

Lakeside School Strategic Plan 2022-2025



Slogan

Educational Excellence for the World of Tomorrow

Educational Approach



challenging



bilingual



hands-on



caring

Mission Statement

At Lakeside School we pride ourselves on providing an excellent bilingual education that balances established traditional approaches with innovative best practice. Together, we challenge and support our students to fulfill their potential in terms of intellect, skills and character and maintaining curiosity in pursuit of learning for life. Our boutique school environment provides familiarity and a sense of belonging through our celebrated community spirit. Our actions are guided by local and global perspectives which allow our students to navigate the world they live in.

Developmental Goals

A photograph of a classroom scene. On the right, a female teacher with blonde hair, wearing a dark blue long-sleeved shirt, is looking towards two young girls. She has a gold bracelet on her left wrist. In the center, a young girl with dark hair and a pink hair clip is resting her chin on her hands, looking down at a book or paper on the table. To her left, another young girl with blonde hair is also looking down at the same material. The background is a blurred classroom with shelves and posters. The text 'Developmental Goals' is overlaid in a bold, dark font on the left side of the image.

A high-quality and future-oriented education

Rationale

We prepare our students for the world of today and tomorrow. We draw upon the latest developments in education as well as traditional tried and tested methods that prepare our students for upper school and higher education, with an emphasis on the Swiss Matura and our exclusive partnership with the Freies Gymnasium Zurich (FGZ). Our curriculum values critical thinking skills, personal and social development as well as a strong foundation in sustainable approaches to learning. As a school, we see it as our responsibility to cater for the increasing diversity of the 21st Century learner. We challenge our students to fulfill their potential through enhancing their learning and providing a supportive and inclusive environment. Lakeside School is recognised as a pioneering school in fully immersive bilingual education, and this shall remain unchallenged. Today, Lakeside School represents one of the most established bilingual schools in Switzerland. Drawing upon tried and tested approaches, our experience provides our families with a sense of security. Simultaneously, we challenge the status-quo in order to provide an education that accounts for the knowledge, skills and understanding that our students need when they leave our school – learning for life.



Scope

Handlungs- und Entwicklungsfelder

- The recruitment of teaching staff accounts for qualified and experienced native-speaking teachers who are passionate about serving Lakeside School, its educational approach and the values it stands for.
- Considerations are given to our students' needs both in the context of what is required to be successful today and the skills required for the future.
- Students are challenged to demonstrate their knowledge, skills and understanding and to apply their critical thinking skills to all aspects of their learning.
- Students are supported to develop a healthy work ethic and an understanding of their approach to learning from an early age.
- We provide an inclusive environment. Our differentiated instruction extends student learning in areas requiring them to be challenged and offers support where learning needs are identified.
- Teachers apply a student-centred lens to their planning as well as their instruction, accounting for the individual needs, curiosities and passions of their students whenever possible.
- Technology adds value to the learning process through its integration into the mainstream teaching and

Key Performance Indicators

Erfolgsindikatoren

- School community members are able to understand 'the Lakeside way' due to consistency of its implementation. Teachers are committed to the school's educational approach and its givens.
- Students are working to their full potential to be academically and socially successful at school. They demonstrate a healthy balance between traditional skills and those required for their future and benefit from our immersive bilingual instruction.
- Student learning shows depth and focuses on knowledge, the application of skills and understanding.
- At an age-appropriate level, students show persistency and resilience. Their agency is evident through their ability to take responsibility for their own learning.
- Units of study are planned and structured in a way that there is evidence of student needs being accounted for.
- Each student has aspects of their academic and social development which they identify as strengths and are aware of aspects that require further growth. Students who are identified with specific learning needs are accounted for. Non-native German speakers remain at Lakeside School until the end of Grade 6.
- Lakeside School is recognised as one of the most

learning.

- Offer an optimal environment for students with high abilities.
- The education provided draws upon local and international practice, fostering an awareness of different cultures, mindsets and perspectives.
- All staff members model lifelong learning.
- The educational path is aligned and follows a trajectory that becomes exponentially academically rigorous – play-based learning takes precedence in the Early Years, leading to an increasingly academic focus in the Upper Primary School. The trajectory secures that the Lakeside School experience is guided by best practice, placing an emphasis on continuity.

established bilingual schools in Switzerland by the school community and beyond.

