

Strategic planning provides a comprehensive framework to identify and address the unique needs and goals of the IBDP, aligning them with the vision and mission of DBIS. By involving stakeholders, diverse perspectives are incorporated, leading to a more holistic and informed decision-making process. Through effective strategic planning, DBIS can enhance the quality and effectiveness of its IBDP, ensuring a transformative and well-rounded educational experience for its students over the next five years. This inclusive approach fosters commitment, promotes transparency, accountability, allows for the identification of potential challenges and opportunities, enabling the school to proactively respond to the evolving educational landscape.



Our Focus Areas



The Strategic plan at DBIS aims to provide students with a comprehensive education that prepares them for the challenges and opportunities of the future.



Promote emotional wellbeing

Recognizing the importance of well-being, attention is given to fostering a positive and supportive environment for students, providing them with the necessary tools and support to navigate their emotions and build resilience. Moreover, the plan aims to engage parents actively, equipping them with strategies to co-promote their children's well-being. The plan focuses on supporting the teachers and staff, ensuring they have access to resources and programs that promote their emotional health and work-life balance.



Enhance the teaching and learning experiences

Fostering consistency and continuity in the delivery of curriculum, ensuring that students receive a cohesive and high-quality education across all subjects and grade levels. The plan addresses the importance of cultural adaptation, enabling students to develop a global mindset while respecting and appreciating their local culture. This will emphasize the need for skill-based learning, equipping students with the necessary competencies to thrive in a rapidly evolving world.



