

Report on multiprogramme evaluation

Name of head of school	Dr. Sascha Heckmann			
Name of school	American International School of Mozambique	IB school code	002357	
Date	6 May 2019	IB programmes	MYP; DP	

MYP years offered at the school	<input checked="" type="checkbox"/> Y1	<input checked="" type="checkbox"/> Y2	<input checked="" type="checkbox"/> Y3	<input checked="" type="checkbox"/> Y4	<input checked="" type="checkbox"/> Y5
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Dear Dr. Heckmann,

Thank you for completing the self-study for programme evaluation and for welcoming the visiting team to your school. The IB recognizes that this process requires the collaboration of the whole school community. We appreciate the time and effort made and hope that the insights gained along the way will be valuable in further developing your programmes.

The aim of school evaluation is for the IB to ensure that the standards and practices of each programme are being maintained, to acknowledge accomplishments and to provide guidance for school improvement. 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. A multiprogramme evaluation is also an opportunity to consider the development and impact of the IB programmes across the whole school.

The report that follows is based on the analysis of the self-study questionnaires and supporting documents, together with the findings from the school visit.

The report is structured as follows:

- an executive summary
- feedback on the self-study
- notice of matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of a programme and the authorization status of that programme
 - indication of the evidence to be provided by the school in the case of MTBAs and the deadline for its submission
- whole-school findings, and commendations and recommendations for the common practices in standards A and B
- findings, commendations and recommendations for programme-specific requirements in standards A and B
- findings, commendations and recommendations by programme for standards C1-C4
- a conclusion for each standard

Executive summary

A multiprogramme visit gives both the school and the IB visiting team the opportunity to look at the school as a whole as well as individual programmes.

Over the course of the visit to your school the IB visiting team found the following to be the key strengths of the IB across your school:

The IB visiting team would like to thank the whole school community for the warmth, openness and professionalism with which they were received. The dialogue was both constructive and engaging and the team appreciated the attitude and participation of the staff in this aspect of the evaluation process.

AISM is commended for the strength of the student community, and the way in which they lead each other, an example of which was the way in which they led an assembly to welcome the visiting team and the action of an MYP 1 student who reminded us all of our responsibility to all animate life. The staff are to be commended for the way they demonstrate their commitment to furthering the learning of students, many going over and beyond their contractual duties. It is noted that a number of teachers are active IBEN educators. Since the last evaluation the school board has invested heavily in the internal and external environment. The community is valued and used as a rich learning resource and this is officially recognised in the establishment of a community connections role and identified as one of the mission pillars of the school.

For the next stage in AISM's growth as an IB World School, the visiting team identified several areas for development, including the requirement to address the following issues: (a) ensure that the IB programme coordinators role as pedagogical leaders is clearly identified both in their action plan and in the commitment of the school to provide meeting time when they can collaboratively plan with all staff in the IB programme for which they are responsible; (b) that the time allocation requirements for Diploma Programme higher level subjects is honoured; (c) the written curriculum for MYP is developed, paying attention to the specific elements of MYP units of inquiry.

The strengths and areas for development noted above are reinforced in commendations, recommendations and matters to be addressed in the body of the report that follows.

We hope that the findings of the visiting team provide opportunities for reflection as the school moves through its next review cycle.

Feedback on the self-study process

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Yes
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, leadership team, teaching and support staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting current practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and analysis of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Matters to be addressed

Matter to be addressed	<p>Programme: Across programmes Standard: B1 Practice: 3</p> <p>The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).</p> <p>Matter: Conversations with staff confirm that they do not see IB Coordinators as the pedagogical leaders within the school. School meeting structures do not facilitate the role of IB Coordinators as pedagogical leaders of the programmes. The Executive Leadership team has carried out an organisational restructuring for 2019-2020. In meetings with stakeholder groups, the schools' commitment to ensuring the development and sustainability of the IB programmes was questioned. In a meeting with the Board, the strategic commitment to the IB programmes was confirmed.</p>
Evidence required	<p>Evidence:</p> <p>A review of the roles and responsibilities of the head of school/school principal and programme coordinator to ensure that the pedagogical leadership supports the development of the programmes at the school.</p> <p>A plan developed by the pedagogical leadership team which ensures the consistent implementation and development of the programmes.</p>
Date required by	15/03/2020

