PSP 2014

Evaluation report

IB World Schools Department

Report on Programme Evaluation

Head of school: Mr. Mark Rickard
School: Benowa State High School
IB school code: 003852
IB programme: Diploma Programme
Evaluation visit date(s): Friday 5 November 2021

Dear Mr. Mark Rickard,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

- feedback on the self-study process;

- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation;

- recommendations for the school on further developing the programme;

- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School;

- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs;

- indication of the evidence to be provided by the school in case of MTBAs;

- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified the matters to be addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,

Adrian Kearney

Director of IB World Schools

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Process of the school's self-study

	IB Response
Timeline: The self-study took place over at least 12 months.	20 Months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes Conversations verified that all relevant stakeholders were involved in the process.
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	No Information

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy

Practice 1

The school's published statements of mission and philosophy align with those of the IB.

Findings of the Team	The school has published statements of mission and philosophy:
	    o in shared areas around the school.
	
	The school's statements of mission and philosophy include references that the school:
	    o values education that goes beyond academic development
	    o encourages awareness beyond the individual and his or her immediate community
	    o aligns with other elements of the IB mission statement.

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Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Finding of the Team	Conversations with the governing body, administrative and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement; however, the school has not fully engaged with the IB learner profile.

Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

Findings of the Team	Conversations with the pedagogical leadership team and staff show that they understand: o the structure of the DP o the role that each plays in its implementation o the student-centred concept of the DP o the implications of the implementation of the DP for the school. Conversations with parents and students show that they understand and appreciate that: each student is exposed to a broad and balanced curriculum the DP is academically challenging the importance of the core.
Commendation	The school community appreciate what the DP offers students through engagement with the core. Parents and candidates articulate benefits of the broad and balanced curriculum on offer.

Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Findings of the Team	Parents understand and value the development of international mindedness. Students are familiar with the concepts of international mindedness. Conversations with the pedagogical leadership team show that further examination of strategies supporting the learner profile are required to underpin the implementation of the DP. There has been an attempt to address the learner profile through the house system, however the LP is not yet fully embedded in the school's culture. This is an area for future Programme Development Panning. Conversations with teachers show they do not promote the development of the attributes of the IB learner profile.
Recommendation	The school should further implement strategies to develop and promote all attributes of the IB learner profile across the school community.
Action Plan	School did not include appropriate actions in Action Plan.

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Practice 5

The school promotes responsible action within and beyond the school community.

Findings of the Team	The CAS outline shows that while some teachers take responsibility as advisers for some co-curricular activities offered by the school, different members of the school community are not involved in the CAS activities, as supervisors.
	The CAS outline does not show promotion of activities within and beyond the school community.
	Conversation with the CAS coordinator indicates a lack of understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and the reflection.
	Student reflections indicate that home activities such as cooking meals for their own families and sketching/drawing at home (without interaction with others or relevant supervision) are being included in CAS records. There seems to be a lack of understanding of what activities constitute the three elements of CAS: creativity, action and service.
	Conversations with school stakeholders show that the school is not fully committed to responsible action within and beyond its own community.
Recommendations	The school should further develop and implement strategies to promote responsible action within and beyond the school community.
	The school should explore options to develop and extend authentic opportunities for CAS within and beyond the school community. The CAS Coordinator should be given the opportunity to undertake IB professional development in CAS as soon as practicable. Further, the school should network with local schools to explore additional CAS activities.
Action Plan	School did not include actions within the Action Plan.

Practice 6

The school promotes open communication based on understanding and respect.

Findings of the Team	Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc. While it is acknowledged that communication has been impacted by COVID restrictions, the school has managed the communication process effectively.
	Parents are comfortable during meetings and voice their questions and concerns.
	Teachers express themselves openly during meetings.
	Students express themselves openly and respectfully.
Commendation	The school encourages an open and transparent communication environment. Stakeholders are encouraged to express their opinions and share ideas, supporting improved programme implementation.

Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

Findings of the Team	Conversations with parents and students show awareness of the importance of language learning.
	Conversations with the pedagogical leadership team and teachers show awareness of the importance of language learning; however, the school's language policy is not widely used by teachers.
	The languages offered in the DP do not adequately reflect the needs and interests of the student body. Students' home languages are not adequately supported.
Recommendation	The school should investigate strategies to further emphasize the importance of language learning including mother tongue, host country language and other languages, as applicable.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 8

The school participates in the IB world community.