- The allocated teaching and learning time is used optimally.
- Families and the wider community understand that Lakeside School and its staff offer an education that balances traditional and innovative approaches and view themselves as lifelong learners on a journey of continuous development.
- Technology is being used in a way that it enables students to benefit from opportunities that are otherwise not possible. Teachers use digital tools to assess and support individual learning pathways.
- The school culture is perceived as drawing upon both local and international practices and its teaching approach reflects this.
- Students feel at home in both the German and English-speaking culture of education, regard themselves as local and global citizens and demonstrate an appreciation of different cultures and mindsets. In their daily conduct, it is evident that students understand the value of different perspectives.

Familiarity and Community Spirit

Rationale

A strong school to home partnership that is based on trust provides the basis for a successful academic and social development of our students at our school. Children, parents, teachers and staff all feel responsible for the educational process. The students are involved in decisions that affect them. The school day, the additional services such as day care and holiday care as well as after school clubs challenges and empowers our students, offer a sense of community and a safe and secure on-campus environment. Our students are challenged to fulfill their potential within an environment where a sense of community and respectful relationships are valued. This allows them to develop future relevant skills such as being responsibility and self-confident.

We offer parents a comprehensive and flexible range of childcare options. 'Swissness' is a key part of our identity in combination with regarding ourselves as global citizens. A high emphasis is placed on tolerance and appreciating a diverse range of perspectives. Clear and transparent communication strengthens mutual trust at all levels. Teachers and staff closely collaborate at all levels and involve parents as partners of their child's education. Our students develop self-confidence and intrinsic motivation with the involvement of the parents, promotes self-confidence and the intrinsic motivation that is required for their learning journey.



Scope

School / Parents

- To promote confidence in our bilingual educational path and develop an understanding of the Swiss education system through Parent Information Evenings.
- Regularly evaluate the school's offering of additional services.
- Reinvigorate the Parents' Clubs with events that celebrate the school community following the pandemic.
- Involve the Co-Presidents and Grade Reps to strengthen communication between school and home.
- Organise and conduct educational projects (charity) to foster global citizenship.

Teachers and staff

- Foster and implement best practice with respect to handling student behaviour.
- Foster and implement best practice with respect to approaches to learning.
- Model collaboration – particularly amongst teaching partners – as a fundamental principle of working

Key Performance Indicators

- The school community is vibrant, positively affecting the school's atmosphere, reputation and enrolment.
- Parents perceive teachers and the school's leadership to be present, competent and helpful with respect to supporting students with academic or social challenges. Families appreciate the open and trustworthy relationship between school and home. Families perceive Lakeside School staff as experts in their child's education.
- The Parents' Club is an active pillar of the school community, organising and supporting with the organisation of regular events in collaboration with the school.
- Parents and students feel taken seriously when they approach Lakeside School staff with an enquiry. Input from parents and the Student Council is appropriately accounted for and acted upon.
- Challenging behaviour is regarded as an opportunity for learning. Students solve conflicts at an age-appropriate level and with increasing independence.
- Parents make use of the school bus offering, Day Care and Holiday Care. Parents with large professional

together.

- Work closely with families as educational experts and provide advice on their child's learning journey.

Students

- Students perceive a genuine interest in their concerns and are involved in decisions that affect them.
- Maintain an environment where students can test boundaries and appreciate their consequences in an attempt to foster responsibility for one's own actions at an age-appropriate level.

commitments appreciate the service and perceive it as financially fair.

- The Student Council supports students to feel empowered and taken serious with matters that concern them.
- Cross-grade projects and events strengthen the school community spirit.
- The collaboration amongst class teachers and subject specialist teachers supports the team and positively impacts student learning.

The School as a Lifelong Learner

Rationale

Lakeside School Foundation remains at the forefront of best practice with respect to a future oriented educational and social development of learners. All members of our school community see themselves as motivated lifelong learner. Sustainability is embedded into daily campus life. Our school values provide the space for reflection and collaboration at all levels. School-wide and individualized professional development as well as an active network with other schools and associations ensure that our school and its teaching reflect the high quality of its reputation.



Scope

- Establish a solid school development process:
 - Develop the school sustainably through striking an optimal balance between implementing new practices and maintaining established best practice.
- Prioritise the professional development and advancement of staff:
 - School-wide internal professional development:
 - Inspiring and relevant to all roles within the school
 - Secure contemporary best practice
 - Personal professional development:
 - Accounting for personal needs of staff
- Establish an effective school development process at board, leadership and team level that accounts for both campuses.
- Continued synergies of both campuses to create one Lakeside School experience.
- Evaluation of school operations with respect to sustainability

Key Performance Indicators

- The school development process accounts for both campuses, is effective, coordinated and established.
- Staff are motivated and committed to the development of the school.
- The school's professional development programme is established and provides opportunities to collaborate across both campuses.
- Lakeside School is an active member of networked schools and associations.

