



Governance Policy



British International School
of Ljubljana
an Orbital Education School

Approved by:	RHoS	Date: Aug 2025
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Orbital Education

Orbital Education is a leading provider of outstanding quality internationally acclaimed schools. Each Orbital school develops its own distinctive character based on local market conditions, but they share common management, principles, values and policies aimed at ensuring the highest standards in all aspects of school life.

Curriculum

Students attending an Orbital school follow an international curriculum with a strong focus on proficiency in the use of the English language, leading to international examinations, thereby preparing students for entry to universities worldwide. The curriculum is enhanced to ensure it is relevant to the needs of the individual communities served by each school, offering breadth, challenge, continuity and coherence.

Our schools embrace the opportunities offered by the host country, its language, culture, traditions and history. We celebrate and promote Global Internationalism, both through the curriculum and an extensive range of extra-curricular activities, vital for the overall development of students.

Assessment

Orbital schools believe in challenging students to achieve their potential and to this end, the potential of all students is assessed and their progress is measured against their cognitive ability potential through externally validated assessments. This process informs the planning of interventions to ensure that students are supported to reach their full potential.

Older students take globally recognised examinations such as IGCSEs, A-Levels or International Baccalaureate (IB), at BISL students study for IGCSE and A Levels. These awards are widely recognised for higher education progression, providing a pathway into the best universities in the world. Wherever possible, we also ensure that extra-curricular activities are certificated internationally (for example, the Duke of Edinburgh Awards (MEPI), music and sports awards)

Students

Orbital schools recognise students as individuals with their own learning needs. We meet these needs through a personalised approach to learning, which makes full use of technology, as appropriate. Orbital schools are non-selective in the admission of students, admitting all students whose needs can be fully met by the school.

Students at Orbital schools develop good learning habits, a strong sense of responsibility, self-discipline and respect for others. Students are encouraged to reach the highest levels of achievement in their studies and we celebrate and recognise their endeavours. Our students are expected to be courteous and respectful of others irrespective of race, creed or nationality. They leave our schools ready to become members of a global community, well prepared for life in a rapidly changing world.

Staff

Orbital schools employ teaching staff of the highest reputation and calibre. All teachers have a recognised qualification to deliver the curriculum which they teach. Our experienced teachers undergo a rigorous selection process, following the Safer Recruitment Framework, before being appointed. Orbital recognises that the most important resource in the school is its staff, and we support the continuing professional development of people employed in our schools.

Safeguarding

Every parent must be confident that the learning environment is safe for their child(ren). Orbital schools offer a well maintained and well managed environment, in which the safety and welfare of students and staff is paramount.

Rigorous recruitment procedures are in place and, without exception, robust checks are carried out on new staff, including identity checks, review of original relevant qualifications, references, police checks and online searches. All Principals, senior leaders and HR complete Safer Recruitment training and all teaching staff are certified in Child Protection procedures.

Accreditation

All Orbital schools are accredited, or are on a pathway to accreditation or inspection, by an internationally recognised organisation, such as the Council of International Schools (CIS), British Schools Overseas (BSO) or Council of British International Schools (COBIS), BISL is COBIS and BSO accredited. Accredited status is achieved only if the school meets a set of demanding standards regarding all aspects of school operations and submits to ongoing external inspections.

In addition, Orbital schools seek specialist accreditations, recognising achievement in particular areas of provision (e.g. English language provision, the environment, or technology). The English language provision at BISL is accredited by ALFRI.

Group Synergies

Orbital schools benefit from being part of a group, with direction, guidance and support provided by a senior management team based in Manchester, UK. This vastly experienced and qualified team includes experts in international education and in technical areas such as finance, marketing, IT, premises and HR. They access the latest developments in international education and information/learning systems for the benefit of all schools.

The community of Orbital schools also benefits from sharing best practice. Staff and students from different parts of the world collaborate on projects through a common digital learning platform. Both students and staff are able to pursue their studies and professional careers by moving between schools within the Orbital family.

Governance Structure and Accountabilities

School Board

The School Board is the school's accountable body. It sets the overall strategy and direction for the school while delegating implementation and day-to-day running to the Principal.

At BISL the The School Board is made up of:

- the Directors of Orbital Education
- the Regional Head of School (RHoS) with responsibility for the school
- the Principal (non-voting member)

All decisions of the School Board are ratified by the CEO.

The RHoS is the main interface between the Principal and the Board. He/she will convene board activities, including extraordinary approvals, and follow up actions as required.

The Principal's core responsibility is to provide professional leadership and management for high academic achievement and the successful development of the school.

The Delegation of Authority (DoA) Manual provides details of delegated levels of authority, endorsement and approval from the Board.

Operational Planning

Four documents are fundamental to the successful operation of each Orbital Education school, and are key to the Governance model. They are:

- School Development Plan (the main planning tool for development of the school's core services)
- Financial Plan (including annual budget)
- annual Marketing Plan
- annual personal Job Plan of the Principal

All plans, which are fully consistent with each other, are approved annually by the School Board, ideally by 15th September.

These plans include KPI's and time-bound action plans for implementation during the year.

The Principal is accountable to the School Board for delivering the results specified in these plans. Other individuals with responsibilities associated with these plans are:

- the school's RHoS is responsible for the oversight of preparation and approval of the School Development Plan;
- the Group CFO is responsible for managing the process of preparing and approving the annual budget;
- the Group Director of Marketing and Admissions is responsible for the oversight of preparation and approval of the annual Marketing Plan;
- the Group CEO and Director of Education are responsible for the Performance Management system for Principals;
- the Director of Education is responsible for the oversight and development of high-quality education delivery and attainment, standards and quality assurance, safeguarding and wellbeing in Orbital schools, and is accountable to the Group CEO.

Reporting and Monitoring Performance

The four key plans, with their associated targets, KPI's and action plans, provide the basis for reporting and monitoring of performance between the Principal and the School Board. Reporting and monitoring activity include, but are not limited to:

- weekly Principal's call with RHoS;
- weekly Admissions report by the Admissions Team on behalf of the Principal to Board;
- monthly Financial Variance report by Principal to Board;
- monthly Principal's Report to Board;
- annual Safeguarding Report by Designated Safeguarding Lead and Principal to Board;
- annual dashboard of key KPI's of school performance (including value added to student outcomes and efficiencies in deployment of staff to meet the curriculum);
- focused visits to the school by RHoS and other Head Office executives, according to need. Visit agendas are agreed by Board in advance, and post-visit reports and action plans are managed by RHoS and Principal;
- Interim performance review(s) and annual performance evaluation of Principal. Signed off by CEO and the Director of Education.