Findings of the Team	Conversations with teachers confirm that staff members actively and regularly access the Programme Resource Centre on My IB.
	Most Staff members have attended IB professional development activities during the period under review. However, there are some notable gaps in professional development, eg training for the new guides in Maths and TOK and training at any level for the CAS and EE Coordinators.
	Conversations with school leadership show that further strategies to connect with other IB World Schools and/or regional associations of IB World Schools may be of benefit.
	Two members of the teaching staff are approved as IB examiners; however, no staff members are members of the Asia Pacific IBEN group (workshop leaders, site visitors, consultants or readers).
Commendation	The school supports IB examiners on staff
	Staff members access the Programme Resource Centre on MyIB for resources and information. Teachers are aware of the MyIB platform and make use of the material available.

Practice 9 + 9a + 9b + 9c

The school supports access for students to the IB programme(s) and philosophy.

Findings of the Team	Conversations with the pedagogical leadership team which includes the DP coordinator, show that: o access to the DP is transparent o there are clear selection criteria set out in the IB Admissions policy o the school supports students in their decision to complete the full diploma All students are strongly encouraged to take the full diploma. Conversations with parents and students show their awareness of the benefit that the DP bring to the students. Conversations with the school's leadership and with teachers provide context for the school's ongoing low numbers of students electing to take the IB DP with the school. The close proximity of a large fully selective, all IB government school (specialising in Maths and Sciences) impacts on the school's IB student numbers. Many of the more able students of Benowa State High School leave the school at the end of Year 9 to pursue the IB Diploma programme at that other school.
Commendation	All students are registered as full DP candidates.

Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

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Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s)

Practice 1

The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Findings of the Team	Conversations with the School's Council show that: o it is aware of the school's progress in the implementation of the DP o it is systematically informed about the DP. Conversations with the pedagogical leadership team show that: o there is a clear system of communication with the school's governing body.
Commendation	There are clear systems in place to keep the governing body informed regarding the implementation of the programme. These pathways are understood and executed by key stakeholders.

Practice 2

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Finding of the Team	Conversations with the governing body, leadership team, coordinator and staff reflect the support given to the implementation of the DP. The leadership team work hard to ensure that the programme is supported and implemented with quality. There is a clear commitment to ongoing programme implementation development. The school will benefit from programme development planning within the new PSP2020 standards and practices evaluation process.
Commendation	The school is self-reflective and focused on ongoing programme development. Leadership supports the examination of the programme within the school and provide guidance and assistance where required to ensure quality.

Practice 3

The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Findings of the Team	Conversations with teachers reflect the support and guidance that the pedagogical leadership team, especially the DP coordinator, provides.
	Head of school/school principal and the DP coordinator participate in meetings and school activities to inform the community about the IB programme.
	While the DP coordinator assures the visiting team that he has enough time allowance to perform the role, it is clear that he needs additional time to expand and enhance the programme.
Recommendation	The school should review the roles and responsibilities of the DP coordinator to ensure that pedagogical leadership further supports the development of the programme at the school.

Practice 4

The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

Findings of the Team	Conversations with the DP coordinator indicates that: o he is knowledgeable about the responsibilities of coordination and considers that the allocated time and resources are consistent with the role o he has established strategies to ensure that all DP teachers can fulfill their roles.
	Conversations with teachers indicate that the DP coordinator devotes time to support them.
	The school offers DP courses online through Pamoja. The students are supported by the IB DP coordinator only. rather than designated site-based coordinators for each subject. The IB DPC is not provided with additional release time to comply with this responsibility.
Recommendations	The school should review the DP coordinator's responsibilities to ensure that sufficient time and resources are allocated to carry them out.
	The school should review the time allocation of the DP coordinator to ensure that he or she can comply with his or her responsibilities successfully.

Practice 5b

The school develops and implements a language policy that is consistent with IB expectations.

Findings of the Team	Conversations with teachers show that the language policy requires additional work so that it is co-constructed, understood and implemented. Conversations with students show that the school needs to examine how it may further support their language needs.
Recommendations	The school should explore further possibilities to support the development of mother tongues, within its possibilities. The school should implement actions so that all teachers are aware of the language policy and participate in its different reviews.