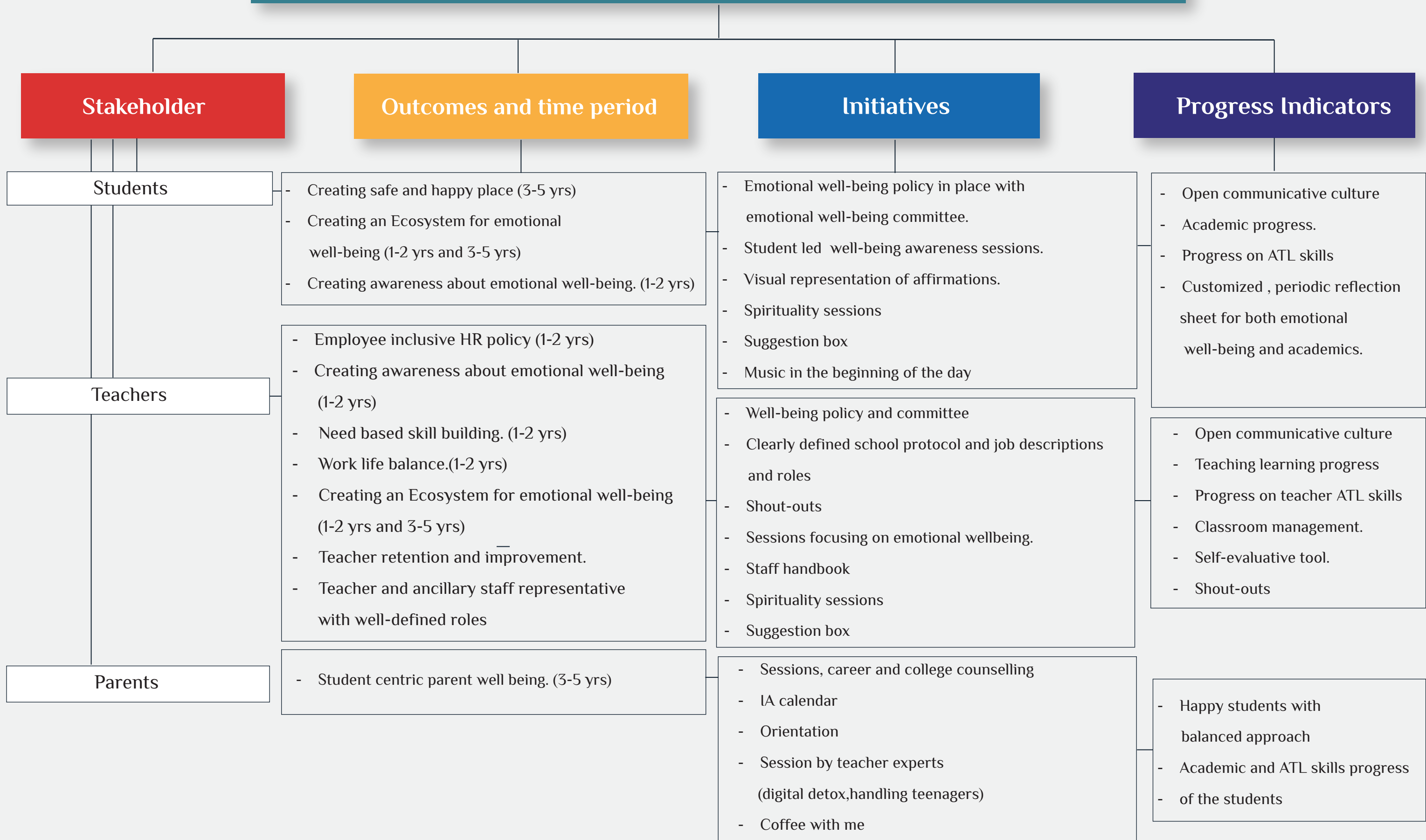
Development of a holistic program

Providing students with real-world experiences that bridge the gap between theory and practice, preparing them for future endeavors. Recognizing the significance of sports and non-academic skills exploration, DBIS will encourage students to engage in physical activities, self-management and life skills and integrate it into the curriculum, equipping students with the essential skills needed for personal and professional success.

We hope to inspire our students to keep learning, innovating and transforming as they move to next chapter of their life as confident, caring and compassionate global citizens.

1.Promote emotional wellbeing

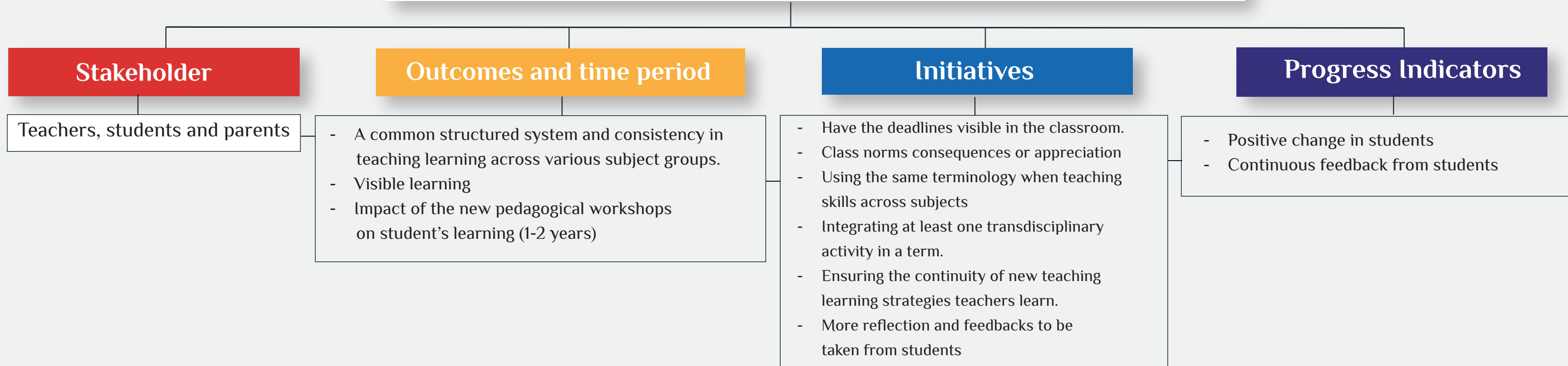
At DBIS, we have a joyful and safe ecosystem for the holistic wellbeing of the community.



