WASC Visiting Committee Report

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A Joint Accreditation Visit in Conjunction with IB

OSAKA INTERNATIONAL SCHOOL
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Visiting Committee Members

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CHAPTER I: SCHOOL COMMUNITY PROFILE

BACKGROUND

Osaka International School (OIS) was founded in 1991. With its sister school Senri International School (SIS), the founding purpose was to bring together returnee, national, and international residents of the Kansai region, the best of Japanese and non-Japanese educational ideas, systems, and techniques. Senri International School is a category '1-jyo' school as defined under article 1 of Japanese education law, and as such offers a curriculum in Japanese authorized by the Japanese Ministry of Education. The schools were founded under the governance of the Senri International School Foundation, a non-profit education foundation.

These schools share a building, programs, curricula, and philosophies and vision. These are supported by statements of belief that shape the vision for the two schools.

OIS is a coeducational college preparatory school that educates students from kindergarten (age 4-5) through grade 12. OIS is accredited by the Western Association of Schools and Colleges. It was the first school in Japan to gain authorization to offer all three IB programmes - Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP).

The school's mission is to serve the international community of Kansai (the western region of Japan, including Osaka, Kyoto, and Kobe) by educating students to be informed, caring, and creative individuals contributing to a global community. OIS graduates primarily attend universities in the USA and in the UK in addition to Canada, Australia, Japan and various national universities.

Secondary students, from both schools, share classes in physical education, music and art. The students of near native fluency can take classes in English and Japanese in their respective sister school. Students from both schools also join for athletic teams, drama casts, and for choir, band, and orchestra groups.

In September 2011 the enrollment at OIS was 249. SIS enrollment was 449. OIS is a member of the Japan Council of International Schools (JCIS), the Council of International Schools (CIS) and the East Asia Regional Council of Schools (EARCOS). SOIS was a founding member of and is a participant in the Association of International Schools Activities (AISA) – an international activities conference - along with Yokohama International School, Seoul International School, and Korea International School.

LOCATION AND COMMUNITY

OIS serves the Kansai geographical region, an area of approximately 20 million people. Located 15 kilometers north of downtown Osaka, the school is located in the city of

Minoh. It is part of "Senri New Town," which was developed for the Osaka Exposition in 1970. Mino is considered an affluent district of Osaka. The neighborhood around the school has been developed extensively in the past 10 years, including the provision of housing, restaurants, and greater transportation infrastructure.

The student body at OIS is represented by over 190 families. OIS parents are business people, educators, diplomats, and art/music professionals. About half of the OIS parents are permanent or long term members of the community. Many of these families are bi-cultural families that own a home within 10 kilometers of the school. Approximately 95% of OIS families pay their own tuition 5% of our families have their fees paid by a company or outside organization.

The maximum OIS capacity is 280 students. This is a figure set in the school regulations which are submitted to the prefectural government. The enrollment as of January 2013 was 243 students; with 105 students in Elementary School (K – Grade 5), 68 students in Middle School (grade 6 – grade 8), and 70 students in High School (grade 9 – grade 12). The gender mix is 111 male students and 132 female students.

25% of the student body has attended OIS for four years or more. 51% of the elementary student body has only attended OIS for their official schooling. 42% of the total student body has only attended OIS for their official schooling. 94% of the current senior class has attended all four years of high school at OIS. The average length of stay at OIS for the last 2 graduating classes was approximately 7 years.

The OIS student body is represented by over 24 nationalities. A large majority of families are dealing with more than one language in the school/home combination, with a number that speak three or more languages. 30% of the students hold dual nationality.

STUDENT PERFORMANCE

The comparative analysis on grade average scores indicate that OIS excels when compared to other similar international schools in mathematics and writing in all the grades from G3 through G10, whereas reading scores show no differences between OIS and other international schools.

At OIS, all senior students study IB Diploma courses, either as diploma candidates or as certificate candidates. The majority of students opt to study for the full diploma which is something that is encouraged and supported at OIS. During the 20 years of the school's existence, 66% of OIS seniors have opted to study as diploma candidates, with the remaining 34% as certificate candidates. Of the diploma candidates, 96.1% have been successful in obtaining the IB diploma. In 2012, 100% of the seniors studied for the IB diploma, with 79% of the candidates earning a diploma.

STUDENT SUPPORT

Students are supported by a K-12 full time counselor who has responsibility for both college and guidance counseling.

The English support department consists of 4 faculty members who combine duties of language support for grades 1 -8 with other teaching and administrative responsibilities.

FACULTY AND ADMINISTRATION

The OIS faculty is comprised of 36 full-time expatriate faculty including admin, 4 national full-time faculty, and 4 part-time faculty. OIS is also served by expatriates working as: head of school, MS/HS principal, ES principal, business manager, counselor, and director of technology. The head librarian, admissions director, athletic/activities director, and IB programme coordinators also have teaching responsibilities. Approximately 67% of the full time OIS teachers have a Masters degree or higher. The ex-pat faculty averages 15 years of work experience, with an average longevity at OIS of 5 years. Of the 36 expatriate employees, 17 USA, 6 Australia, 5 UK, 1 New Zealand, 1 Brazil, 1 Philippines, and 1 from France. There are three part time expatriate employees: 1 Mexico, 1 Fiji and 1 from Romania.

Before teaching at OIS, all teachers must have prior teaching experience, and they must be certified in their home country. All OIS teachers regularly attend IB workshops or other conferences and workshops and participate in a wide range of professional development activities.

OIS administration is comprised of the head, MS/HS principal, ES principal, and the business manager.

CHAPTER II: SIGNIFICANT CHANGES SINCE THE LAST ACCREDITATION

This Western Association of Schools and Colleges (WASC) Report includes three areas: a Substantive Change Report submitted in January, 2012. During 2011 a Substantive Change Report was compiled as a result of the substantive change in governance that occurred at Osaka International School (OIS) on April 1st, 2010. On this date, the Senri International School Foundation (SISF) was dissolved and merged with Kwansei Gakuin Foundation (KG). As a result, the Board of Trustees of Kwansei Gakuin took over as the governing authority of the school. Like SISF, KG is a non-profit educational foundation.

