

## **LBIS VISION STATEMENT**

To be a leading school providing a holistic and high quality international education.

## **LBIS MISSION STATEMENT**

LBIS provides, through the medium of English, quality secondary international education based on the principles of intercultural awareness and international understanding. Our school promotes mutual respect, ethical behaviour and personal commitment. We aim to meet the individual needs of a wide range of students and prepare them to be responsible, caring and principled citizens.

## **LBIS PHILOSOPHY STATEMENTS**

### **Our school:**

- strives to make learning and teaching a meaningful and enjoyable experience
- provides a well-rounded education
- values and encourages behaviour that is principled, responsible and respectful of the rights of others
- fosters positive partnership and communication between students, parents and the school
- appreciates cultural diversity, as well as promoting pride and a sense of belonging to the school and Mauritius
- encourages awareness of global and environmental issues
- strives for continuous learning and improvement.

## Our core beliefs are that:

- all people have intrinsic worth and deserve to be respected
- diversity is a strength when people are committed to shared goals
- individual and cultural diversity enriches life
- individuals are both responsible and accountable for their choices
- all people have the capacity to learn and improve
- open, honest and respectful communication is essential to mutual understanding
- society benefits when people seek to excel
- emotional, physical, mental, spiritual and social balance is vital.

## **LBIS OBJECTIVES**

LBIS aims to realise its philosophy by pursuing the following objectives:

### *Curriculum*

1. Provide a coherent curriculum to the 11 to 18 age range that leads to students sitting for the International General Certificate of Secondary Education examination at the end of Form 5 and the International Baccalaureate Diploma examination at the end of Form 7.
2. Operate and maintain an entrance process that admits students to whom the school can offer an appropriate programme.

3. Ensure that new students are aware of how they can benefit from the programmes offered.
4. Use a variety of teaching and learning techniques to accommodate different student learning styles and needs.
5. Employ a variety of assessment methods and appropriate feedback to enhance student learning.
6. Encourage students to become fluent in more than one language.
7. Promote inter-disciplinary activities that will strengthen social relationships and academic development.
8. Foster the holistic development of students by promoting creative, sporting and service opportunities both in and out of the classroom.
9. Develop an appropriate programme that supports those students with identified special educational needs that the school can meet.
10. Promote the appropriate use of information technology by students and teachers in all areas of the curriculum.
11. Review the educational programme periodically to achieve high international standards.

### *Pastoral Care*

12. Ensure the personal, moral and social development of students through the delivery of a formal Life Skills programme.
13. Provide psychological and emotional support for students through the pastoral and guidance team.
14. Provide a Careers Guidance service to ensure that each student will make informed life choices when entering tertiary education or the world of work.
15. Ensure, where applicable, that information relating to student progress is communicated sufficiently early to parents.

## *Students*

16. Encourage students to take an active and positive role in school life.
17. Encourage students to be involved in life-long Community Service.
18. Encourage each student to take responsibility for, and derive enjoyment from, lifelong independent learning.
19. Encourage students to share knowledge and appreciate the value of teamwork and collaborative learning.
20. Ensure, through the Student Representative Council and Prefect Body, that student opinion is considered in decision-making processes.

## *Teachers*

21. Develop staff skills and commitment through a structured programme of appraisal, in-service training and professional development opportunities.
22. Endeavour to employ and retain suitably qualified and experienced teachers who are committed and dedicated to realising our School's Guiding Statements.

