

International School of Tallinn (IST)
STRATEGIC PLAN
2023–2028

Tallinn 2023

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1. About the school

International School of Tallinn (IST)

- IST was founded in 2016 by a resolution of the supervisory board of the owner of the school AS Mainor and was opened in 2017.
- IST provides international education in the **English** language – based on the **International Baccalaureate (IB)** curriculum and its study programs: Primary Years Programme (PYP, Grades 1-5 and preschool), Middle Years Programme (MYP, Grades 6-10), Diploma Programme (DP, Grades 11-12).
- IST is an international general education school that covers the **full cycle** of studies from kindergarten to high school.
- As of school year 2023/2024, IST operates in two buildings (~2000 m²):
 - 1) The school premises (at Keevise 2) of the four-storey building that IST shares with Emili School and Kalli-Kalli Kindergarten.
Currently, preschool and Grade 1 are located on 2nd floor, Grades 2-7 on 3rd floor and the canteen with an assembly hall are used on 4th floor.
In total, IST uses ca 1300 m² of the space.
 - 2) A half-floor of premises on 2nd floor at Lõõtsa 8 for Grades 10-12 (in total 350 m²) and a half-floor of premises on 5th floor at Lõõtsa 8 for Grades 7-9 (in total 310 m²).
A full-sized gym (located at Suur-Sõjamäe 8a) and an outdoor playground area (270 m²) are also at the disposal of the school.
- The school is gaining an excellent reputation among the foreign community in Estonia for high-quality education services. As of January 2023, we have 235 students, and we are aiming at least to double the numbers in 5 years.

Vision

To prepare the **future global citizens** who value research, critical and creative thinking, open and entrepreneurial way of thinking and who are caring and compassionate.

- An integrated school community: pupils, teachers, staff, and parents.
- A prominent teaching staff who continually implements the best pedagogical practices.
- Improved knowledge and skills in the fields of mathematics, science, and technology (STEM) – preparing the pupils for the changing technological future.
- Pupils who wish to be entrepreneurial leaders in their area of operation.

Mission

The mission of IST is to support the comprehensive development of each to become a **responsible global citizen** and an **independent lifelong learner**, offering a learning environment that is multicultural and promotes research.

Primary values

The values of the school are based on the attributes of the **IB learner profile**, which are directed to international mindedness and forming the respective attitudes.

IB (*International Baccalaureate*) strives at developing pupils who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

These 10 characteristics form the IB Learner Profile.

The **primary values** of IST are:

To take action – we believe that our main objective as global citizens is to react to and act with enthusiasm towards the local and global challenges which originate from different problems that affect the existence of our community of learners. Translating into the IB terminology, taking action means to be a risk-taker, a communicator and principled.

To balance life – we believe that balancing the different aspects of mankind is extremely important. We promote a healthy lifestyle, attentiveness, good relationships, physical and mental development, and career opportunities. In the IB terms, balancing life means being reflective, caring and balanced.

To develop into a lifelong learner – we believe that learning should never stop in our lives. As a community, we work hard to achieve our goals by using different learning strategies and approaches. We prioritise the development of skills and attitudes which always help us to satisfy our curiosity. In the IB, developing into a lifelong learner means being open-minded, knowledgeable, an inquirer and a thinker.

Description of the main activities and ideas of the International School of Tallinn (IST)

Development principles and directions

- To fill existing gaps in the network of international education in Tallinn. Founding IST is oriented to resolve the different bottlenecks in the field of international general education. Foreigners residing in Estonia expect three aspects from an international school: 1) a full K-12 curriculum that is globally recognised (mostly IB), 2) multinational learning environment and 3) a reasonable tuition fee. IST has become the first international school in Tallinn to fully cover all these three aspects.
- To serve the educational needs of the international community in Tallinn and especially in Ülemiste business district. Ülemiste City is a rapidly developing Smart Business City campus where the presence of an international general education school is essential. Because the technology companies located in the campus hire an increasing number of foreign workers, the existence of our school helps the foreigners to be more satisfied with this business location.
- To satisfy the local need for international general education. In addition to foreigners, there is a considerable number of local people who wish or need to provide their children with an education based on an international curriculum and English language. Until now many of these families have not had the opportunity to put their children in a school like that, or it has not been affordable.
- Sustainable development as a self-supporting private school. It is a principle in IST that in a mid-term perspective (in 5-7 years), the school must achieve a breakeven point (achieved in 2023) and must cover the initial investments (approximately by 2028). It is kept in mind that the school would grow and develop according to its real capacity for development and when it is needed, the plans are amended accordingly.
- The aim is to apply a new and contemporary learning concept which is supported by both the pedagogical principles of the IB curriculum and other standards of international general education. The teachers of IST use an actively digital curriculum to provide a competitive, so-called 21st-century education.