From September 2011 through to December 2012 this report was compiled. The report follows protocol and uses criteria, as prescribed by (WASC) Focus on Learning Accreditation Manual, Overseas 2009 Edition. The main goal of this report was to show the changes that have and will possibly take place as a result of new governance, illustrate the strengths and areas of growth within the school and meet the WASC and IB self evaluation requirements. Ultimately, the report aims to provide a thorough self study of the school, from a variety of perspectives, so that the quality of learning can continue to improve for each student attending Osaka International School of Kwansei Gakkuin.

The new governance structure resulting in OIS being part of the KG merger has been very positive. The relationship between KG has been progressive and respectful while bringing a high degree of professionalism to the operations of the school.

The school has maintained its head of school during this period as well as other critical leadership positions although the middle school/high school principal is completing his second year and a new elementary school principal just arrived.

CHAPTER III: SELF STUDY PROCESS

It is evident that the last two to three years have been a period of growth and improvement for the school. OIS's purpose is clearly stated through the twelve statements of belief that inform the vision, the SLRs, and the operating strategies. The school has adapted well to change, specifically the new governance from Senri International School Foundation (SISF) to the present Kwansei Gakuin (KG) Education Foundation. This merger development brought about ongoing improvement, and they have been effectively instituted and managed by the school's administration.

OIS's self-study has involved a school-wide collaboration to develop areas of improvement and action plans. OIS used a multi-group approach to the self-study. A committee was formed in the 2011-2012 school year to create 'focus groups' and 'home groups'. Focus Group A started in September 2011, Focus Group D started in October 2011, Focus Group C started in March 2012, and Focus Group B started in September 2012. Home groups (or subject area groups) were formed for middle school/high school and elementary school teachers. The WASC Leadership Team included for following: the Head of School, the MS/HS Principal, the ES Principal, and WASC Staff Coordinator Ms. Tara Cheney (long-standing and respected teacher at OIS). Initially, focus groups were formed around the sections of the report. Upon completion of initial findings, faculty members were mixed into new focus groups to respond to the drafts and make revisions.

Finally, once the joint WASC/IB visit is completed, faculty members will give input into the drafting of the action plans. Input from parents and students have been solicited through surveys. Although the parameters of the self-study process were followed and the report was accurate, the Visiting Committee notes that several sections of the report were brief. The Visiting Committee (VC) encourages the school to include more analysis of evidence and greater detail in all sections of future reports.

The involvement and collaboration of school and community members in the self-study:

OIS has demonstrated its commitment to completing a thorough self-study using the WASC self-study criteria. The self-study process has resulted in the involvement of many stakeholders, and the administrators and committee leaders have provided direction and guidance to the self-study process. The various focus groups included faculty and administration (it is noted that students and parents were not participants as members on any of the focus groups). OIS has used a variety of sources including surveys, standardized test data, performance, teacher and committee feedback, and other records. Throughout the self-study process, OIS has presented an effective framework of the school's program.

The clarification of the school's purpose and expected school-wide learning results:

The school has defined its purpose through the vision statement, mission statement, philosophy and SLRs. The Visiting Committee observed that this is an area of strength within the school and within the self-study process, and the community has embraced the SLRs. Effort has been made to embed the SLRs within the curricular and co-curricular programs.

The assessment of the actual student program and its impact on student learning with respect to the criteria and the SLRs:

The Visiting Committee notes that this is an area where capacity building has begun but actual analysis has been limited. Since April 2011 when OIS conducted WASC training with Ms. Marilyn George, the school created a data team to begin a school-wide assessment policy. External test results and other indicators demonstrate a high level of academic achievement in many areas. The next step also includes a sustained focus upon using the students' assessment results to routinely direct and enhance learning in the classroom.

The development of a School-wide Action Plan that integrates subject area program and support plans to address identified growth needs:

Due to the combined visit from IB and WASC, the School-wide Action Plan will be completed approximately two weeks after the visitation.

CHAPTER IV: QUALITY OF THE SCHOOL'S PROGRAM

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion:

To what extent has the school established a clear statement of purpose that reflect the beliefs and philosophy of the institution? To what extent is the purpose defined further by adopted expected school wide learning results that form the basis of the educational program for every student?

OIS's vision and purpose is clearly stated through the twelve 'statements of belief, which inform our vision'. The Vision states, "Osaka International School (OIS) and Senri Osaka International School (SOIS) were founded to bring together, for the benefit of returnee, national, and international residents of the Kansai region, the best of Japanese and non-Japanese educational ideas, systems, and techniques into two schools which share a building, programs, curricula, philosophies, experiences, and dreams".

Also, OIS's mission is evident throughout all aspects of the school. The Mission, which identifies the purpose of the school and the school's Philosophy, is exemplified by the shared Senri Osaka International School (SOIS) Mission Statement: the school fosters "Caring, informed, creative individuals contributing to a global community". The Mission and Purpose and SLRs are well publicized in the school with posters, student awards, assemblies etc. Also, the Vision and Mission Statement are displayed in areas throughout the school and in school related publications. Furthermore, the Vision, Belief, Mission statements are also available on the school's website. The school-wide Student Learning Results (SLRs) also support the vision and mission of the school. These core statements are at the center of focus for subsequent activity at the school, and the Mission and SLRs create the basis for decision-making and professional practice. SLRs have a high profile, and integration into teaching practice and curriculum is at a good level.

There is consistency between the school's Mission, Purpose, SLRs, and school's three IB programmes of PYP, MYP, and DP. The school publicizes this in handbooks, websites, newsletters, email updates, explanatory sessions, curriculum maps, assemblies, student awards, posters, displays and more. Although the purpose and school learning results are evident throughout the school, an area of growth would be to have a process set aside for regular review of these.

During the visit, the Visiting Committee observed that students, parents, faculty, and administrators all viewed the SLRs as an area of strength in the school. It is evident to the Visiting Committee that the SLRs are embedded in the program and life of the school and not just a set of statements found in publications. The SLRs are assessed and reported on in the ES, MS and HS.

A-2 Governance Criterion:

To what extent does the governing authority adopt policies, which are consistent with the school purpose and support the achievement of the expected school wide learning results for the school?

To what extent does the governing authority delegate implementation of these policies to the professional staff? To what extent does the governing authority monitor results?