Practice 5c

The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Findings of the Team	Conversations with the DP coordinator and teachers indicate that they are aware of the support the IB gives to students with special needs and where to find the information. Conversation with the DP coordinator indicates that the school has a-special educational needs policy that supports student access to the DP. Teachers comment on the support they receive to successfully work with students with special needs.
Commendations	There are support mechanisms in place to assist students with diverse needs. The care and support offered to students and their families is commended.

Practice 5d

The school has developed and implements an assessment policy that is consistent with IB expectations.

Finding of the Team	Most teachers are aware of the school assessment policy. The assessment policy is detailed and generally aligned with the requirements of the IB.
Commendation	A well-developed Assessment Policy is in place. The policy reflects the requirements for the DP and it is clear that there is a secure system for recording DP assessment. Processes are in place for standardization of assessment of students' work. The school requirements are outlined in a clear graph internal assessment flowchart

Recommendations	The school should implement different strategies to ensure that all teachers are aware of, and apply, the assessment policy.
	
	The school should further develop the following aspects in the assessment policy:
	  o a philosophy of assessment that supports student learning
	  o understanding of the use of DP assessment criteria
	  o an explanation of the 1 to 7 grading system
	  o an explanation of core points in relationship to the Extended essay and TOK
	  o processes for recording and reporting DP assessment
	  o processes for standardization of assessment of students' work
	  o frequency of formative and summative assessment
	
	The assessment policy should be included on the school's website with other school policies.

Practice 5e

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Findings of the Team	Conversations with teachers and other staff (e.g.: the librarian) show that:
	  o they apply the academic honesty policy in the school
	  o they identify its IB-specific elements and understand that the responsibility to detect academic dishonesty lies with them and not with the IB
	  o the school supports the implementation of the policy through the use of IT resources or school-specific documents and training.
	
	Conversations with students show that they are aware of the consequences of academic malpractice.
	
	The academic honesty policy does not include clear reference to conduct in all forms of assessment related to the DP.
	
	The policy does not include monitoring processes and sanctions.

Commendation	The school has a strong culture of academic integrity that is readily articulate and supported by all stakeholders.

Practice 5f

The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.

Commendation	Conversations with teachers reveal that they:
	   o know the IB requirements and expected conduct related to all forms of assessment
	   o apply the rules of conduct to their assessment activities

Recommendation	The school should ensure that the assessment calendar is complete (including all draft assessment dates). It should be made available to all stakeholders in a useable format via the school intra-net.

Practice 7

The school carries out programme evaluation involving all stakeholders.

Findings of the Team	Conversations with the members of the school community reveal their genuine participation in the programme evaluation. Conversations with the leadership team reveal the opportunities and challenges that the evaluation process generated.
Commendations	The school completed the self-study and evaluation process under challenging circumstances. Stakeholders contributed and developed the self-study despite interruptions encountered.

Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

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Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s)

Practice 1 + 1a + 1b

The governing body allocates funding for the implementation and ongoing development of the programme(s).

Findings of the Team	Conversation with the governing body shows understanding of, and support for, the financial requirements of the DP.
	Conversation with the TOK teacher shows that the course is implemented over two years.
	Conversations with the CAS coordinator and teachers do not show that resources to implement the DP are in place and that there is a system to update them.
Recommendation	The governing body should review the school budget to ensure that all identified costs related to the development of the CAS programme are included.

Practice 2

The school provides qualified staff to implement the programme(s).

Findings of the Team	Conversation with pedagogical leadership team shows that teachers have the qualifications required to be in charge of their subjects.
	There are qualified teachers responsible for each subject.
Commendations	The staff consist of strong educators with a diverse range of expertise, training and experience. This contributes to the quality of education delivered. The school is commended for their recruitment process and the ability to attract and retain strong cohorts of teachers, supportive of the delivery of the programme.

Practice 3 + 3a

The school ensures that teachers and administrators receive IB-recognized professional development.