Optimal Learning Environment

Rationale

Our small and familiar campuses support and complement the nurturing environment offered through our school community. Accounting for our students' wellbeing and holistic development, both our classrooms and the outdoor spaces provide an inviting and purposeful environment for children from Pre-Kindergarten to the end of Primary School. Our well-maintained campuses are designed for contemporary learning, and the investment in digital infrastructure facilitates the integration of technology into the mainstream learning. Thus, students are equipped with the skills they require when transitioning to an upper school and beyond. Our gym hall as well as the additional facilities offered through local partnerships allow for a balanced physical education programme. The comparatively small class sizes promote differentiated learning at a high academic level. Simultaneously, our class sizes are large enough to support a child's social development. Teaching staff are supported by the school's leadership and support staff in order to enable them to focus primarily on the teaching and learning of their students as well as targeted aspects of school development.



Scope

- Both the inside and outdoor spaces of the campuses are well maintained, inviting and contemporary in their design.
- Facilities are maintained with sustainability in mind.
- Our 'ICT Solution Design' (network, server and/or cloud solutions, student and teacher devices) are evaluated based on efficiency at regular intervals. If needed, equipment is optimised/replaced.
- Devices and infrastructure are regularly maintained and updated.
- Teachers have access to effective ICT support. The support system is designed to promote the use of digital devices.
- The purchasing and updating of digital devices and infrastructure is planned with sustainability in mind (mid to long term).
- The employment conditions of staff are evaluated at regular intervals.

Key Performance Indicators

- Multifunctional space is optimally used and accounts for the interests of all users.
- Maintenance projects are planned in a financially staggered manner.
- Our 'ICT Solution Design' operates without major disruptions.
- Digital devices are effectively used by teacher and students, adding value to the students' learning experiences.
- Teachers feel supported when using digital devices.
- Digital devices are maintained and replaced when necessary.

Long-Term, Non-Profit

Rationale

Our non-profit status differentiates Lakeside School from other bilingual schools in the area. All tuition fees are invested into the school without the need to account for shareholders or investors. The school's strategic plan is implemented across both campuses and synergies are optimally used. The foundation is currently not committed to a growth strategy. Rather, the goals envisage healthy enrolment at the current sites. In collaboration with the Board of Trustees, the school's leadership creates parameters that secures the long-term existence of Lakeside School. The employment conditions of all staff members are evaluated periodically, and adaptations reflect both the needs of the school as well as market expectations.



Scope

- Achieving optimal enrolment with families that support our educational approach and values.
- Effective marketing strengthens the school's reputation and empowers families to recommend Lakeside School to other families. The Parents' Club and school collaborate closely in this regard.
- A robust and sustainable business plan accounts for the economic factors that impact the operations of the school:
 - Long-term reserves are accumulated from the operational business in order to enable future development or form reserves in the classic sense.
 - Reflecting the school's financial situation, the employment conditions and structures of employment are attractive to employees.
 - An appropriate tuition fee schedule
 - Appropriate organisational structure that allows the foundation as well as each campus to benefit from the synergies (i.e. integration of invoicing in the administrative tasks of the school).
- Head of School search – Appointed successor of S. Urner

Key Performance Indicators

- Employment conditions, the school's offering, incl. curriculum and educational approach are as identical as possible at both campuses.
- Our educational approach, our defined values and educational goals are perceived as beneficial and of interest to prospective families.
- Our new website is live and is perceived as contemporary for the next five years.
- The school's social media presence positively impacts the school's enrolment in a sustainable manner.
- Selected parents within the school community actively support our external communication in a targeted manner (social media).
- The school's enrolment is in equilibrium to the mid-term financial plan. There is an overall increase in enrolment at both campuses and within the foundation. (Goal: One class per grade-level at maximum capacity from Pre-Kindergarten to Grade 4, slightly smaller classes in Grade 5 and 6.)
- The school's leadership and administrative support structure is perceived as appropriate, efficient and effective by all members of the school community. Roles

and responsibilities are clearly defined and transparently communicated.

- Employment conditions of staff are evaluated periodically and account for both the school's needs and those of market expectations.