In 2009, merger plans were developed between the Osaka International School and the Kwansei Gakuin Educational Foundation that positively affected the school's governance. Since the merger of 2010, the Osaka International School's governing authority consists of representatives of the Kwansei Gakuin (KG) Board of Trustees that adopts policies to support the school's vision and purpose. The KG Board of Trustees supports the achievement of the school-wide learning results (SLRs); also, the KG Board of Trustees monitors results through the foundation's evaluation committee, Kwansei Gakuin Hyoka Suishin Linkai, that evaluates all KG schools and includes OIS. The committee oversees a system in place for self-evaluation within each school to concur with Japanese government legal requirements.

Policies and procedures are in place for the selection, composition, and specific duties of the governing authority, and Chapter 3 outlines the policies and procedures that are available in both English and Japanese. The *Kwansei Gakuin Reikshu*, a comprehensive book of policies, explains how the Board of Trustees (and all KG schools) will respond in any given situation. One area that is being worked on is translating all policy materials into English.

It is the responsibility of the Head of School to review and refine the school's purpose and the SLRs. The Head of School is given autonomy to oversee educational aspects of the school; however there are certain cases where autonomy is not given, such as financial decisions.

The governing authority does not annually evaluate each school in the KG Educational Foundation, but rather each school is given autonomy to set up its own Self Evaluation Framework. There is an Evaluation Advancement Committee that provides a structure for the evaluation to meet Japanese government legal requirements. The Evaluation Advancement Committee is made up of educational administrators chaired by the Chancellor. There are intricate requirements set by Japanese Law regarding the evaluation, and the self-evaluation must be published to all related parties. Also, there are prefectural requirements that must be met in relation to the evaluation procedures. The Head of School plays a central role in this evaluation process, and the Board of Trustees is in charge of renewing the Head's contract. This being said, there is no formal process in place at this time for evaluating the Head of School.

Members of the school community are pleased that a financially sound and stable educational institution supports the school. However, since the Kwansei Gakuin (KG) Board of Trustees is relatively new to the management of the school, many community members are still learning the roles of the KG Trustees. Some faculty members do not have clarity about members who are on the Board and the role of the Board in making financial decisions. The Visiting Committee recommends a greater degree of transparency regarding financial decision-making that supports educational programs at OIS.

Furthermore, there is no process for evaluating the effectiveness of the governing body of the school, the Kwansei Gakuin (KG) Board of Trustees. Although Reverend Tauchi indicated that there is a process for monitoring the Board of Trustees (linked to Mission protection and financial stability), OIS should consider processes that will allow for parents and faculty to give feedback on members of the Board. This would improve accountability, and it would facilitate improved communication between community members and Board members.

A3. School Leadership Criterion:

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected school-wide learning results?
To what extent does the school leadership empower the staff?
To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

OIS has a leadership configuration with defined responsibilities and relationships among administrators and teacher leaders, and it is outlined in several facility handbooks. The Head of School evaluates Principals, the Counselor, Librarian, and Activities Director. The Foundation Office evaluates the Business Manager (not the Head of School). The Head of School sets goals for the year based on directions from the Board of Trustees through meetings with Reverend Tabuchi and Professor Sakakura.

The OIS leadership gives final approval for the implementation of programs based on recommendations and proposals by working committees and departments. Timely decisions are essential for the school to effectively achieve the school-wide SLR goals. The school administrative team, Head of School, Secondary School Principal, Elementary School Principal, and Business Manager regularly review leadership actions and how they affect and support student learning needs. Also, the Head of School annually reviews his own performance, and part of this includes to which extent his performance has affected student-learning results.

Communicating the organizational design is an on-going task to ensure that all members of the community understand decision-making responsibilities, duties, and expectations of each member within the organization. Throughout the school year,

staff members are empowered to voice opinions, ideas, and concerns to help lead the school forward. Teachers are held accountable with staff supervision and evaluation, and the purpose of teacher evaluations is to improve student learning through teacher goal setting, self, peer, student and supervisor assessment, support and refinement of teaching skills. Teachers share openly that they have a clear understanding of their roles and responsibilities at OIS.

That being said, there seems to be some concern about decision-making processes at the school. Although regular communication channels are effective at OIS, there is some ambiguity about the decision-making policies and grievance resolution practices. The way the administration comes to decisions is not clear to some faculty members, and more openness and transparency between the administration and faculty members is an area of growth for the school.

An area of strength in the school is internal communication. Emails, morning meetings, weekly updates, and staff meetings provide regular communication between staff, teachers, and administration. Common planning times have been coordinated through the trimester teacher schedules, and teachers are provided weekly common planning time per department. In addition, newly scheduled grade level meetings provide teacher of each grade level time to plan and discuss grade-level items.

Another area of strength in the school is external communication with the greater community. It is commended that the Head of School communicates to the greater community using a variety of effective means that go beyond publications and emails. He takes the time to know the names of almost all parents, and he sends regular messages to all parents on Twitter. The Twitter messages are also linked to the front screen of the OIS website, which allows the entire school community to be connected with the Head of School and visa versa.

The commitment to academic success is evident in professional development decisions. Budgets have been created to maintain PD opportunities for faculty members and administration. These professional development opportunities promote a wide range of opportunities for growth and development that are delivered at the school, within the EARCOS region, and at international conferences. They are systematically aligned with the priorities of the school and the needs of the faculty and staff members.

Processes and procedures for involving staff in shared responsibility and accountability to support student learning are generally effective. However, there has been some feedback from some teachers that there is some dissatisfaction with the current problem-solving procedures with issues that arise at the school. Teachers would prefer a more decisive leadership approach when it comes to policy administration and problem solving. At times, KG Foundation decisions go contrary to committee recommendations, sometime without explanation. Also, it was shared that there is some ambiguity about grievance resolution practices.

Although some attention is given at OIS to cross-divisional collaboration to enhance student learning, OIS should strive to find more opportunities for these conversations, including vertical curricular alignment in grades K to 12 between PYP, MYP, and DP.

A4. Staff Criterion:

To what extent are the school leadership and staff qualified for their assigned responsibilities?

To what extent are the school leadership and staff committed to the school's purpose?

To what extent does the school leadership and staff engage in ongoing professional development that promotes student learning?

OIS administrators, faculty, and staff are highly qualified for the positions that they hold. All teachers have attained a teaching credential from their home country, and many teachers hold advanced degrees. A relatively high percentage of teachers have worked at OIS for many years, and the majority of teachers have indicated that they are pleased to be working at OIS. Teachers are committed to the Mission and Philosophy of the school and they are passionate about their students; they are driven in their subject areas, and they shared that they enjoy their involvement in school committees, teams, and other school commitments.

