



BBIS STRATEGIC PLAN

A SHORT HISTORY OF BBIS

BBIS was founded in 1990 as the International School Berlin-Potsdam (ISBP). The school opened in September 1991 with eight students. Four years later, a second building was added to accommodate growing enrolments. Just seven years on, the school had 100 students and moved to a new location in Neu Fahrland, north of Potsdam. In 1998, a reorganisation of the school included a name-change to Berlin-Potsdam International School (BPIS).

In 2001, the school moved to Seeberg in Kleinmachnow. There, a newly-renovated building called House 2 was home to a library, a computer lab, three science labs, an arts centre, music rooms, eighteen classrooms and offices. By then, the school had 300 international students. With the move came a new name – BBIS Berlin Brandenburg International School – which recognised the school’s proximity to the capital Berlin and its location within the state of Brandenburg. In 2005, the school purchased the Seeberg site to secure space for future growth.

Another major milestone in the school’s history was the addition of BBIS Boarding. During the first years, the boarding facility was located in nearby Potsdam, later moving directly onto the school campus. Other significant milestones were the building of a state-of-the-art gym, sports field, and purpose-built outdoor play spaces. The full renovation of House 1 – home to our Early Education centre and Primary School – was completed in time to celebrate the school’s 25th anniversary.

In August 2021, the school opened a fully refurbished House 5. This new home for our Secondary School students contains modern learning spaces, hi-tech science labs, a spacious library, a media centre, an inviting communal area and learning hub.

Today, BBIS enrolls 850 students from over 65 countries. As an inclusive school, BBIS empowers students to fulfil their unique potential – guided by the belief that inclusive and individual education is the best basis for success and happiness.





OUR MISSION AND VALUES

OUR MISSION

To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

This can be summarised as: we are:

*inclusive
innovative
active*

VALUES THAT INFORM OUR MISSION

Pioneering

Pioneering students are courageous, determined and resilient. They explore the unfamiliar. They question assumptions. They seek creative solutions to the challenges they discover. They collaborate with others to achieve personal and shared goals. They put ideas into action.

Reflective

Reflective students are thoughtful, open-minded and considerate. They evaluate feedback and evidence of learning, recognising their successes and setting goals for further development. They inquire into their approaches to learning, identifying conditions and strategies that help them learn well. They learn from mistakes by analysing and attributing causes for failure. They develop growth mindsets. They take responsibility for their own learning.

Excellence

Excellent students have high expectations of themselves. They are passionate about learning, embrace opportunities, and take steps to improve themselves. They are driven to be their best selves. They take learning seriously through high levels of engagement, and commitment to self-development. Excellent students welcome and respond to feedback.

Caring

Caring students are empathic, and principled. They take responsibility for self, others and the environment around them. They are committed to service. They learn strategies to overcome impulsiveness and manage their emotions. They build and develop relationships. They manage and resolve conflict. They act as responsible digital citizens. They consider how they can share their skills to help their peers. Caring students take a stand for diversity, equity, inclusion and justice.

DEFINITION OF LEARNING

Learning is a lifelong and active process of inquiry in which the learner constructs new meaning about themselves and the world around them by connecting prior knowledge with new information and experiences. Learners' knowledge, conceptual understanding, skills and attitudes develop and deepen over time. Learning is demonstrated when learners apply, transfer, and adapt their learning to new situations and problems in original ways.

LEARNING PRINCIPLES

High quality learning happens best when ...

... learners feel safe in a positive, supportive and nurturing learning environment where their ideas are valued and respected.

... learning is individualised, using learners' prior knowledge, interests, learning strengths, linguistic and cultural backgrounds and identities.

... learners have the right balance of challenge and comfort, knowing that success is attainable through perseverance.

... learners receive specific, frequent and timely feedback through a variety of assessments connected to stated learning objectives and outcomes, and use that feedback to practice, retry, rethink, and revise.

... learning is a social activity that allows learners to collaborate, communicate their thinking, and understand and connect ideas from diverse perspectives.

... learners reflect purposefully on their learning, evaluating the effectiveness of their learning and developing an understanding of how they learn best.

... learning is embedded in authentic, real-world contexts, allowing students to achieve personal and shared goals as they discover innovative ways to solve local and global challenges through the inquiry learning cycle.