- Regular auditing the quality of the international education provided by IST. Even though IST is already a fully authorized IB World School by the IBO (*International Baccalaureate Organisation*) to provide IB study programs (PYP, MYP and DP), we are aiming to be among those IB schools that are internationally accredited – for this purpose, we have chosen the NEASC (*New England Association of Schools and Colleges*) to complete our first accreditation journey by 2025.

Characterisation of the education service

- The **official language** of instruction in IST is **English**. The Estonian language is taught as the language of a host country, and the primary foreign languages are French, Spanish, German, and Russian, according to the choice of the pupils.
- The provision of education services is based on the **IB study programmes** (PYP, MYP and DP).
- Provision of education services covers the **full cycle of general education** from the preschool up to the 12th grade.
- Officially, the maximum number of pupils in a class is 24, but we are aiming to keep the optimal number 18-22 which guarantees a relatively individual approach for every pupil. In addition to that, we are providing learning support coordination if needed.
- The central principle of the provision of education services in IST is to implement a new, changed learning concept, paying great attention to interdisciplinary integration, developing general competences, multi-intelligence, entrepreneurship, technological competence, financial literacy, self-awareness and mindfulness, problem-solving skills, collaborative team work, creative learning and research-based learning.
- IST pays specific attention to implementing digital options while providing education services because this allows IST to increase the motivation to learn, use interactive programmes and tests and to apply personalised approach and to take into account the results of learning analytics.

Description of the workforce

- IST recruits **international personnel** to primarily teach the **main subjects** (English, maths, natural sciences, humanities). IST also considers it essential that foreign languages (in addition to English, also French, Spanish, German, Russian and Estonian) are taught by teachers who speak the respective languages as a mother tongue or at the highest fluency (C2).

- When it comes to the minor subjects, it is also possible to consider the local pedagogical workforce if they speak English at level C1.
- We presume that every teacher has a **recognised pedagogical qualification**, Master's degree, health certificate and a clean criminal record which allows them to work in a school. Teachers who have prior pedagogical experience are preferred, especially those with **prior experience** in working at an international school.

Positioning and added value of IST

Now, there are four schools operating in Tallinn that provide education services by the international curriculum.

1. The oldest of them is the **International School of Estonia (ISE)** that was founded in 1992 and which provides education based on the IB curriculum. The school was established on the initiative of foreign parents, and the school has the support of many embassies (including the US embassy). The school provides education for all classes (1 to 12), and the school has its preschool after which the children can attend the 1st class.

2. The second international school is **Tallinn European School (TES)**, which was founded in 2013 and provides education based on the EB (European Baccalaureate) curriculum for all classes (1 to 12). The school has a preschool after which the children can attend the 1st class. In primary school classes, there are many parallel classes. It is likely that the high market demand is caused by the low tuition fee that is made possible due to the additional funding provided by the state and European Commission.

3. **Tallinn English College (TEC)** is also providing a full IB education from grades 1 to 12. There are about 24 pupils in each class. IB classes make up an additional parallel direction besides the main activity of the school – functioning as an Estonian-language local school of general education.

4. Private school **Audentes** provides IB curriculum (Diploma Programme) only at the upper secondary school level.

So far, the state of Estonia has provided additional funding to support international general education schools. ISE is using a school building free of charge for many years, making additional investments by themselves. TES and TEC receive a national government grant, the latter also obtains a grant from the Ministry of Foreign Affairs.

The tuition fee at ISE is 21,968–24,512 euros and at TES 4,664–5,709 euros a year, depending on the age of the pupil. As a local school, TEC must provide IB education free of charge. In Audentes, the tuition fee for DP is 8,980 euros a year.