Matter to be addressed	<p>Programme: DP Standard: B2 Practice: 10 The schedule provides for the recommended hours for each standard and higher-level subject.</p> <p>Matter: Conversations with staff, students and parents confirm that Diploma students do not receive sufficient teaching in HL subjects. This is confirmed in the number of hours allocated on the school timetable which shows that HL students receive 193 (not 240) hours of class time. Conversations with students and staff confirm that in 2017-2018 additional HL lessons were in place after school, and that these were made voluntary in 2018 and were conditional on staff not being in additional meetings. The numbers of teachers who were volunteering to use their own time to provide extra teaching is a real strength.</p>	
Evidence required	<p>Evidence Revised student schedules showing the allocation of hours for SL and HL subjects and TOK meets the requirements for the number of hours and concurrency of learning.</p>	
Date required by	15/03/2020	

Matter to be addressed	<p>Programme: Across programmes Standard: C1 Practice: 2 Collaborative planning takes place regularly and systematically</p> <p>Matter: The school meeting schedule does not indicate collaborative planning and reflection time where the programme teams meet together regularly and systematically. In discussion with the visiting team the Coordinator and the teachers from all subject groups confirmed that in the current year no meetings were scheduled for the DP team to plan collaboratively and develop international mindedness, ATL skills in the DP, incorporating differentiation to meet students' learning needs and style nor for developing and addressing the Learner Profile attributes. Discussions with teachers confirm that they do meet once a semester per grade level for horizontal articulation. Most collaborative planning is neither scheduled nor monitored and happens on an informal basis.</p>	
Evidence required	<p>A schedule of dedicated time for teachers' collaborative planning and reflection in each of the programmes, and that indicates frequency, duration, attendees and objectives of the allocated time.</p>	
Date required by	15/03/2020	

Matter to be addressed	<p>Programme: DP Standard: C2 Practice: 10</p> <p>The written curriculum integrates the policies developed by the school to support the programme(s).</p> <p>Matter: Although the self-study questionnaire indicates that the school is demonstrating the implementation of this practice, discussions with teachers showed that many were unaware of the policies and their implication for the implementation of the programmes. Discussions with teachers confirmed that some new DP teachers had not received induction into the programme and were unaware of the existence of the policies. The Assessment Policy does not make explicit reference to the modifications that are allowed by the IB. The self-study notes that the written DP curriculum is developed by teachers on <i>ManageBac</i>. However, during the visit it was noticed that in some subjects there are a limited number of units completed on <i>ManageBac</i> and it was not evident that the written curriculum integrates the school's policies. In the previous evaluation report, it was recommended that the school make further efforts to integrate school policies into the school curriculum.</p>	
Evidence required	A description of how the school has integrated the policies into the written curriculum and the process to monitor the application by all teachers.	
Date required by	15/03/2020	

Upon analysis of the documentation provided and owing to the number and nature of the matters the school must address, the IB may decide to conduct a follow-up visit at the school's expense. We remind the school of article 9 (PYP) or article 10 (MYP and DP) of the *Rules for IB World Schools*.

Commendations and recommendations for the practices in standard A: Philosophy

Commendations

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	The revised school mission statement is aligned with the IB mission statement. It is communicated on the website and posters throughout the school. It is clearly articulated by both students and staff in both word and action. The self-study questionnaires and conversations with the leadership team and school board provide clear evidence that the process for revising the school mission has involved all key stakeholders in a collaborative and consultative manner. The revision of the mission statement has taken into account their context and changes in the composition of the school community.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	Revised statements of mission and philosophy and a description of actions implemented to align them with those of the IB include references that the school values education that goes beyond academic development.