The school brings new faculty into the community through an orientation process that promotes ownership of the OIS's Vision, Mission, Philosophy, the SLRs, as well as the academic curriculum. The self-study recognized that recruiting and retaining excellent teaching faculty and staff takes time and effort. The Visiting Committee has been impressed with the caliber and professionalism of administrators, faculty, and staff. They operate as a community and it is obvious that there is genuine care for all community members. We appreciate the welcome and openness they expressed towards us.

There are several nationalities represented on the teaching faculty, with the majority being American, British, Australian, and Japanese. Teachers are hired for their qualifications, and extra-curricular activities are assigned based on teacher interests and student needs. Each teacher is responsible for a fixed amount of extra-curricular points, which is outlined in the Extra-Curricular Point System Policy.

Most teachers have attended IB training and some teachers have trained to be IB workshop leaders. Also, teachers work together to do collaborative training in curriculum strategies. The counselor has attended College workshops, and teachers network with other teachers during preparation periods, during the school day, and during after school.

OIS has a sound professional development network that supports student learning at the school. These professional development opportunities promote a wide range of

opportunities for growth and development that are delivered at the school, within the EARCOS region, and at international conferences.

Professional development systematically aligns with the priorities of the school and the needs of the faculty and staff members. The Leadership Team designs the agenda for Collaboration and Staff Development Days. Teachers also attend off-site conferences and training to develop and improve teaching skills, networks, and gather information to assess daily lessons. Last year, the Principals formed a PD Committee to restructure the PD at OIS, and presently the IB Coordinators identify PD training needs and make these a first priority. The new PD procedures are more open and transparent for teachers, and 1.7% of the total expenses budget was spent on teacher Professional Development.

These initiatives are tied to professional development and are available to teachers with the final approval of the Head of School. Teachers and administrators recognize the intentional linking of professional development offerings to identified teacher and school needs that impact student learning.

The Principals meet with every teacher at the beginning of the school year to help set professional goals. This goal-setting procedure is part of an evaluation process as well as internal professional development. While OIS has begun to establish supervision and evaluation procedures, there needs to be a greater degree of consistency between the divisions. These procedures should align with best practices in the field of teacher supervision.

Administrators recognize that it is important to link professional development offerings with the specific needs of professionals to better promote and support student learning. With professional development, the school has a foundation in place for the school to focus on the link between teacher evaluation, accountability, and the value of professional development. To further enhance the professional development program, the Visiting Committee recommends that OIS determine ways to build internal capacity (e.g. teacher leaders, mentor teachers) to support professional learning in key areas (e.g. assessment, unit planning).

Another important recommendation is to focus on IB training to ensure that all IB teachers have attended current IB workshops (within each IB five-year review). Particular focus should be on PYP and DP teachers, some of whom have received minimal IB training.

A5. School Environment Criterion:

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

OIS has put in place strategies and systems to promote a safe, healthy, and nurturing environment for its students and faculty. Safety is paramount in the daily operations of the school with systems in place for security both on campus and in the bus routes as well as procedures for fire drills, earthquake drills and crisis response three times per year. There is not a lockdown "code red" drill in the event of an intruder in the school; in the event of an intruder, the school would use the earthquake drill, but the visiting committee highly recommends that the school create a lockdown drill. In many classrooms, doors cannot be locked from the inside, and this will need to be addressed and resolved to execute lockdown drills.

There is an Emergency telephone tree for school closures and early dismissals. There is a SECOM security system in place and a full time patrolling guard sub-contracted from an outside security company. There is mandatory sign-in desk for all guests, and there is a faculty-supervised Patrol to help guide students out of buildings at the end of the school day at 4:30 p.m.

Support for health and wellness is evident in the school nurse and a counselor to meet the needs of students. The full time counselor enhances personal and academic skills and to provide college and career counseling. The full time nurse and Health Center meet the needs of student health as needed.

The school culture reflects the trust, caring and respect for differences inherent in the philosophy of the OIS community. There is an effort to making the school a welcoming place for community members through formal and informal means such as parent meetings and events, the Parent Teacher Association (PTA) activities, assemblies, special days such as International Day, etc.

Students are well supported in a caring academic environment and are offered a criterion based IB curriculum. Student support is offered to students where needed. The school maintains high academic and behavioral student expectations, and it is outlined in the various student handbooks.

OIS embraces cultural diversity, and there are shared programs between OIS and Japanese SIS students. Also, the school values Mother Tongue development and offers support in this area. One recommendation from the Visiting Committee recommends that the Library increase the number of Mother Tongue fiction and non-fiction books in Korean, Mandarin, French, Spanish, German, Russian, and other languages (presently there are under 100 Mother Tongue books in the school Library).

Technology in the school is promoted, and the Elementary School has a "guided" snack program to promote healthy eating. There is a pastoral care program for all students in the school with a Short Homeroom every morning and a Long Home Room once a week.

Co-curricular activities are well supported in the school. An active MS/HS Activities Director supports teams and groups in the Association of International Schools in Asia (AISA) that includes two schools in Japan and two schools in South Korea. The

Elementary School Principal facilitates all Elementary School co-curricular activities. There are no stipends for coaching and advisers of activities, and finding coaches and advisors can sometimes be a challenge; however, the programs meet the needs of the students, and teachers facilitate co-curricular activities in a relatively equitable way.

The school follows the guidelines of the 5 Respects Program, and this helps the school foster self-esteem through high expectations for each student, and it also recognizes the success of students. Student success is celebrated in various ways, including assemblies, the Educator, Interculture, and Tango publications. Also, awards are given for Sports at the annual Sports Banquet in May. The 5 Respects Program emphasizes mutual respect and effective communication among the staff, students, and parents, and the program helps support a caring and safe learning environment. This program is listed in handbooks, on posters, and presented in assemblies, and it forms the cornerstone for behavior and learning in the schools. All behavior policies and procedures on discipline are based on the 5 Respects Program, and they help foster a high level of trust and responsibility of students at both OIS and SIS.

The Parent Teacher Association (PTA) also adds to a welcoming environment at OIS. Parents gather for meetings, distribute information, and share information and concerns. Communication between the Administration and parents is fostered and maintained through various means, including SOIS mail, Moodle, school twitter, Parent coffee mornings, etc.