The **International School of Tallinn (IST)** – offers:

- globally available education (IB) and inclusive admission – which Tallinn European School (TES) does not provide;
- a fairly more affordable tuition – which International School of Estonia (ISE) does not offer;
- a fully international environment (around 50 nationalities represented at the IST) – which Tallinn English College (TEC) does not offer;
- a full cycle of IB programmes (PYP, MYP, DP) – which Audentes does not offer.

Therefore, every international school in Tallinn (except IST) is struggling to meet all major expectations of the international community:

- ISE - although it offers IB curriculum and international environment, the tuition fee is too high.
- TES - although it has a more affordable tuition fee and an international environment, it does not offer IB education that is globally most common and well-known brand.
- TEC - although it offers free IB education, it does not have an international environment.
- Audentes - it offers IB curriculum and international environment only in high school (Grades 10-12).

Customer benefit / unique niche:

IST alone fills the gaps to meet all three main expectations of the international community. The huge/fast growth of IST proved this statement to be true and the demand keeps ongoing.

Additionally:

- IST will support the development of Ülemiste City by being a necessary part of the ecosystem of the smart international business city.
- IST will become quite a natural choice for the families whose children finish their pre-school education in the international group of Kalli-Kalli Kindergarten that is also located in Ülemiste City.

Target groups of the school

- All foreigners staying in Estonia either temporarily or permanently (entrepreneurs, managers, specialists, diplomats, investors, etc.);
- Employees and employers who are working in Ülemiste City (and Tallinn);
- Estonians returning from abroad who wish to find an international school for their children in Estonia;
- Foreigners who for some reason are not satisfied with any of other existing international schools in Tallinn;
- Local Estonian citizens who wish that their children receive different education than offered by current schools.

Personnel (as of 2023)

- Administration and support team
Full time: director, deputy, IB coordinators/principals (PYP, MYP, DP), office manager, admission officer, PR manager/event coordinator, SEN coordinator /psychologist, administrative and security manager, receptionist.
Part-time: librarians, IT manager, career counsellor.
- Teachers – **30** teachers full-time and **6-7** teachers part-time. Mostly, we have international teachers (approximately 85-90%) with a few locals.
- Outsourced service providers: accountant, school nurse, IT support, catering, cleaning, security.

Data about the available financial resources or the source of them

AS Mainor has always guaranteed funding of IST over the years and the school is reaching breakeven now and becoming financially self-sustainable. A five-year financial forecast has regularly been prepared and updated for the school.

Any potential deficit of the budget will be covered by the owner and a respective confirmation letter may be issued whenever needed.

Risk assessment

<p>STRENGTHS</p> <ul style="list-style-type: none"> • The proved quality of education and very responsive communication at the IST. The school has gained a high reputation and has become the 1st choice for many international families. • A full cycle of IB study programs that are internationally authorized. • IST is presumably the only school that can offer all three essential components simultaneously: global IB curriculum, affordable price and truly international environment. • A strong and experienced management team with a clear future vision and a very dynamic and qualified teaching staff. • The IST provides a wide range of foreign languages and has a specific focus on development of digital and business skills. • Admission of new students takes place all year round. • The owner's consistent motivation to develop the school as a part of the ecosystem in Ülemiste business district. There is a fast-growing synergy between the IST and Ülemiste City including Estonian Entrepreneurship University of Applied Sciences and Mainor Group. • The school is well located in the international business district which is already familiar to the international community. 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • A heavy workload with a moderate salary level of the IST staff and quite a small support team due to the limited budget – otherwise, we could achieve even more and faster. • Even though our facilities expand every year, we are still getting to our limitations (especially canteen and cloakrooms) due to a fast growth. • Limited outdoor sports facilities (for example, lack of a stadium, quite a small playground area) are not appealing to our current families. • Sharing premises with Emili School and/or other tenants limits our ability to secure access control in the building and may also potentially lead to some competition over the shared space/resources. • As a new school, the need to be fully self-financing unlike other international schools (TES, TEC, ISE), which receive additional specific funding or some other kind of support from the government due to ad hoc decisions made decades ago. • The fragmented focus of part-time teachers and some staff members are still in need to improve their IB knowledge, experience, and practices. • Being established later than other schools, we are still settling some systems in place. However, these are temporary minor issues, the situation has improved drastically every year and we have a clear action plan about all matters that we need and want to address.
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Completing the construction of a new school building in school year 2024/2025 will enlarge and upgrade our facilities. • IST has a potential to grow the number of students up to 500-750 by having a second or third building in its campus/territory. Increasing the number of students will extend the choices for afterschool activities, DP subjects and school life, also will open new middle management positions for the teaching staff. • Aiming to get accredited by NEASC in 2025 will extend our access and participation in international educational networks/events. • The further growth of the international community in Estonia and their partial concentration in Ülemiste area keeps demand high for schooling. 	<p>THREATS</p> <ul style="list-style-type: none"> • Any delay with the construction of a new school building may limit our growth potential drastically. • The most uncertain is a political risk if there are any changes in legislation (like restrictions for immigration or funding of international schools). • The rates of tuition fees at the IST have increased in recent years – to keep our prices appealing, we are in need to slow down. • Pupils who did not initially qualify for the admission into other international schools with cheaper tuition fee or free of charge, will apply for those schools again after acquiring English skills from the IST. • Any major economic crisis that affects the ability of our parents to pay the full rate of tuition fees. • Emergence of any new IB school in Tallinn.