Findings of the Team	Teachers who have completed relevant workshops can express the impact of workshops on their understanding of their subjects/roles.
	Teachers in some subjects/components have not completed relevant IB DP workshops.
Recommendations	The school should plan its ongoing professional development, taking into consideration the requirements to be met at evaluation and the needs of staff.
	The school should prioritize IB professional training for: ○ CAS Coordinator ○ EE Coordinator ○ Maths teachers who have not undergone IB DP ○ upskilling of the TOK Coordinator in the new Guide
	It is recognised that the availability of relevant PD has been impacted somewhat by the current pandemic.

Practice 4

The school provides dedicated time for teachers' collaborative planning and reflection.

Finding of the Team	Conversations with teachers show that the school allocates time for collaborative planning.
Recommendation	Collaborative meeting time should include planning in horizontal teams. The school should explore opportunities for teachers to understand content and skills taught in other disciplines.

Practice 5 + 5a + 5b + 5c

The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Finding of the Team	Facilities have been visited.
	○ LABORATORY(S) FOR GROUP 4
	  ▪ Visit to laboratories for group 4 validates documents.
	  ▪ The laboratories are equipped to ensure that students can work individually and in groups.
	  ▪ The laboratory(ies) are equipped with basic safety measures that are known by all staff and students.
	  ▪ The group 4 subjects are provided with IT resources to ensure that they can comply with IB expectations.
	  ▪ Teachers consider the laboratories appropriate to offer group 4 subject(s)
	
	○ STUDIOS FOR GROUP 6
	  ▪ Teachers consider the facilities appropriate to offer the group 6 subject.
	  ▪ Visual Arts teachers appreciate the acquisition of gallery space to facilitate exhibition of students' work.
	
	○ IT EQUIPMENT
	  ▪ Conversations with teachers whose subjects have IT requirements consider that the resources ensure the implementation of their courses.
	  ▪ Conversation with DP coordinator shows that IT resources are available for his role.
	
	○ SECURE LOCATION OF EXAM PAPERS AND STATIONERY
	  ▪ Identification of location indicates that the school provides a safe location for examination papers.
	  ▪ Conversation with DP coordinator indicates the importance given to the safe location of the examination papers.

Recommendation	The school should review the location of the fume cupboard in the chemistry laboratory to ensure that students do not have to enter the science preparation area.

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Practice 6 + 6a

The library/multimedia/resources play a central role in the implementation of the programme(s).

Findings of the Team	Visit to the library shows that: ○ the librarian is available ○ library resources are catalogued to allow easy access for all students and teachers ○ there are library resources in different languages that cater for the needs of the DP languages, language of instruction, etc ○ there are different titles for the different subject areas (not solely a number of books of the same title) ○ the set-up of the library allows students to work independently and for teachers to work with groups of students (if applicable) ° there are students working in the library during the visit. Conversations with teachers reveal that: ○ the resources are sufficient to offer the programme, and the school improves them as needed ○ they fully understand that textbooks are only one of the many resources available and limiting teaching to a textbook is not acceptable. The Librarian does not have the time resources to play an active role in planning and supporting the DP. The Librarian is not involved in supporting academic honesty. The school has limited data base subscriptions. Library hours are limited mostly to school hours.
Recommendations	The school should explore the possibility of increasing the time that the library is open to promote its use by teachers and students. ○ *Recommendation repeated from previous report.* The school should revise its purchase of material to ensure that the library is updated. The school should take actions to ensure that the librarian is informed about the DP and makes contributions to its implementation. ○ *Recommendation repeated from previous report.*
Action Plan	School did not include appropriate actions in Action Plan.

Practice 7

The school ensures access to information on global issues and diverse perspectives.

Findings of the Team	Conversations with teachers indicate that there are resources on global issues and different perspectives.
	Students have internet access in the library and/or other locations in the school.
	Displays highlight reference to global events.
	Work samples reveal reference to events beyond the state
	Discussion highlight understanding of and reference to a diverse range pof global contexts and perspectives.
Commendations	The school ensures access to a variety of perspectives and global issues which contribute to the education experience.

Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

Finding of the Team	A strong well-being support team is available in the school. Students' needs appear to be well catered for.
Commendation	The school provides support for its students with learning and/or special educational needs and support for their teachers. Provision of well-being support is a hallmark of the school.

Practice 9 + 9a

The school has systems in place to guide and counsel students through the programme(s).