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	The self-study and discussions with students testify to a wide range of community participation activities. In discussion with the visiting team both students and teachers provided many examples of the promotion of responsible action within and beyond the school community arising out of the curriculum. These were exhibited in personal projects focused on action in response to what they are learning, students collaboratively helping each other to develop each other's' learning, and active recognition of all members of the school community.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school has established a well-developed service learning and community participation programme.

Recommendations

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	In conversation with the teachers and leaders about the new initiatives being brought in, the visiting team found that there was some disconnect with the vision of the leadership team. From the executive team meeting examples were shared of the need to communicate. For the vision to be executed and people to have a shared purpose within that vision, it was expressed by members of the school community that greater attention needs to be paid to involving all stakeholders at all stages in the development of the vision. From the meeting with parents, concerns were expressed that the planned changes were not being communicated in a transparent manner and that parents were not able to contribute to these initiatives.

Recommendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/> Identification of actions aimed at developing a school culture based on understanding and respect. Specifically, actions to improve open communication with all stakeholder groups using a variety of effective means that are valued by the stakeholder groups.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard A: The school's educational beliefs and values reflect IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	No recommendations were made from the previous evaluation process or from authorization

The school's educational beliefs and values reflect IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires further development

Commendations and recommendations for the practices in standard B1: Leadership and Structure

Recommendations

Practice 5	The school develops and implements policies and procedures that support the programmes.
Findings of the team	The school's context is one of significant transition for students, parents and staff. It is therefore important that the 5 mandatory IB policies frame expectations and actions. In discussion with teachers, the visiting team were provided with evidence that not all teachers were aware of the required IB policies and how they are to be implemented through the curriculum.
Recommendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school finalises the draft policies and ensures they are updated on a regular basis to make reference to specific IB requirements.</p> <p>The language policy is revised to detail how course offerings meet the identified needs of students, including the needs of students identified by the school as Tier 1 and Tier 2; the clearly articulated pathways for language progression in both programmes; a last and next review date.</p> <p>The inclusion policy is revised to cross-reference with the school's other policies; clearly states the limitations to inclusion the school provides; indicates how future programme development addresses these limitations.</p> <p>The assessment is revised to clarify how the school combines IB assessment with other national requirements as well as indicating what modifications can be made to meet individual student needs and how these can be made.</p>
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 6	The school has systems in place for the continuity and ongoing development of the programmes.
Findings of the team	Through the self-study and from meetings with leadership team, ATL team, the competencies team and heads of department, it was demonstrated that work has begun to articulate a meaningful and manageable progression of learning K-12. The team has identified the components they wish to map (student knowledge, skills, dispositions) and a plan to further customize and contextualise these elements in student learning at AISM. The development of a shared set of principles of an IB education across the school are less established and aligned to this new framework. IB action plans provide some indication of the next steps to be taken.
Recommendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>

	The school affirms the work that is in place and use it as a strong foundation in mapping the competencies K-12. IB coordinators as pedagogical leaders develop further the action plans to ensures they map sufficiently the work to be done in strengthening the implementation of the principles of an IB education.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard B1: The school's leadership and administrative structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

The school's leadership and administrative structures ensure the implementation of the IB programmes	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires significant attention

Commendations and recommendations for the practices in standard B2: Resources & Support

Commendations

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programmes
Findings of the team	From a tour of the school and classroom visits, the visiting team were able to see the extensive facilities, resources and vibrant learning environment provided for all students.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school has carefully planned new opportunities for learning using both internal and external environments. The physical environment celebrates local context.

Practice 11	The school utilizes the expertise of the community to enhance learning within the programmes.
Findings of the team	A number of examples were shared with the visiting team that reflect the value placed on the community as a learning resource. The school has established a community connections role, and this is identified as one of the mission pillars of the school.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school values partnerships with the community.