Ways to avoid collateral risks

Any delay with the construction of a new school building.

In this case, we will freeze our current size of the school for a year or two and limit the admission numbers accordingly.

In the worst-case scenario, we would need to postpone the NEASC accreditation procedure (that requires new facilities) and renew the PYP and MYP authorisations separately.

The political restrictions for immigration quota.

In this case, we would need to reorient to the local residents, most likely targeting Russian families who prefer the transformation from studies in Russian to the studies in English instead of Estonian. This would be our last option only, but we know that the demand exists. Obviously, we would market even more actively to attract the people working in Ülemiste City.

The increase of tuition fees at the IST in recent years.

Changes in funding of international schools.

Any major economic crisis that affects the ability of our parents to pay the full rate of tuition fees.

In this situation, we would need to become more flexible in use of discount rates. Luckily, we have already this experience from the first years. Currently, we are rather aiming to slow down further increase for keeping our prices appealing/attractive. Also, considering the current status quo with public funding, it's almost impossible to imagine how the public funding could get even worse for the IST, it could potentially only improve.

Pupils who did not initially qualify for the admission into other international schools with cheaper tuition fee or free of charge, will apply for those schools again after acquiring English skills from the IST.

In this case, we need to satisfy the demand of local market instead of international families. However, the other international schools are already full and have less potential to expand than the IST.

Emergence of a new international school in Tallinn.

Here we have an advantage being established earlier and being already settled which helps us to emphasize our quality. We are already managing our finances very effectively and a private school won't have any significant advantage over us in terms of location, pricing, or quality. Should it be a public school that can compete with a price, we have enough time to start a political lobby/debate, why the local government won't rather buy schooling places from the IST instead of creating its own school.

3. Strategic plan 2023–2028

3.1 Strategic goals for 2023

- The number of students increases from 230 to 250
- Opening at least one parallel class across grades 1-8
- Moving MYP and DP (grades 7-12) to larger facilities (660 m² in total)
- Partly automating the procedures for admission and HR management
- Launching a career counselling system for Grades 9-12
- Establishing the Customer Satisfaction annual monitoring/surveys
- Linking the tuition fee discount rates with following the school rules and policies (both by students and parents)
- Creating incentives for teachers to become IB/NEASC facilitators/visitors/evaluators
- IST joins CEESA (Central and Eastern European Schools Association)
- IST joins ECIS (Educational Collaborative for International Schools)
- Developing additional services/support for families (childcare – especially during school holidays, au-pair network)
- Activating the Student Council

3.2 Strategic goals for 2024

- IST becomes the 1st choice for international families as the biggest IB school in Estonia
- Number of students increases from 250 to 270
- Developing a structure for systematic use of student data to support learning (e.g. benchmarking of global testing results, language proficiency levels, etc.)
- Preparing for MYP e-assessments (Grade 10)
- Coordination system of foreign languages and ESL support at the IST
- Extended Coding Program (either a supplementary subject or afterschool activity)
- Promoting engaging social activities for the IST parents (e.g. sport clubs)
- The first DP cohort taking IB exams