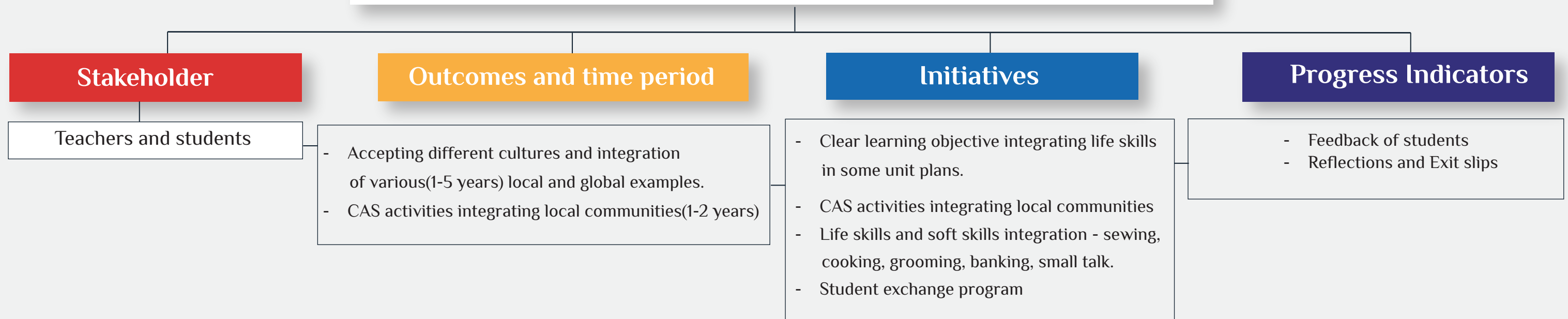
2.Teaching Learning experiences

At DBIS, we readjust teaching learning engagements and experiences which are consistent and progressive to equip the students with necessary skills and respect for their own culture and others.

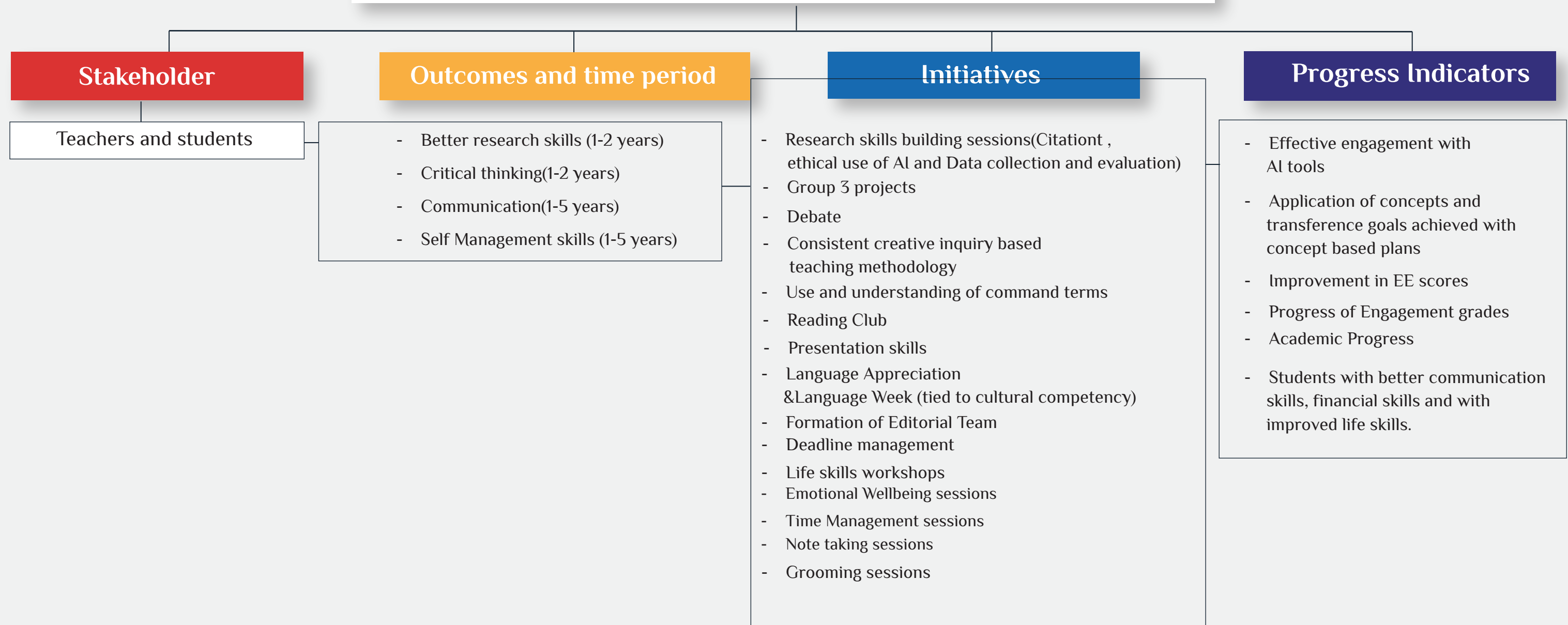
2 A .Consistency and continuity in teaching-learning experience