Findings of the Team	Students receive systematic advice on the choices for the DP.
	The school has well developed systems in place to advise students on post-secondary educational options and DP recognition.
Commendations	The school has strong systems in place supporting students through the programme

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Practice 10 + 10a + 10b + 10c

The student schedule or timetable allows for the requirements of the programme(s) to be met.

Findings of the Team	The student schedule shows the allocation of more than 150 hours for each standard level (SL) subject.
	Conversation with the DP coordinator validates the schedule.
	Conversation with the TOK teacher verifies that the course is offered over two years.
	Conversations with DP teachers validate the schedule.
	Conversations with DP teachers show their understanding of the principle and impact of concurrency of learning on the student's educational experience.
	The school offers DP courses online through Pamoja. The IB coordinator states that students have allocated time for the online courses in their schedules.
	Conversations with the CAS coordinator do not validate the allocation of time for the programme.
	Conversation with the Art teacher and student indicate that Visual Arts is offered as a blended QCE/IB class. This appears to be a challenge for both the teacher and student.
	The student schedule demonstrates that TOK is not taught for 100 hours over two years. It is noted that only 70 hours are allocated in the school timetable; however, conversation with the TOK teacher indicates that additional hours are acquired by provision of TOK-specific school incursions.
Recommendation	The school should explore possibilities to ensure more appropriate allocation of time to SL and HL subject levels. At present, there is inequity in that HL, requiring 240 hours and SL classes requiring 150 hours receive identical teaching time on student schedules. This limits student opportunity for independent work. It is recommended that:
	Where HL and SL are delivered in the same subject in the same class, teachers should release SL students while HL content is being taught. timing of release from class could be at the discretion of each teacher.
	Where subjects are offered at SL only (eg ab initio language and SL Maths), the amount of teaching time allocated on student schedules be reduced to reflect the expected difference in teaching time which should be allocated to HL versus SL subjects.
	The school should ensure that TOK hours are delivered appropriately.
	The school should ensure that there are no blended IB/QCE classes. o *Recommendation repeated from previous report.*
Action Plan	School did not include appropriate actions in Action Plan.

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Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

Findings of the Team	Conversations with teachers include references to the resources that can be found in the community.
	Conversations with the CAS coordinator indicate that there is only limited community resources being included in the CAS programme.
Commendation	The school has developed close links with experts from the community that contribute to the implementation of the DP in the Sciences. This has facilitated student access to resources available for students undertaking internal assessments and extended essays in the sciences.

Practice 12

The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

Findings of the Team	Conversations with the DP coordinator and librarian reveal the availability of, and/or access to, resources to comply with the EE requirements.
	Conversations with teachers show that: ○ they are familiar with the EE and its requirements ○ they follow the process as described in the submitted description
	The visiting team observed an EE class in which students were being trained to manage their supervising teachers.

Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

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Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection support the implementation of the IB programme(s)

Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

Findings of the Team	Objectives of meetings include references to theory of knowledge (TOK).
	Conversations with teachers show that: ○ they meet within subjects to plan, if there is more than one teacher per subject ○ they meet with the TOK teacher to discuss their contribution and to look for advice.
	Conversations with teachers do not show that: ○ they meet with the CAS coordinator to discuss their contribution. ○ when they plan, they take into consideration input from other subjects or the core. ○ they have identified the topics from each subject that may support each other's teach
Recommendation	The school should review the aims of collaborative planning and reflection to allow teachers to explore the connections and relations between subjects in order to reinforce knowledge, understanding and skills shared by the different disciplines.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 2

Collaborative planning and reflection take place regularly and systematically.

Findings of the Team	Conversations with teachers show that meetings of DP teachers aimed at collaborative planning and reflection take place regularly and systematically.
	Meetings to plan collaboratively are structured with agendas and outcomes.

Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

Finding of the Team	Conversations with teachers show that: ○ they incorporate differentiation in their planning process. ○ they try to incorporate differentiation in their planning process as much as possible.
Commendation	The school has implemented considerable internal professional development to ensure differentiation is incorporated across the curriculum. Teachers have a well-developed understanding of differentiation which is evident in conversations with all stakeholders.

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Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

Finding of the Team	Conversations with teachers show that they do not actively contribute to the development of the IB learner profile attributes and include this when planning and reflecting.
Recommendation	Teachers should further develop plans to enhance their contribution to the development of the IB learner profile.
Action Plan	School did not include appropriate actions in Action Plan.

Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

Practice 3

The written curriculum builds on students' previous learning experiences.

Findings of the Team	Conversation with DP coordinator identifies systems that the school implements to ensure that the written curriculum builds on students' previous learning experiences.
	Conversations with teachers make reference to their reviews of their courses according to students' prior learning experiences.
	The IB DP preparation year in Year 10 helps ensure that the written curricuum builds on students' previous learning experiences.
Commendations	Evidenced shared from a range of sources, highlights that the curriculum builds upon the previous experiences of students at the school. There is a strong understanding of the curriculum engaged leading into the DP.

Practice 5

The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Finding of the Team	While there is an extensive CAS booklet in place, conversations with the CAS coordinator do not include discussion of opportunities for students to act in response to their own needs and the needs of others.
	The CAS Coordinator has very limited release time to manage and oversee students' progress in this core area. The CAS Coordinator has not accessed professional development in this area.
	An exploration of students' CAS reflections indicates that many CAS activities are not true CAS, within the spirit of IB requirements. Students appear to undertake multiple activities such as cooking for their own immediate families and doing a 'sketch a day', but without any clear supervision or link to CAS requirements.
Recommendation	The school should further review its CAS programme to ensure that the students are exposed to opportunities to act in response to their own needs and the needs of others.

Practice 6

The written curriculum incorporates relevant experiences for students.

Finding of the Team	Conversations with teachers show that they are aware of students' interests and relevant learning experiences to include in their courses.

Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

Finding of the Team	Conversations with teachers reveal that they have included in their courses topics to promote awareness of individual, local, national and world issues.

Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Finding of the Team	Teachers provide opportunities for students to reflect on human commonality, diversity and multiple perspectives.

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Practice 9

The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Findings of the Team	Conversation with the DP coordinator reveals that he monitors the use of current documentation among teachers.
	Conversations with teachers verify that: o they are familiar with current IB documents o they frequently access the programme resource centre on 'My IB' o strategies have been developed to ensure that all teachers have access to information from current IB publications.

Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

Finding of the Team	Conversations with teachers show that they have been involved in the production or revision of some of the school's policies and know how apply them in their courses.

Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

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Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

Practice 1 + 1a

Teaching and learning aligns with the requirements of the programme(s).

Findings of the Team	Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives.
	Teachers may mention any of the practices in the standard and reflect on how they implement them.
	Teachers include different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty, peer review, group work, socratic circle, mind mapping, student led activities and speed dating in languages.

Practice 2

Teaching and learning engages students as inquirers and thinkers.

Findings of the Team	Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives.
	Teachers include different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty, and support to students with language needs.

Practice 3

Teaching and learning builds on what students know and can do.

Finding of the Team	Teaching and learning builds on what students know and can do.

Practice 4

Teaching and learning promotes the understanding and practice of academic honesty.

Finding of the Team	The school has strong academic honesty processes.
Commendation	Conversations with teachers and students indicate a well-developed understanding of the practice of academic honesty. All stakeholders articulate strong appreciation of academic integrity.

Practice 5

Teaching and learning supports students to become actively responsible for their own learning.

Finding of the Team	Teaching and learning supports students to become actively responsible for their own learning.

Practice 6

Teaching and learning addresses human commonality, diversity and multiple perspectives.

Finding of the Team	Teaching and learning addresses human commonality, diversity and multiple perspectives.

Practice 7

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Finding of the Team	Conversations with students indicate that students' language needs are not always me. At times, students choose an ab initio language only because their language preferences are not met, even though some of their preferences are available on-line through Pamoja.

Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students.

Finding of the Team	Teaching and learning demonstrates that all teachers are responsible for language development of students.

Practice 9

Teaching and learning uses a range and variety of strategies.

Finding of the Team	Classroom observations during the visit demonstrated that teachers use a wide range of classroom strategies.

Practice 10

Teaching and learning differentiates instruction to meet students' learning needs and styles.

Finding of the Team	Teachers articulate a strong understanding of differentiation and are proud of the differentiated strategies they use in their classrooms to meet the needs and styles of all learners.
Commendation	Differentiation has been an area of focus in staff development and is well developed in IB DP classes.