3.3 Strategic goals for 2025

- Number of students increases from 270 to 330
- Some grades in primary and middle years are covered with parallel classes
- The new school building to be completed (the main complex including a gym, science labs, tech workshops, library, subject-specific classrooms, expanded playground areas, assembly hall, etc.)
- Enlarged library becomes a research centre and multimedia studio
- High quality security to control access to the school building/territory
- IST extends significantly the range of DP subject choices, extra-curricular activities, MYP strands (Grades 9-10)
- Establishing strong foundations for STEM Education (Science, Technology, Engineering, Mathematics) in new facilities
- Active exploration of science-based approaches on learning (use of neuroscience and artificial intelligence/machine learning, multi-intelligence testing systems)
- Developing the entrepreneurial student/high-tech startup community
- Active engagement of student + parent body in school life and events
- IST obtains NEASC accreditation (New England Association of Schools and Colleges)
- IST joins CIS (Council of International Schools)

3.4 Strategic goals for 2026

- Number of students increases from 330 to 360
- Starting to build the other section(s) of the school building
- IST extends the range of DP subject choices, extra-curricular activities, MYP strands (Grades 9-10)
- Active engagement of student + parent body in school life and events
- Initiating/hosting international networking events/competitions/conferences
- Developing the IST alumni body

3.5 Strategic goals for 2027

- Number of students increases from 360 to 400
- Completion of the 2nd phase school building (additional premises)
- Up to 25% of IST management and senior teachers become IB and NEASC visitors/facilitators

3.6 Strategic goals for 2028

- Number of students increases from 400 to 450
- IST becomes one of the most prestigious international schools in Eastern Europe and visible in the regional/global networks

The action plan of IST (2023–2028)

Priority area 1: TO ACCOMMODATE THE GROWING NUMBER OF STUDENTS

Purpose/objective	Activities and expected outcomes	Schedule/ deadline	Budget	Person(s) responsible/ implementing
1.1. Digitization and automation of admission process	Schematizing and automating the IST admission procedure(s) to handle the procedures and data more effectively	Apr-May 2023	Programming costs	Director / Office manager,
1.2. Expanding school facilities	Extending the premises in Lõõtsa 8 building (from 350 m2 to 660 m2)	Aug 2023	Regular rental costs	Director
1.3. Increasing the number of students and handling the admission	Optimizing the classroom sizes and establishing the parallel classes if needed	Every year, according to the needs	Annual budget	Director / Office manager, IB coordinators
1.4. Hiring new staff for new parallel classes	Identifying the hiring needs and finding a new staff to cover all opened classes	Every year, according to the needs	Annual budget	Director / deputy, IB coordinators
1.5. Purchasing the new furniture and tools	Ordering and setting up a new furniture and equipment according to the expansion	Every year, on time	Annual budget	Director / deputy Administrator
1.6. Completion of a new school building	Moving to a new school building at Valukoja 7 (more than 3000 m2) that is designated for the IST only	2025 latest	Investment, annual budget	Owners / director
1.7. Construction of additional building(s) when needed	Once the IST reaches 350 students (most likely in 2-3 years latest), the construction of other building(s) needs to begin	Start 2026 Finish 2027 or 2028	Investment, annual budget	Owners / director