HISTORY OF STRATEGIC PLAN PROCESS

The goal of the plan adopted in 2023 is to bring all constituents together, focusing the school's resources on personnel, time, and finances. It aims to build a common understanding of our mission and commitment to high expectations, ensuring consistent high-quality learning throughout the school. The plan also ensures that our guiding statements serve as a core driver for decisions. Furthermore, it ensures that our systems, structures, actions, and decisions are pedagogically and learning-centered.



STRATEGIC GOAL 1: INCLUSIVE

WHY?

When members of a community feel safe and valued, and enjoy a sense of belonging, they flourish.

RATIONALE

We believe that all members of the BBIS community should feel confident about their own identity and culture, and motivated to learn about the identities and cultures of others. They should feel safe and valued, they should feel like they belong.

Inclusive systems value the unique contributions that students of all backgrounds bring to the classroom. They also allow diverse groups to grow side by side, to the benefit of all.

AREAS OF FOCUS

- Review of child protection practices, safeguarding procedures and processes
- Professional development and support for differentiated practices
- Continued focus on Diversity, Equity and Anti-Racism
- Barrier-free campus development
- Gifted and Talented Programme development and support
- Continued focus on collaborative support of diverse learning needs
- Alternative pathway to graduation at BBIS



STRATEGIC GOAL 2: INNOVATIVE

WHY?

When BBIS is future-focused, purposeful and collaborative, and when we take risks, we inspire students to extend the boundaries of what is possible.

RATIONALE

An innovative school community is future-focused, purposeful and collaborative, and it takes risks. Being innovative helps promote critical thinking, a sense of adventure and openness. It helps develop the tools to approach the opportunities and challenges of the future, and the confidence and skills to continue adapting.

AREAS OF FOCUS

- Implementation of Technology Vision and Beliefs
- Harnessing AI to support work of students, teachers and employees
- Partnerships with key vendors/ organisations to support extended learning and opportunities for students
- Creation and use of collaborative learning spaces
- Empowerment of staff, students and community members
- Creation of maker spaces for students to embed concepts of design thinking across the school
- Improved use of digital tools across all school operations



STRATEGIC GOAL 3: ACTIVE

WHY?

When we are active global citizens, we use our learnings about ourselves, others and the world around us to make a positive difference.

RATIONALE

We believe student 'voice and choice' should be embedded as a regular feature of the learning environment, developmentally appropriate and designed to empower students through activities that are meaningful, relevant and driven by their interests. Student initiative is encouraged and supported, with opportunities to develop leadership skills and abilities, and engage students in actions that support the Mission and guiding statements.

Active learning puts students at the centre and values meaningful creation and collaboration over passive consumption.

AREAS OF FOCUS

- Commitment to Eco-Schools to support learning and development of sustainable practices at BBIS
- Focus on global citizenship and development of experiences to take advantage of our diverse environment
- Student leadership opportunities and support
- Structured model for service learning across the school
- Enhanced co-curricular programmes to support holistic experiences of students
- Improved engagement with our local community to better support learning experiences within Berlin, Brandenburg and Germany
- Opportunities to embed outdoor education experiences on the BBIS campus



STRATEGIC GOAL 4: SYSTEMS AND STRUCTURES

WHY?

A school's systems and structures ultimately influence academic outcomes, culture of inclusion, ability to innovate and collective commitment to active learning.

RATIONALE

School improvement efforts can fail when outdated patterns are maintained or no longer appropriate for a developing culture and revised Mission. Leaders throughout the school should be aware of the changing interaction of their department within the broader system, and the structures which can facilitate or interrupt such interaction.

To continually improve, we must consider the wide range of elements that interact within the systems and structures. Only then can we identify critical issues, bounce back from mistakes, rally around solutions and create an environment where we learn as a community.

AREAS OF FOCUS

- Digitisation of operational systems to support consistency and efficient practice
- Alignment of employee development practices and professional learning experiences
- Implementation of BBIS policy review cycle for key documentation
- Review timelines for key school decisions and processes
- Review GDPR policies and provide professional development to align with best practice
- Compensation review process to ensure alignment with benchmark international schools in Germany
- Articulation of coherent curriculum through a curriculum review protocol
- Improved use of student data to support student learning
- Continued review of space to best support learning experiences on the BBIS campus



CONCLUSION

The Strategic Plan serves as a road map, guiding the school towards fulfilling our mission of inspiring everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

Our strategic goals will undergo regular evaluation using performance indicators, which will be transparently communicated to the BBIS community. To accomplish this, the school will utilise a variety of available data to objectively measure the school's progress and achievements. This data will not only inform the community but also guide future strategic decisions for the school and its advancement.





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