Recommendations

Practice 3	The school ensures that teachers and administrators receive IB-recognized professional development
Findings of the team	The Head of School and one Maths teacher have been registered for IB professional development workshops to meet the requirements of evaluation. This practice is in place with the proviso that certificates of participation are sent to the IB on completion of the workshop.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	On completion of the workshop, the certificates of participation are sent to the IB.
Recommendation repeated from previous report	No
Appropriate action included in	No

school's action plan	
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Conclusion for standard B2: The school's resources and support structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.

The IB concludes that	No recommendations were made from the previous evaluation process or from authorization
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The school's resources and support structures ensure the implementation of the IB programmes

The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires further development

Commendations and recommendations for standard C: Middle Year Programme

Standard C1 – Collaborative planning and reflection

No commendations or recommendations were made for standard C1.

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the MYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

Collaborative planning and reflection supports the implementation of the MYP	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires significant attention

Standard C2 – Written curriculum

No commendations were made for standard C2.

Recommendations

Practice 2.1a	The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).
Practice 2.1c	The written curriculum includes subject group overviews for each subject group offered for each year of the programme
Findings of the team	The written curriculum reviewed by the visiting team was not complete and does not fully align with the requirements of the programme in all subject groups. Leading up to the visit, the evaluation team was provided with subject group overviews and assessment tasks from the 2016/2017 curriculum; whilst on site, the visiting team found this not to be the most current version. In reviewing 2018/2019 drafts, it was evident that a number of the components in the subject group overviews for the written curriculum require further development.
Recommendation	The teachers, guided by the MYP Coordinator, develop complete written curriculum documentation for each year of the programme, where subject group overviews fulfil all required aims and objectives for each subject group and the personal project.
Recommendation repeated from previous report	Yes

Appropriate action included in school's action plan	No
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Practice 2.1e	The curriculum fosters disciplinary and interdisciplinary understanding
Findings of the team	In the self-study the school indicated this practice as emerging. Disciplinary understanding was evident in the majority of the units provided to the visiting team. With respect to interdisciplinary understanding the unit plans indicated teachers' concerted effort to provide students with opportunities to transfer and apply skills and some conceptual understandings.
Recommendation	The teachers, guided by the MYP Coordinator, develop authentic opportunities for transfer of knowledge and skills as well as application of interdisciplinary understanding through the written curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.2	The written curriculum is available to the school community
Findings of the team	In the meeting with parents, concern was expressed that the written curriculum is not available and that what students are learning, and how they are learning, is not always shared. Conversations with teachers indicated that parts of the written curriculum are kept on different platforms, not always available to parents and other stakeholders.
Recommendation	The school ensures a cohesive curriculum is easily accessible to the school community.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.3	The written curriculum builds on students' previous learning experiences
Findings of the team	The visiting team enjoyed listening to a variety of examples of learning experiences that teachers gave. From these conversations and the review of the written curriculum the visiting team found some variation in understanding of previous learning as an essential building block for new concepts.
Recommendation	The teachers and the MYP Coordinator ensure that units of inquiry are based on the students' prior learning experiences and that the written curriculum is appropriately scaffolded.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others
Practice 2.5a	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme
Findings of the team	<p>Service as action is organised in MYP 1, 2 and 3 as community connections. The focus is on scaffolding the skills needed to create and build partnerships. In MYP 4 and 5, sustainable projects are created using a partnership model. The next step is to strengthen action and 'service as action' by embedding it in, and through, the curriculum.</p> <p>In the self-study the school indicated the current assessment of this practice as developing. Conversations with the MYP coordinator, parents and subject teachers, as well as information provided in unit plans, indicated some opportunities for students to take action and respond to their learning in the form of service and other initiatives. Some unit plans indicated the potential for service arising from the curriculum and teachers demonstrated awareness of the need to design these opportunities in. The visiting team also noted that the school offers and supports several community projects which could provide rich opportunities for service.</p>
Recommendation	The community connections leader, the MYP Coordinator and the teachers further develop action and 'service as action' as a natural part of learning, designed as opportunities in the written curriculum in response to students' own needs and the needs of others.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.6	The written curriculum incorporates relevant experiences for students
Findings of the team	The visiting team found some subject groups were working with contexts for learning effectively, whereas in other subject groups this was identified as an area for development. In some cases, when the global context was chosen, it was not always meaningful and relevant. Speaking with students in the classrooms and from meeting with them, the visiting team found that they were not always aware or able to articulate the significance or the relevance of learning beyond the classroom. Students indicated they were not consistently encouraged to inquire into the deeper significance of their learning, to make connections and apply their knowledge and understanding to ideas and issues of personal, local and global significance.
Recommendation	The teachers, guided by the MYP Coordinator, ensure that the written curriculum clearly outlines teaching strategies and learning experiences that support development of authentic and contextual learning.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 2.9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme
Findings of the team	In discussing planning, teaching and assessment with the teachers, it was evident that not all teachers are aware of key IB publications, such as guides and support material, and as essential points of reference for programme development.
Recommendation	The MYP Coordinator ensures that the written curriculum is fully aligned with the latest IB publications and that these guides and support material inform the ongoing review and development of the curriculum.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	No