A healthy, safe, and nurturing educational environment is maintained, and well defined and district safety guidelines are in place. Furthermore, the school cafeteria offers a healthy and varied menu that has recently included more healthy options for students. From surveys and from conversations with students, it is clear that students feel comfortable and safe at OIS, in an environment that supports learning. Student work is showcased around the school in hallway learning stations, with artwork including photography, sketches, mobiles, sculptures, and paper patterns. This adds to the learning environment of the school.

A6. Reporting Student Progress Criterion

To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school's expected school-wide learning results?

To what extent does the school leadership and staff report student progress to the rest of the school community?

As shared in the self-study, student academic progress at OIS is reported at appropriate intervals to students and parents. Students are regularly assessed with summative and formative feedback.

Diploma Programme (DP)

Reports on student learning include traditional paper trimester report cards and progress reports as well as parent-teacher and student-led conferences. Reports are also generated through points of internal and external student achievement. These reports include the Scholastic Aptitude Test (SAT), and International Baccalaureate (IB) examination results. In the MS/HS divisions, students who demonstrate unsatisfactory academic progress are placed on academic probation. DP evidence includes Atlas Rubicon curriculum mapping as well as many other items listed within the WASC Report.

Middle Years Programme (MYP)

There is not a systematic way of recording student progress in the MYP. The school must explore a school wide data management system of recording student progress. There is presently a review that is taking place on the types of reports, timing, and format of reports. It is recommended that a more systematic process of analyzing assessment data should be developed. At the moment, analysis takes place with ISA, DRA, SRI, PSAT, SAT, and IBDP and also internal results. One recommendation is that a system be formalized to keep data in an accessible place for teachers.

Primary Years Programme (PYP)

From the IB Self Study findings Practice #5, not all teachers were aware that the school has systems for recording student progress that aligned with the assessment philosophy of the program. In other areas (i.e. Practice #7 and #8), answers fell between middle-high and high, and these indicated areas of strength within the school.

In reporting student progress, Focus Group A determined that the school leadership assesses whether students are progressing towards the SLRs within a variety of ways. They report student progress to the school community by reports, The Educator, and the school website.

Given that the IB learner profile and SLRs are aligned, the results and curricular objectives are set by the IB guidelines set for PYP, MYP, and DP. Monitoring takes place in DP and MYP as determined by the IBO. In PYP subjects, the format for monitoring of assessment is not apparent. For PYP subjects, it is unclear how PYP teachers at OIS allocate grades for PYP students regarding the 1-4 levels on reports.

The Visiting Committee notes that there is a lack of alignment of reporting procedures school-wide. It is recommended that OIS develop a grading/reporting policy to guide school-wide conversations that ensure PYP, MYP, and DP grading and reporting is reflective of student learning.

A7. School Improvement Process Criterion:

To what extent does the school leadership facilitate school improvement, which is driven by plans of action that will enhance quality learning for all students?

To what extent does the school leadership have school community support and involvement?

To what extent does the school leadership effectively guide the work of the school?

To what extent does the school leadership provide for accountability through monitoring of the school-wide action plan?

This section of the criteria will be completed once the IB Team Reports have been submitted. Once the joint IB/WASC visit is completed the school will work with the WASC Visiting Committee Chair to ensure the completion of an aligned and joint Action Plan.

AREAS OF STRENGTH:

1. OIS has faculty and staff that are highly professional and are of an exemplary caliber. They operate as a community and it is obvious that there is genuine care for all community members.

2. OIS has a clearly stated Vision, Mission, Purpose, and school-wide learning results (SLRs) that are visible throughout the school culture and provide a unifying element in all aspects of school operations. Students, parents, faculty, and administrators all viewed the SLRs as a strength of the school. The SLRs are embedded in the program and life of the school and not just a set of statements found in publications.

3. OIS has a professional development program on offer to faculty. There is a committee in place to ensure that PD funds are being used appropriately and effectively.

4. The school culture reflects the trust, caring and respect for differences inherent in the philosophy of the OIC community. There is an effort to making the school a welcoming place for community members through formal and informal means such as the Parent Teacher Association (PTA), assemblies, and International Day. Students see this as an area of strength within the school and faculty recognize that the school has a robust community spirit.

5. The library is a central place for students, effectively managed by the school's Librarian and shared library staff. The library continues to support and enhance the reading culture of the school from grades K to 12.

AREAS FOR FURTHER GROWTH that need to be addressed to ensure quality education for all students:

1. Focus on IB training to ensure that all IB teachers have attended current IB workshops (within each IB five-year review).

2. To further enhance the professional development program, OIS should determine ways to build internal capacity (e.g., teacher leaders, mentor teachers) to support professional learning in key areas (e.g., assessment, unit planning, etc.).

3. More vertical articulation is required to link PYP, MYP and DP.

4. Develop a grading/reporting policy to guide school-wide conversations that ensure PYP, MYP, and DP grading and reporting are reflective of student learning.

5. For safety and security, the school needs to create a "lockdown" drill if there is an intruder in the building. It is advised that lockdown procedures be practiced similar to fire drills and earthquake drills and that classroom doors can be locked from the outside and inside.

6. The *Kwansei Gakuin Reikshu,* a comprehensive book of policies, explains what the Board of Trustees (and all KG schools) procedures are in any given situation. One area of growth is ensuring that all policy materials are translated into English in a timely manner.

7. OIS should consider processes that will allow for parents and faculty to give feedback to administrators. This would improve accountability and facilitate greater communication amongst community members and the KG Board.

8. Create, implement, and closely monitor a strategic action plan to maintain effective teaching and learning and achievement of SLRs.

The IB Report for Section B has been delayed

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the expected school-wide learning results (school-wide learner outcomes)?

Classroom Support for Student Learning

Students at OIS are supported in many ways. To varying degrees, teachers offer personal support for students in class, during lunch, and after school to help them achieve success at school. The Counselor confers with teachers, parents, and students in a variety of ways, including interviews, questionnaires, and observations to determine the needs of students.

The staff and administration provide personalized support for students in many ways; there are individual student meetings with teachers, administrators, and/or counselor as needed. Parent meetings take place as needed. Academic support is given to students from teachers, homeroom advisors, and Principals. Small class sizes maintained at OIS allows for more individualized support. The full-time KA-12 Counselor not only supports academic concerns but also social, emotional, and college/career provisions as well. Also, there is some Mother tongue support at the school.