2 B. Cultural Adaptation (local and global)



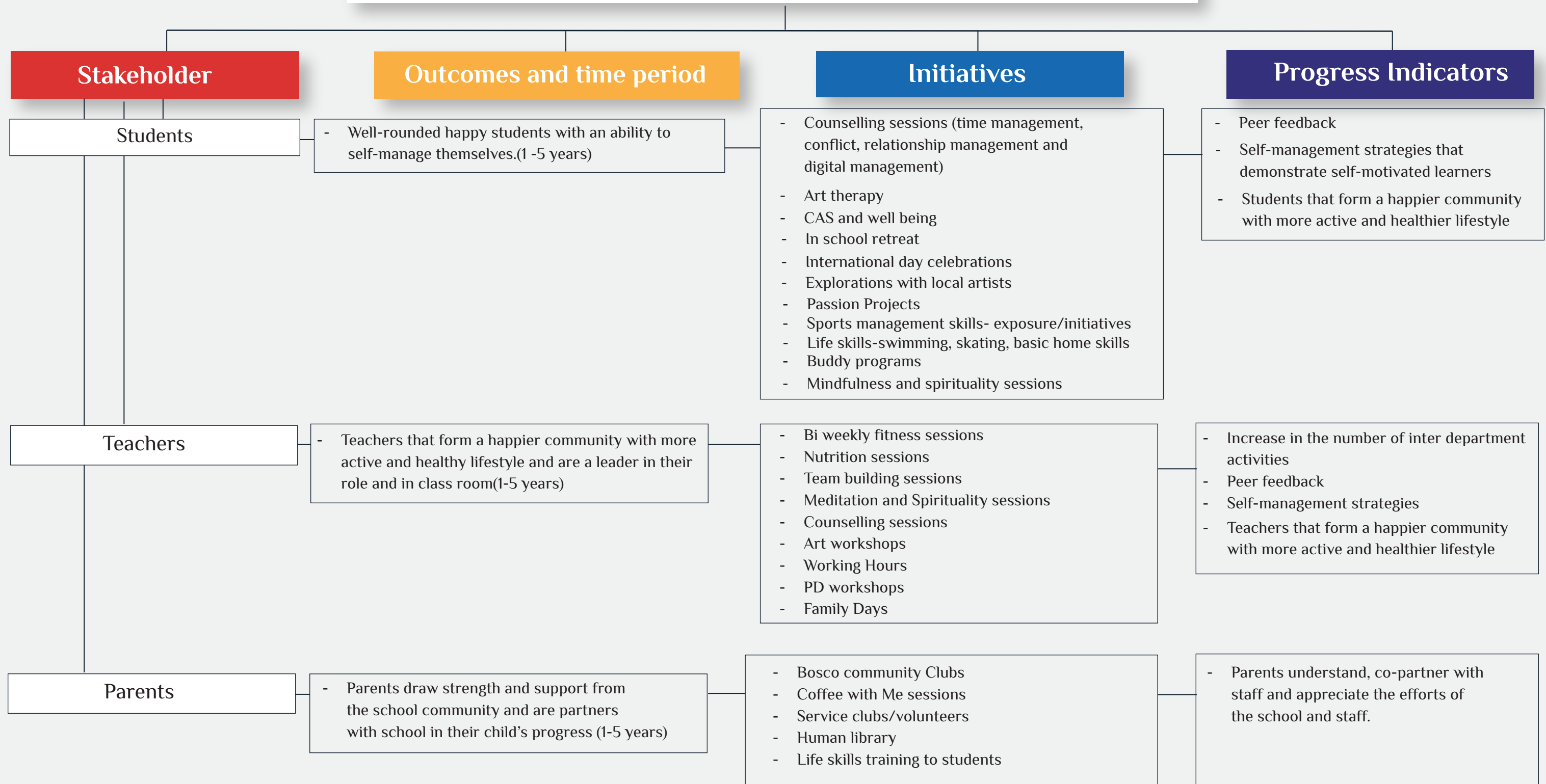
2 C. Planning for skill based learning

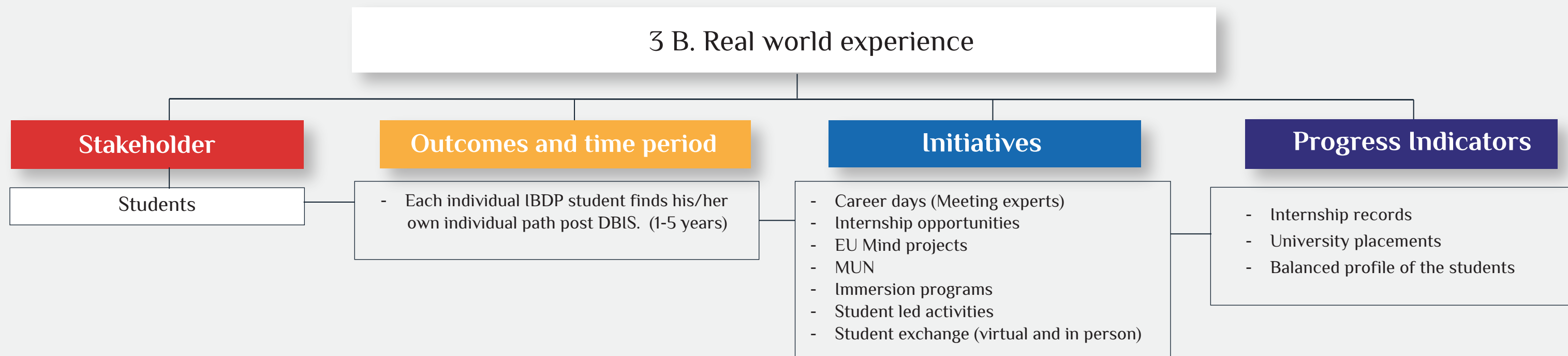


3.Holistic Programme

At DBIS, holistic education places a strong emphasis on helping each student find their own unique path. The “whole child education.” includes the development of the student’s emotional, intellectual, physical, spiritual, and social components. The focus will also be on giving exposure to real world experiences.

3 A. Whole child education (Sports and other non-academic skills exploration and life skills) with support from teachers and parents





In today's evolving times with technological changes disrupting the world, it's important for us to leverage the technology and bring improvement in the way we learn and teach at DBIS in the changing education landscape to make learning relevant ,purposeful and personalised.

We hope that with our plan in the next 5 years our progress brings about well-rounded happy students with an ability to self-manage themselves. Each individual IBDP student finds his/her own individual path post DBIS. Teachers that form a happier community with more active and healthier lifestyle and are a leader in their roles and in class rooms Parents draw strength and support from the school community and are partners with school in their child's progress.

Together we believe in, "Education is a matter of heart."-Don Bosco