Practice 2.10	The written curriculum integrates the policies developed by the school to support the programme
Findings of the team	The written curriculum is not always aligned with the school policies. Teachers indicated that policies are not used to inform curriculum planning. Lack of references to the policies in the curriculum confirm this.
Recommendation	Teachers and the pedagogical leadership team ensure that the school policies are integrated in the written curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C2: The school's MYP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

The school's MYP written curriculum reflects IB philosophy	
The school's conclusion	Requires further development
The IB's conclusion	Requires significant attention

Standard C3 – Teaching and learning

Commendations

Practice 3.13	Teaching and learning engages students in reflecting on how, what and why they are learning
Findings of the team	Conversations with students and class visits demonstrated that students are encouraged to question why they are learning certain skills or content as well as how they learn best. Teachers shared numerous examples of ways in which being reflective is fostered.
Commendation	Teachers for fostering effective reflection in various ways, addressing how, what and why the students are learning.

Recommendations

Practice 3.1a	Teaching and learning at the school uses global contexts as contexts for inquiry
Findings of the team	In reference to practice C2.6, incorporating relevant experiences for students in the written curriculum, it follows that the use of global contexts in teaching and learning was not always evident.
Recommendation	The teachers make use of planned activities from the written curriculum to ensure that the taught and the experienced curriculum uses global contexts as contexts for inquiry.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.1b	Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied
Findings of the team	In reference to C2.1a, where some subject groups are not fully addressing the aims and objectives, it follows that these objectives are not always evident in the taught curriculum.
Recommendation	The teachers make use of planned activities from the written curriculum to ensure that the taught and the experienced curriculum meet the MYP objectives in each year of the programme for each subject group studied.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	Samples of student work, class visits and meetings with teachers and students presented some examples of learning experiences that engage students as inquirers and thinkers; such as discussions, questioning, problem-solving, experiments, group work and some application of concepts to authentic situations. During class visits the visiting team observed some missed opportunities for deeper thinking and further investigation.
Recommendation	Teachers engage students in deeper thinking through their learning experiences, fostering inquiry.

Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles
Findings of the team	Some effective differentiation strategies were shared. From class visits, the understanding, planning and implementation of specific differentiation strategies was inconsistent amongst teachers.
Recommendation	The MYP Coordinator and the teachers develop a systematic approach to appropriate differentiation in teaching and learning considering not only different learning abilities identified as special needs, but also other elements such as content, process, cultural and social backgrounds, language proficiency, learning styles, preferred assessment approaches for all students.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.12	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
Findings of the team	With reference to standard C2.5 for the written curriculum, it follows that opportunities for meaningful student action in response to students' own needs and the needs of others in the taught curriculum are only evident to some degree. From the self-study it is clear that this practice is a focus for development. The appointment of a community connections leader supports this.
Recommendation	The newly appointed community connection leader, the pedagogical leadership and the teachers ensure that students are engaged in meaningful student actions, where students are responding to their own needs and the needs of others through the experienced curriculum.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C3: MYP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

MYP teaching and learning reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires further development

Standard C4 - Assessment

No commendations were made for standard C4.