Individual students who are having significant difficulty meeting the learning outcomes are determined by their teacher for individual student meetings with teachers, administrators and or counselor, parent meetings, academic support from teacher, homeroom advisors and Principals, providing extra classroom support in ES classes and MS classes with the English Support program KA to grade 8, and mother tongue support. There is a process in place for students who need academic and/or personal support. These include Student's concern meetings in MS and HS, Grade Level meetings in ES that support student learning and their needs in school. There is a school-wide template called "Student Referrals" for students in grades KA to 12. Also, student-to-student tutoring takes place as well as outside support if required. Teachers also provide outside-of-class support when needed.

The Counselor is an integral support person for students. She is responsible for both college and guidance counseling. The Counselor gives college presentations such as "College 101 Workshop", "Understanding the College Selection Process" with grade 11 parents, and "The Art of Letting Go" to Seniors. The Counselor facilitates the "In House College Fair", and there are approximately 35 colleges that come to visit OIS each year. The Counselor is also a member of the Admissions Committee that meets as needed, and she teaches an Emotional Health class, provides long homeroom presentations, and parent presentations on special subjects such as cyber-bullying or appropriate iPad use at school.

A list of strategies used at OIS to develop students' self-esteem, personalized approaches to learning, and help them make connections to their learning include

assemblies, facilitating service learning opportunities, the IB Profile and 5 Respects, school-wide themes, counselor classroom lessons for ES, long homeroom activities for MS and HS, and more.

The Visiting Committee has observed that although there are instances of differentiation taking place by classroom teachers, these practices are not consistent. The Committee recommends that continued professional development relating to differentiation be offered. To help support this, the Committee recommends that school-wide guidelines for differentiation be developed and evidence of implementation be included in the supervision process.

Social/Emotional Support

OIS uses different strategies to develop students' self-esteem and connections to the learning environment. Students are referred to the Counselor for support for emotional, behavioral, teacher-student relationship or family problems that may interfere with their ability to interact positively with their learning environment. While information is confidential, the Counselor communicates with the teacher and parents to support the student's self-esteem and learning success. The Counselor also supports students in their social/emotional development, and if necessary referrals are made to professionals outside of school as needed, such as a Psychologist from Tokyo.

English Support

There is a policy concerning English Support student admission as well as initial screening and follow-up assessment procedures to determine the level of placement. The English Support department consists of five faculty members who combine duties of language support for students in grades one to eight with other teacher and administrative responsibilities.

After grade 8, the high school does not admit students with ESL needs. For new students wanting to enter OIS, the Admissions Department tests English proficiency with IDEA IPT I Oral English test, Scholastic Reading Inventory, the Woodcock-Johnson Psycho Educational Battery (letter-word identification, passage comprehension), PROBE Reading Assessment, and in-house mathematics test, and the Oxford Quick Placement Test. Students need to score within 2 years of grade level English proficiency. The Visiting Committee recommends that English Support include students up to the end of grade 10, and this may be a way to help increase student numbers in the school in the future.

Special Needs Support

OIS is creating a new formal Special Educational Needs Policy at OIS, and a new Special Needs Committee has formally been created. At this point in time, specific support is not available at OIS for learning disabled students, and only students with mild learning disabilities are accepted. When an ESL student with a suspected learning disability is referred from a teacher to the administration, the student can be referred to an outside specialist who is trained to perform a learning needs assessment. Recognizing that there are students with special learning needs who are currently enrolled, OIS uses the Counselor and to support teachers and assist

individual students who have identified or suspected learning needs.

Community Service and Co-Curricular Programs

ES has a social service committee, MS is organized by grade level for C&S, and IBDP students complete CAS requirements. Most service activities are co-curricular that connect with the SLRs. School clubs are also co-curricular, and they are also related to the SLRs. Community service is an integral program within the school to extend learning outside the classroom and to support the school mission. An area of growth is to create a K-12 program to help coordinate and document the school service that takes place across the school. There are some exciting service programs, such as the Bali Pep Project where OIS students travel to Bali to support a tourism school.

OIS offers a variety of opportunities at each level for students to develop their personal growth and self-esteem through sports, musical and drama performances, art exhibits, speech competitions, the Talent Show, cultural performances, assemblies, student parties, student council and trips and camps. Every teacher participates to some capacity as advisors to support students in these activities.

All OIS students are encouraged to be involved in community service activities. Community service is planned to extend learning beyond the classroom and meet the school mission. There is a School Service Coordinator who oversees the service and community service activities in the school. The Visiting Committee has noted that there should be an organized K-12 service program at SOIS that would organize and document all the service activities that take place inside and outside the school. Presently there is a list of school service projects that will be linked to the school website. The school is a participant in the Association of International Schools in Asia (AISA) Conference that includes two schools in Japan and two schools in South Korea; there are sports tournaments, cultural, and student leadership opportunities. The Activities Director works particularly hard to ensure that co-curricular activities are engaging, organized, and effective for students.

Most student service activities are co-curricular and they support the SLRs of the school. School clubs also support the SLRs. Encouraging students to be involved in outside competitions, art shows, performances, etc. helps students achieve the school-wide learning results. CAS class activities are also linked with the SLRs as well as "Creativity, Action, Service". CAS activities are student initiated with teacher supervision.

The Model United Nations (MUN) is reviewed yearly to ensure ample student participation, as it is a component within the Grade 10 Humanities program. MUN is also a co-curricular event with participation from students from Marist International School, Kobe.

The Visiting Committee has noted that the co-curricular program at OIS meets the needs of students. This is attributed to the dedication of all faculty who are willing to go 'above and beyond' to provide programs that add value to the overall experience of students at OIS.

Student Survey on Connectedness

From the Student Climate Survey, the majority of students feel a connectedness to the school and the larger community. However, new students tend to experience difficulty in feeling a part of the community, due to language issues, and adjusting to a new culture and environment.

Other Services

There is a full-time nurse for KA to 12 students who maintains a Japanese Nursing License and other related licenses. The nurse has been very proactive with informing students, staff, and parents about various infectious diseases and other health related issues. The nurse is responsible for collecting health records and provides teachers with a list of health concerns, allergies, and other relevant medical information. She documents every infirmary visit and refers students to the hospital when necessary. The nurse oversees the distribution of first aid kits for outside events.