## *Parents*

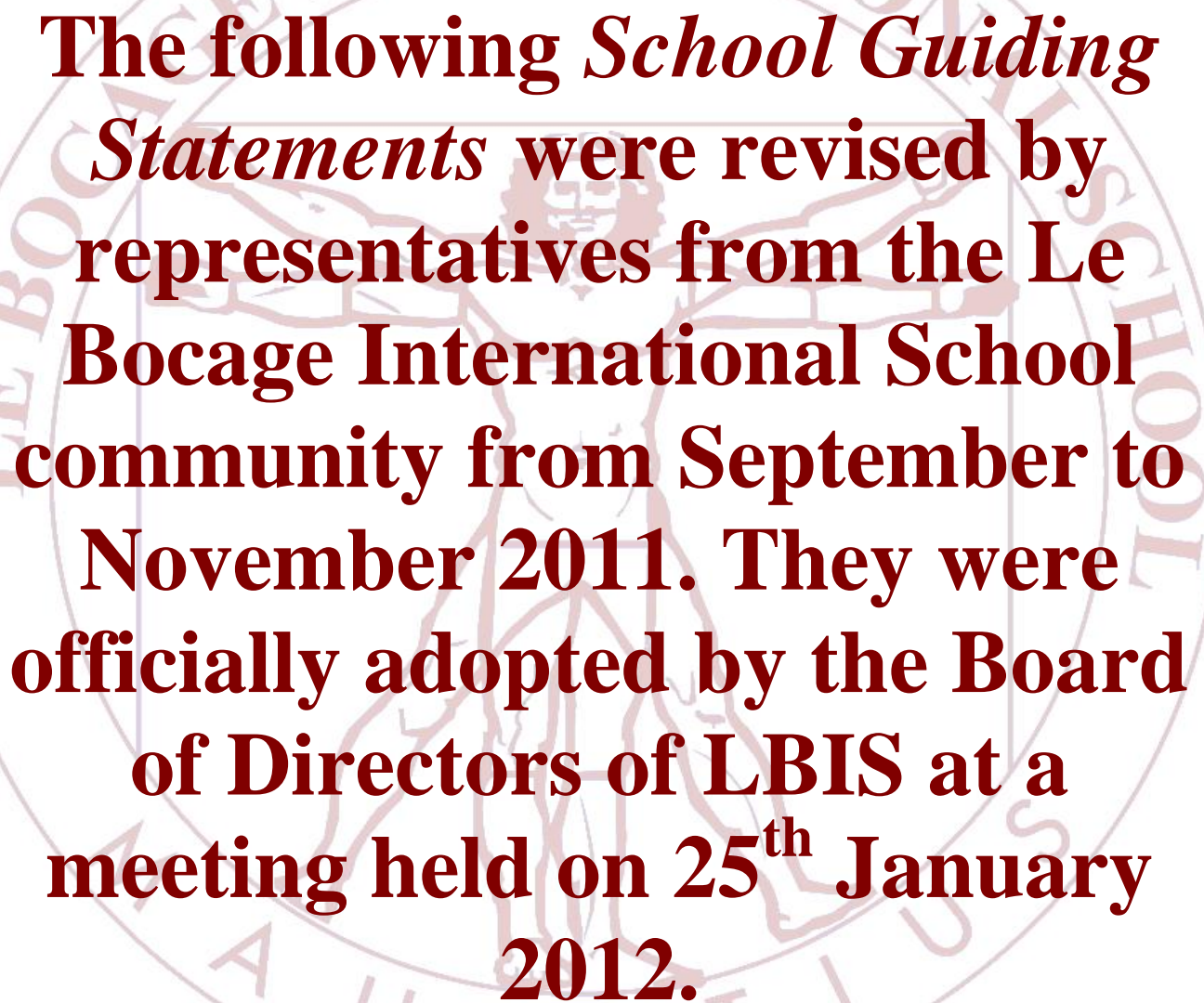
23. Develop a positive working partnership with parents to emphasise the importance of their involvement in their children's education through regular interaction.
24. Ensure, through the Parent Teacher Association, that parental opinion is considered in decision-making processes.

## *Community*

25. Provide accurate information on the school regularly to all members of the community and prospective families.
26. Use English as the principal medium of instruction in the classroom.
27. Operate a system of periodic evaluation of policy and practice, and use the results of the evaluation to improve and develop learning in the school.
28. Promote respectful and ethical standards of behaviour within the school community.
29. Motivate the whole school community to strive for continuous improvement.
30. Engage in activities and projects at national and international level to promote sustainable development and ensure that the school becomes a *Green* school.

## *Facilities*

31. Provide and maintain a safe and healthy environment through regular reviews of procedures and infrastructure.
32. Continue to improve the facilities to maintain an effective learning and working environment.

The background of the page features a large, faint watermark of the Le Bocage International School logo. The logo is circular and contains the text 'LE BOCAGE INTERNATIONAL SCHOOL' around the top and 'MAURITIUS' at the bottom. In the center of the logo is a figure holding a staff and a book, with a banner across the figure's chest.

**The following *School Guiding Statements* were revised by representatives from the Le Bocage International School community from September to November 2011. They were officially adopted by the Board of Directors of LBIS at a meeting held on 25<sup>th</sup> January 2012.**