Recommendations

Practice 4.1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels
Findings of the team	In some subjects, teachers described in detail the good discussions they have around the application of subject specific criteria and the design of assessment tasks. Conversations with groups of subject teachers reflected inconsistent understanding and use of standardization processes. In the self-study, teachers indicated this practice to be developing.
Recommendation	The pedagogical leadership develop and implement systems to ensure teachers engage in appropriate and regular standardization practices, ensuring a shared understanding and application of criteria before deciding on achievement levels.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	No

Practice 4.4	The school provides students with feedback to inform and improve their learning
Findings of the team	Whilst samples of assessed work on <i>Managebac</i> and in folders provided to the visiting team show feedback is given to students, this does not always inform and improve student learning. In meeting with the parents, a concern was clearly expressed about the amount of feedback and the type of feedback given, as well as comments on students' reports.
Recommendation	The teachers, guided by the MYP Coordinator, develop a systematic approach to assessment feedback, referring specific parts of student work to specific criteria and strands, highlighting achievements and room for improvement. Although directed to students, the school is recommended to share and clarify feedback for learning with parents.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C4: MYP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

MYP assessment at the school reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development

Commendations and recommendations for standard C: Diploma Programme

Standard C1 – Collaborative planning and reflection

No commendations or recommendations were made for standard C1.

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the DP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

Collaborative planning and reflection supports the implementation of the DP	
The school's conclusion	Requires further development
The IB's conclusion	Requires significant attention

Standard C2 – Written curriculum

No commendations or recommendations were made for standard C2.

Conclusion for standard C2: The school's DP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

The school's DP written curriculum reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires significant attention

Standard C3 – Teaching and learning

Commendations

Practice 3.5	Teaching and learning supports students to become actively responsible for their own learning
Findings of the team	<p>Class visits evidenced on many occasions students actively taking responsibility for their own learning. Students led the learning experience and were able to articulate how theory of knowledge, ATL skills and the learner profile were integrated into their learning. The visiting team saw ample evidence that students were working independently at their own pace and collaboratively with peers on work carefully scaffolded by their teachers. Conversations with the student representatives and teachers confirmed that many students seek out additional opportunities to extend their learning with teachers outside school hours, including on Saturdays.</p> <p>In discussions with the visiting team parents expressed their appreciation that students were encouraged to work independently and take responsibility for their own learning, while still being supported by the school and teachers.</p>
Commendation	The teachers provide opportunities for students to be actively responsible for their own learning and students respond to this positively.

Recommendations

Practice 3.16	Teaching and learning develops the IB learner profile attributes
Findings of the team	Conversations with students and teachers indicate that in the DP years the IB learner profile is not addressed explicitly on a regular basis and there is not always a clear understanding of what the IB learner attributes are and how they can be developed consistently both in the written and informal curriculum. Students new to the school at DP1 said they were unaware of the IB learner profile. Conversations with teachers and students show that there is not a consistent understanding of how the learner profile embodies international mindedness and the living out of the IB mission.
Recommendation	In collaborative planning meetings the DP team gain a better understanding of the IB learner profile and how it can be effectively incorporated into teaching and learning.
Recommendation repeated from previous report	Yes
Appropriate action included in school's action plan	No

Conclusion for standard C3: DP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization

DP teaching and learning reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires further development

Standard C4 - Assessment

No commendations were made for standard C4.

Recommendations

Practice 4.2	The school communicates its assessment philosophy, policy and procedures to the school community
Findings of the team	From conversations with teachers, the visiting team found that not all teachers are aware of the assessment policy or the need to ensure the principles are reflected in their practice.
Recommendation	The Coordinator confirms all teachers are aware of, and embed in their course outlines, the DP assessment philosophy, policy and procedures.
Recommendation repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C4: DP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	No recommendations were made from the previous evaluation process or from authorization

DP assessment at the school reflects IB philosophy	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Requires further development