Also, the nurse is available in the Health Center during all after-school activities. She coordinates vision and hearing screening by specialists from the hospital when requested. There is a recommended school doctor in Osaka (30 minutes from the school) who receives physical health referrals from the nurse. The recommended doctor can speak fluently in both English and Japanese. The nurse also gives daily medication to students as directed by parents and doctors.

C2. Parent/Community Involvement Criterion

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

The school has regular processes for the involvement of parents and community. The school leadership at OIS encourages parent involvement at all levels and in all functions of the school. Several publications provide timely updated information for the parents, students, teachers and staff. For instance, there is *The Educator* given to current OIS families, featuring informational articles about student activities and events. Parents are invited to participate in their child's classes. Other ways of active parent participation includes guest speakers, parents on hiring committees, extracurricular activity participation, intra-curricular activities such as the Sports Day Osaka Olympics, International Fair School Festival, Coffee Mornings, IB information sessions, PYP Grade 5 Exhibition information session, and PAC (Parent Advisory Committee) meetings for academics.

Parent and community involvement is integral to OIS's support system for students. There is an active Parents and Teachers Association (PTA) at OIS with regular PTA meetings, new PTA by-laws, clubs/classes by community volunteers. It is compulsory that all parents are active participants within the PTA. This includes full-time working parents, single working parents and parents who have sick or disabled family members. Parents pay an annual PTA fee of 3,000 yen, and every grade requires two parent representatives who attend monthly PTA meetings during work hours and/or coordinate with the organizing for the annual International Fair. Parents are also involved in the Parent Advisory Committee (PAC).

Parents participate in the 5th grade exhibition, MYP Personal Project, DP registration, IBDP information, participating in CAS service projects for fundraising (such as the International Fair funding for the Bali PEP Foundation). Educational guest speakers, Volunteer Coordinators at every level (Elementary, Middle and High School) help ensure that parents are involved in classroom and school events. Events organized by the PTA bring parents, teachers, and students to work and interact together as a community.

Parents are welcome at OIS and their involvement in their child's learning, both in and out of the classroom, is encouraged. A new parent tea is held at the beginning of the year. The OIS PTA is active, working with the school administration to support student achievement and enrich the students' learning environment. The PTA sponsors and promotes many annual events such as the International Fair.

Besides actual involvement and face-to-face interaction with parents as described above, the school communicates with parents and the community about student learning through both print (e.g., handbooks, progress reports) and electronic (e.g., email, Moodle, website) means. Parents have been educated through in-services provided by the school about use of the Internet to send emails, and access information on the website.

OIS uses a variety of resources in the community to support students. This includes the use of professional services, business partnerships, and guest speakers, visiting authors, speakers on human rights, performing artists, in school visual artists, consultants, career days with outside speakers, college admission representatives, KG facilities, etc. The connection with Osaka University is powerful for the community especially in the area of the sciences. Also, community resources support the Student Council, Faculty Forum, psychological testing with the outside psychologist, the Japan International Cooperation Agency, Spring Concert. This is an area of growth for the school: to make better connections to the wider school community so that the school could utilize the community resources more fully.

From the Head of School Parent Survey, 94% of parents surveyed believe their child feels cared for as a person at OIS.

Parents/Community and Student Achievement: The school's educational philosophy, SLRs, mission statement, and Beliefs are communicated clearly to parents and community. They are found in school publications, on the OIS website, posted in classrooms and offices and used to gauge and measure achievement planning meetings. They are referred to at parent and community meetings and at school assemblies. The school understands that communication of these statements and beliefs must be an ongoing activity. The Parent Opinion Survey revealed that 80% of the parents understand the school's mission and purpose.

Many curricula, unit, lesson plans and assessments reference the SLRs. The school instructional staff and leadership reviewed the SLRs and developed age-appropriate rubrics for students to self-evaluate and assess their achievement and progress in meeting each SLR.

Efforts are made to help parents understand student achievement of the SLRs. The SLRs are published in the handbooks, on the OIS website, and are visible in most classrooms and throughout the school. One recommendation from the Visiting Committee is to create illustrated SLRs in "kid-friendly" language and have them prominently displayed in every elementary classroom.

Parents learn about their child's achievement of the SLRs through conferences, progress reports and report cards, PYP Grade 5 Exhibition, art shows, performances, Undokai Sports and Activity Day, displays of student learning throughout the school, Educator Articles from administration and teachers, Inter-culture, teacher newsletters, Tango student publication, Tap Dance student publication, Saber News, and CAS projects.

However, as evidenced through parent feedback, the school must enhance communication particularly with non-native English speaking parents to encourage their involvement in and their understanding student achievement in the school; there are a variety of cultural, conceptual, and language based issues to be overcome for effective parent communication in this area. In addition to addressing the language concern, more available parking would increase parent involvement in the school. The PTA is to be commended that it has reorganized itself to create closer bonds between parents and families.

AREAS OF STRENGTH:

1. The focus on the school mission and the commitment of teachers to support the mission is to be commended.

2. There is growing parental participation at OIS, and the fact that the PTA reorganized itself to better meet the needs of parents and the community is to be highly commended.

3. There are a wide array of student activities and opportunities provided at OIS, and the co-curricular program at OIS meets the needs of students. The faculty is highly supportive of co-curricular activities, and they are willing to go 'above and beyond' to provide programs that add value to the overall

experience of students at OIS.

4. Parents and families feel welcome at OIS. There is a sense of community as parents, staff and students work together to support learning and growing. Families are encouraged to be involved in their child's learning.

5. The smaller school and class size enables students to receive more care and attention from teachers and administrators.

6. The larger SOIS community gives value to student learning with shared programs and events. The growing relationship between OIS and SIS continues to be positive for both schools.

7. The longevity of students and teachers is to be commended. The Visiting Committee witnessed that teachers and students appreciates their time at OIS as affirmative and satisfying.

AREAS FOR FURTHER GROWTH that need to be addressed to ensure quality education for all students:

1. Continue professional development relating to differentiation to ensure that a "we're all responsible" approach to student learning is followed.

2. Complete and implement a Special Needs Policy at OIS with a trained Special Needs specialist.

3. Teachers and administrators should continue to work together to develop and implement programs that best support unique developmental needs of each student. More individualized support for student learning and personal growth should be an integral part of student support programs.