Practice 11

Teaching and learning incorporates a range of resources, including information technologies.

Finding of the Team	Classroom observations indicated that a broad range of technology strategies are used in classrooms. Teachers additionally utilize one-note and school intranet to share resources.

Practice 12

Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Finding of the Team	The visiting team were not able to identify teaching and learning strategies that allow for meaningful student action in response to students' own needs and the needs of others.
	The CAS programme is limited and is addressed elsewhere in this report. This area requires further development over the next evaluation cycle.

Practice 13

Teaching and learning engages students in reflecting on how, what and why they are learning.

Finding of the Team	Reflection is used regularly in classrooms. Students reflect on how, what and why they are learning.

Practice 14

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

Finding of the Team	The visiting team observed stimulating learning environments based on understanding and respect between teachers and students. Students trust and hold teachers in high regard.

Practice 15

Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Finding of the Team	Teaching and learning encourages students to demonstrate their learning in a variety of ways.

Practice 16

Teaching and learning develops the IB learner profile attributes.

Finding of the Team	In some (but not all) classrooms, a learner profile poster is attached to walls. However, classroom teaching did no demonstrate development of the IB learner profile. Conversations with teachers indicate that they have only a cursory understanding of the key principles of the learner profile.
Recommendation	Teachers should further develop learning experiences to enhance the development of the IB learner profile attributes.

Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		N/A
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

Practice 1 + 1a

Assessment at the school aligns with the requirements of the programme(s).

Findings of the Team	Conversations with teachers show that they know the assessment requirements related to their subjects or core responsibilities.
	Parents are familiar with the assessment requirements related to the Diploma Programme (DP).
	The calendar of school deadlines for student submission of assessment components shows: - understanding of IB deadlines. - balance to avoid student overload at certain times of the year. - includes draft assessment deadlines for some, but not all subjects.
	Analysis of examination results from the 2019 and 2020 examination sessions indicates that the school has work to do in further developing teachers' and students' understanding of the application of IB DP criteria.

Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

Finding of the Team	While there appears to be a good understanding of assessment requirements amongst teachers, students and parents, conversations indicate that the policy is neither easily accessible or widely used.
	As stated elsewhere in this report, the assessment policy needs considerable development.
Recommendation	The school should ensure that the school community, including parents, are familiar with and know how to access the DP Assessment policy.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 3

The school uses a range of strategies and tools to assess student learning.

Finding of the Team	Teachers can provide examples of the range of assessment tools they use. These are reviewed and refined systematically.
Commendations	There is a broad range of assessment tools and strategies engaged by staff to support students within the programme.

Practice 4

The school provides students with feedback to inform and improve their learning.

Findings of the Team	Conversations with teachers show that they use formative assessment in their classes.
	Conversations with students show that they receive timely feedback on their work in a range of formats. Discussions with stakeholders indicate that care is taken to provide quality feedback to guide students through the programme.
Commendations	The school provides feedback to students within the programme. A variety of tools and strategies are engaged to tailor feedback for students. Stakeholders across the school are aware of and appreciate the feedback provided.

Practice 7

The school analyses assessment data to inform teaching and learning.

Finding of the Team	Teachers have not identified and acted on areas of strength and areas in need of further improvement in their subject or core responsibilities as a consequence of the analysis of the assessment of their students.
Recommendation	The school provides faculties with IA reports and component grades and where possible, acquires worked examination papers for analysis by departments under the EUR facility.
	In order to improve results, the school should carry out a thorough analysis of the examination results: final grades, internal and external components, variation of predicted grades and actual grades—to inform teaching and learning.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Finding of the Team	Classroom observations verify that teachers promote peer assessment. Students are effectively introduced to application of IB criteria in some subjects.

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Practice 9

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Findings of the Team	Conversations with teachers and students show their understanding and reflection on the process to comply with the extended essay requirement.
	Conversations with the Extended Essay Coordinator suggest that she micro-manages the overall process, reading every draft of every essay in every subject.
Recommendation	The Extended Essay Coordinator should re-visit the Extended Essay process to ensure that EE supervisors are appropriately trained to take full responsibility for student supervisions. The process needs to be re-structured to facilitate devolved managemet of the process to ensure ongoing sustainability.
Action Plan	School did not include appropriate actions in Action Plan.

Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development