**Priority area 2:
TO FOCUS ON ACCREDITATION OF THE SCHOOL AND QUALITY OF EDUCATION**

Purpose/objective	Activities and expected outcomes	Schedule/ deadline	Budget	Person(s) responsible/ implementing
2.1. NEASC preparatory phase	Fulfil NEASC Action Plan 2023	June 2023	5000€:training costs	Director / deputy
	Complete NEASC Preparatory Visit report	Sept 2023		Deputy / IB coordinators
	Host NEASC Preparatory visit (3 days) & workshop	Nov 2023	Training costs, travel and accommodation of visitors	Deputy / Office manager
2.2. Establish a concept for quality of education	High Quality Learning: concept and training	II-IIIQ 2023	5 000 €	Director / deputy
	Setting a system/structure to collect and analyse student data to improve learning	II-IIIQ 2023		Director / deputy IB coordinators
	Specify the KPI (Key Performance Indicators) for quality monitoring at IST	IIIQ 2023		Director / School board, Management team
2.3. CLP (Collaborative Learning Protocol): reflection for IB+NEASC	Submit PYP/MYP preliminary review	I-IIQ 2024 / Sept 2024		PYP and MYP Coordinators
	School submits the CLP Learning community reflection template	2024 / Dec 2024		Director / deputy Management team
	CLP Peer Evaluation Visit (5 days)	Feb 2025	Training costs, travel and accommodation of visitors: 15 000 €	Director / PYP/MYP coordinators, Office manager
2.4. Regular monitoring of school's quality	Exam results, MAP tests, language proficiency levels, surveys, student data	Annually, start 2024		Director / Management team

**Priority area 3:
IMPROVING SAFETY AND WELLBEING OF THE SCHOOL COMMUNITY**

Purpose/objective	Activities and expected outcomes	Schedule/ deadline	Budget	Person(s) responsible/ implementing
3.1. Security measures in shared buildings	Entrance closed, access cards, security cameras and access control	IIQ 2023	5000-10 000 EUR	Director / deputy Administrator
3.2. Health and safety committee	Forming a committee, defining the roles, annual work plan, risk assessment reports	II-IIIQ 2023 Regular		Director / deputy Committee
3.3. Conducting the satisfaction surveys	Surveys: students, teachers, parents Analysing results, making corrections	IIQ 2023 Regular		Director / deputy PR manager
3.4. Child Protection training	All IST staff members take the certified courses that are recognized by the NEASC	I-IIQ 2023 Once a year	3000 EUR Annually	Director / deputy Office Manager
3.5. Exercising safety drills	Drills include lockdown exercises, fire safety evacuations, crisis management	IIIQ 2023 Regular		Director / deputy Crisis team
3.6. Optimizing staff's workload	Reviewing allocation of lesson/work hours, informal checks on work stress, appraisals	II-IIIQ 2023 Twice a year		
3.7. Specifying the HR regulations	Improving clarity on substitutions, duties outside the lessons, fitting the roles	IIIQ 2023		Director / deputy
3.8. Improving the facilities and work area	Optimizing users/area ratios in the canteen, cloakroom, playground, staff rooms	IIIQ 2023	Rental costs	Director / deputy Health committee
3.9. Antibullying activities	Exploring/using programs (like KIVA), sharing PYP5 experience (platform)	IIIQ 2023	2000-3000 EUR	Deputy / Support department
3.10. Incentivize good behaviours	Discount rates depending on compliance with school rules and policies	II-IIIQ 2023 When needed		Director / Homeroom teachers

**Priority area 4:
IMPLEMENTING NEW TECHNOLOGIES IN SCHOOL**

Purpose/objective	Activities and expected outcomes	Schedule/ deadline	Budget	Person(s) responsible/ implementing
4.1. Setting up 3-years Technology Plan (IT)	Inventory of current IT, future estimations based on renewal schedule and growth numbers, future technology needs	May-August 2023	According to plan	Director / IT Manager IT service company
4.2. Extending collaboration with the IT service provider	Listing agreed services to improve IT desktop support, introducing new technologies, advising our staff for use	April-May 2023 Regular	Annual budget	Director/ IT Manager IT service company
4.3. Digitization and automation of school management processes	Transition to school management platform customized for IST needs (admission, CRM, HR procedures, student data, task manager)	III-IVQ 2023	Up to 15 000 EUR	Director / Office Manager
4.4. Developing "Bring your own device" policy	Compiling a BYOD policy and introducing to the school community	May 2023 Regular		IT Manager
4.5. Upgrading school tech equipment and devices	Identifying IST tech needs that need to upgrade before moving to the new building	IIIQ 2023	Investment fund	Director / IT Manager IT service company
4.6. Applying platforms to manage learning processes	Using learning management platforms for MYP and DP students (e.g. Moodle)	2023/24 school year		Director / IT Manager IB coordinators
4.7. Using Learning Lab applications	Implementation of the Learning Lab for integrated STEAM activities (for PYP/MYP level)	2023/24 school year	Up to 10 000 EUR	Director / IB coordinators
4.8. Integrating the Coding Programme	Gradual implementation of tech curriculum (coding, AI, 3D, robotics, web design)	2023/24 school year	5000-10 000 EUR	Director / deputy IB coordinators
4.9. Active introduction and use of tech applications	Exploring and applying tech facilitators at work (e.g. ChatGPT, AI writing)	2023/2024	According to the need	Management / Tech educators
4.10. Installing up to date technology park	Establishing a technology class, labs, and multimedia studio in the new building	2025	Investment fund	Owners / director

