showa campus for secondary students from 2024 onwards.	2021-2022
	To draft and effectively execute the Operations Plan for the moving the primary school to new campus site.	2021-2023
	To ensure the primary school has been relocated to Toranomom Azabudai and the new campus opened.	2022-2023
<b>Sustainability</b>	To establish an environmental action group including staff, students and parents with the aim of creating an action plan to reduce the school's carbon footprint.	2020-2021
	To establish a clear understanding of the school's environmental footprint.	2020-2022
	To implement a carbon reduction plan for BST – achieve a clear year on year reduction in the school's carbon emissions from school related electricity, food and resources consumption, transportation, against agreed targets.	2021-2022
	To work towards a zero-waste culture at BST with a substantial reduction in non-degradable waste.	2021-2023
	To provide opportunities for curriculum integration of the school's environmental and sustainable goals.	2022-2023



<b>Strategic Priority: Infrastructure</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Communication and Marketing</b>	To evaluate the school's current internal and external communication and marketing approaches and draft an action plan for immediate development. To include: <ul style="list-style-type: none"> <li>• Streamlining the use of email</li> <li>• One school calendar</li> <li>• Consistent approach to the use of social media</li> <li>• A bilingual approach to communication</li> <li>• Introduction of an annual report, school prospectus, curriculum booklets and a new weekly newsletter</li> <li>• Revamp and refresh the school's website</li> <li>• Maximising use of the Parent Portal</li> </ul>	2020-2022
	To implement a new Communications Policy (internal and external) and Marketing Strategy for the entire school.	2021-2022
	To ensure online methods for forums, workshops and reporting to parents are being utilised judiciously across the school by staff, SLT and the Board of Trustees.	2022-2023
<b>Systems and administration</b>	To implement a new Human Resources and Recruitment Management System.	2020-2021
	To conduct and respond to the recommendations of an external review of the Business Group structure and staffing.	2020-2021
	To continuously refine the school's emergency procedures. In particular, the school has ensured that campus evacuation sites have been tested fully.	2020-2021
	To review the implementation of the new Human Resources and Recruitment Management System.	2021-2022
	The school's calendar has been reviewed and major recommendations considered and implemented if appropriate.	2021-2022



<b>Strategic Priority: Infrastructure</b>		
<b>Strategic Area</b>	<b>Strategic Commitments</b>	<b>Priority Year(s)</b>
<b>Development and Advancement</b>	To establish a Development Subcommittee of the Board of Trustees.	2020-2021
	To enact the Development Committee's strategy and action plan for development funding.	2020-2021
	To rebrand and relaunch the school's Giving website.	2020-2021
	To launch the public phase of BST's funding strategy synchronising with discussions regarding the BST Senior School and Technology Hub.	2021-2022
	To build a sustainable annual fund or the long-term development of facilities including the BST Senior School and Technology Hub.	2021-2023
	To cultivate and maintain a culture of philanthropy.	2021-2023
	To review and redraft if necessary the school's admissions policy to align with the development agenda.	2021-2023
<b>Staffing and Training</b>	To implement the new Performance Development Process for Teachers and Teaching Assistants.	2020-2021
	To conduct a full review of education and business staff remuneration, responsibility allowances and contracts and respond to the major outcomes as necessary.	2020-2021
	To review the middle leadership structure throughout the school.	2020-2021
	To implement the new Rules of Employment for local and overseas hired staff.	2020-2021
	To implement a new policy and tracking system for staff professional development in both the education and business teams.	2021-2022
	To evaluate the new Leadership Team structure to ensure it meets the evolving needs of the school. Evaluating the impact in particular upon the development of teaching, learning and curriculum priorities.	2021-2022
	To assess the staffing needs of the school and implement changes as necessary in advance of the new campus opening.	2021-2022



## REVIEW AND EVALUATION

Our planning and review process is guided by our values, mission and vision and steered towards long term whole school aims. As we seek to achieve these aims, we identify development areas, and articulate aligned commitments, to grow the conditions for purposeful learning at BST. Thus, our planning process is hierarchical, progressive and accountable as below.

Underpinning the Strategic Plan are annual Development Plans in the primary

and secondary sections of the school, as well as subject and Year Group Team Action Plans. The Strategic Plan builds upon the strategic priorities of the previous plan and seeks to highlight the next significant steps in the evolution of the school. The Strategic Plan is a fluid and dynamic document. It is likely to be adjusted over the three years as an outcome of the CIS self-study process and in response to the developing needs of BST learners and the broader educational landscape in Japan and regionally.

The cross-school development groups are also key to enacting the school’s vision and reviewing our progress throughout the three years. The cross-school development groups for teaching and learning, learning technology, wellbeing and outdoor education meet periodically throughout the year and comprise staff from the primary and secondary sections of the school. Additionally, parents and students will participate in these groups as appropriate throughout the year.

Development Hierarchy	Frequency of Review	Reviewed by	Accountable to
BST Guiding Statements	3 years and annual agility checks	Mission and Vision Group and Senior Leadership Team	Board of Trustees
BST Strategic Plan	3 years and annual agility checks	Senior Leadership Team	Board of Trustees
Primary and Secondary Development Plans	Annual	Primary and Secondary Learning Leadership Teams	Senior Leadership Team
Subject and Year Group Team Action Plans	Annual	Teaching Teams	Learning Leadership Team Line Manager



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