**Priority area 5:
DEVELOPING THE LEARNING COMMUNITY**

Purpose/objective	Activities and expected outcomes	Schedule/ deadline	Budget	Person(s) responsible/ implementing
5.1. Elaborating the onboarding and induction: to staff and parents	Streamlining/applying the induction program between the management team: IB, IST policies, documentation, procedures	2023 Regular		Director / Management team
5.2. Regular professional training system/calendar	Drafting and implementing the annual calendar for professional development	April 2023 Annual	Up to 3% of salary fund	Deputy / IB coordinators
5.3. Full commitment to provide IB workshops	General IB workshops: topics prioritized by the IB coordinators	Regular	300-500 € per participant	Director / IB coordinators
	Cat 1 workshops (mandatory): to all teachers and management team	Regular	300-500 € per participant	Director / IB coordinators
	Cat 2 workshops: to some teachers (selectively) and management (recommended)	Regular	500-1000 € per participant	Director / IB coordinators
	Cat 3 workshops (conditionally): to coordinators, department heads and mainly to teachers who aim to become IB/NEASC facilitators/visitors at the IST	Regular	1000-2000 € per participant	Director / IB coordinators
5.4. In-house pedagogical courses	Priority areas: classroom management, PD for classroom teachers, differentiation in teaching, language immersion, SEN	According to PD plan	100-500 € per participant	Deputy / IB coordinators
5.5. Mandatory regular safety training	First aid, fire safety, crisis management, evacuation drills, Child Protection, lockdown	Regular	Annual budget	Director / deputy
5.5. Active learning and transition to STEAM apps/labs	Training by the companies on contractual basis with the IST (e.g. Finnish Coding School, etc.)	According to the PD	Included in the package	Director / IB coordinators
5.6. Regular introduction of new platforms/software/apps	Tech advisors promote and advice teachers on innovative subject specific technologies used in education/learning	Needs based	Training budget	Director / Tech advisors

ANNEX: A review of the IST Strategy 2019-2024

	2019	2020	2021	2022	2023	2024
Planned number of students	65	95	120	150	175	200
Actual number of students	85	115	155	235		
Difference in implementation	+20	+30	+35	+85		

Other results of the IST former strategy 2019-2024:

- IST succeeded to get three IB programs (PYP, MYP, DP) authorized in 5 years (for other IB schools in Tallinn it took around 6-8 years for the DP).
- The number of languages offered at the IST is the biggest among IB schools in Tallinn, currently teaching English, French, German, Spanish, Russian, Estonian.
- We aimed to complete the split of combined classes into individual classes by 2024 but achieved in 2021.
- NEASC accreditation process was not planned to start before 2024, but we initiated the process in 2022.
- The completion of the new school building was delayed, mainly due to Covid pandemic: initially it was planned by 2022 but will be ready by the end of 2024.
- Becoming financially sustainable and reaching breakeven was planned by 2023 and was achieved in 2023.

Future potential

Despite becoming the biggest IB school in Estonia very soon, IST still has a huge potential to double its size in next 5 years. At the same time, we have a capacity to split the school into building blocks/sections, keeping the learning environment considerably small/cosy for each level: preschool, primary years, middle school + gymnasium (200-300 students in each of three buildings, 750 students in total by 2032). The scale effect enables more options for learning.

The IST will become the only IB school in Estonia that will provide the purpose-built/up-to-date brand-new facilities with modern labs, technology class, etc.

The IST has a unique advantage being owned by the corporation with its networking contacts and know-how (including in education, e.g., private university) and being in the centre of the international high-tech business district between the city centre and the airport. It opens various opportunities for additional synergy.