4. More support in English Support would be a benefit to the school in grades 9 and 10. It could possibly increase student numbers at the school and give further English support to students over a longer time as enrollment and increased staffing need to be linked.

5. Create a common calendar for student assignments and assessments in MYP and DP to ensure that students are not overloaded within specific times of the school year.

CATEGORY D: RESOURCE MANAGEMENT

D1. Resource Management: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the expected school-wide learning results.

Osaka International School (OIS) has sufficient resources to sustain the school's program and provide outstanding opportunities for students. The relationship between the two schools of Senri International School and Osaka International School is well coordinated and the merger with the Kwansei Gakuin Foundation is universally praised as a very positive development.

The OIS is very proud of the library that was designed to play a central role for the school community and accommodates over one hundred students at any given time. It is heavily utilized and very popular with students. There are two distinct areas in the library - Elementary and MS/HS.

At any one time the library can accommodate up to three class groups. A mezzanine level provides a quiet study area for senior SOIS students; a multimedia lab, and teacher reference materials, including audiovisual equipment. The library uses Destiny web-based system for the English collection and Library One for the Japanese collection. The collection is classified according to the Dewey Decimal System or the Nippon Decimal Classification.

All library computers access the Internet, OPAC Inquiry, online databases and other selected software which are all placed on the school intranet. The total resource collection stands at approximately 30,000 English and 38,000 Japanese items. The library is open between 8.00am – 6.00 pm for the school community.

The overall budget for OIS is ultimately developed and approved by the KG Foundation. A general operating budget in which different departments are allocated funds is part of this. Consumable items and other teacher resources can be purchased at the request staff from this budget. To do so, teachers make a request through their principal which, once approved, is forwarded to the Head of School and then the Business Office and the purchase is made.

Throughout the fiscal year, the budget is monitored to ensure that all purchases fit within what was allocated. If adjustments need to be made to the operating budget, this is done with the approval of the KG finance section.

Near the end of October and early November, when the budget for the following financial year is being created, teachers are given the opportunity to request major purchases that go beyond the normal operating budget. Principals make teachers aware

of this through emails and faculty meetings and requests are first sent to them. Teachers are asked to justify their requests in terms of the school goals and their learning objectives. The Principals compile a list of the requests from their schools that are then forwarded to the Business Manager who brings the requests to the Academic Planning Meeting (APM).

At the APM, all the requests are discussed and prioritized in light of the school goals and the overall needs for the school. Once the items have been prioritized, they are submitted to the Executive Committee for approval and from there to the KG finance section along with the regular operating budget. The KG budget committee considers those requests and gives final approval.

Teachers and leadership are involved in this process and have opportunities at various points to give their input. The relationship between decisions and resource allocations according to school priorities exists but could be strengthened as the budget process evolves with the school's third year relationship with KG.

In relation to developing an Annual Budget the budget for OIS encompasses three distinct budget areas overseen by three separate groups: 1. Personnel Budget - managed by the KG Personnel Department; 2. Facilities Budget - managed by KG Finance/ Facilities and General Affairs; 3. Campus Educational Operations budget - managed within OIS. Each of these budgets has its own process for development and approval.

An annual audit of SOIS is performed annually by the firm of Tomatsu. KG undergoes an external audit three times a year. A report is written and published after each external audit process.

The procurement of instructional materials goes through the regular channel of the teacher - department budget coordinator - Principal - Head – and Business Manager. OIS observes that not all procedures are clear regarding the acquisition of requested material resources.

Staff appointments are made in accordance with the Foundation's policies on equal employment opportunities and on the basis of an assessment of the suitability of applicants, taking into account: the nature of the duties/tasks to be performed by the person who is appointed; and the abilities, qualifications, experience and academic profile of applicants that are relevant to the performance of the functions of the position.

Osaka International School acknowledges the value of continued professional development. To promote opportunities for professional growth, the school provides funding or financial assistance for approved professional growth opportunities such as conferences, workshops and seminars. Faculty are required to attend certain courses as

part of their professional responsibilities, and encouraged to pursue other opportunities as they present themselves.

OIS has adequate resources and guidelines are used to ensure appropriate school priorities are met; and funds are allocated accordingly. As a process to continue the professional development of teachers and staff OIS has established Goal Setting and Evaluation Procedures.

D2. Resource Development: The governing authority and the school leadership execute responsible resource planning for the future.

The Resource Development Plan for OIS is extensive and responsible for meeting student learning needs. The Board of Trustees approves the annual budget for the Senri Campus based upon a post-merger six year simulation of income and expenditure. Expenditure within the foundation address personnel, facilities and services and Campus Educational operations. The foundation is committed to a personnel framework that stipulates a maximum number of full-time and part-time faculty. The finance, facilities and general affairs departments of the foundation are responsible for the long term planning in relation to the campus buildings, grounds and equipment. Plans are in place through to 2014 with annual review as part of the budgeting process. The campus educational operations' budget is planned and implemented on an annual basis after reviewing the previous year's results and establishing need through consultation with those responsible for teaching students.

In regard to the effective involvement of stakeholders in the school's future planning all groups are effectively utilized. For instance, the OIS school Administration values opportunities to work with parents in order to improve school climate and assist in providing a quality education within a caring and safe environment. Two Parent Associations exist: the Parent Teacher Association, PTA, of whom all parents and teachers are members and the other smaller group is the Parent Advisory Council, (PAC). These parents represent the general parent body and are able to bring issues to the administration as well as being asked to advise on some issues by administration. There is a set of By-Laws for each group.

School financial needs are met through a process of developing a budget with the KG Foundation. This aspect of the budgeting process is not necessarily shared with the general public but the relationship has assured the public of the financial stability of the school. Financial reports for the Foundation are made publicly available on the foundation's website and through a printed publication. These reports are also submitted to the prefectural government as part of their requirements for us as a school of the "miscellaneous" category. At times, the school has identified needs that fall outside of the normal budgeting process and in these cases has turned to fundraising. In

terms of fundraising goals, the school has appealed to the public and informed them through various means such as "The Educator" publication, the website, parent meetings, etc. For the recent courtyard project there was a considerable amount of support and the first phase of the project was able to be completed in a calendar year.

AREAS OF STRENGTH:

1. The relationship between HG, SIS and OIS has been professionally managed resulting in a stronger program for OIS students and staff.

2. There are strong financial audits and reviews as part of the KG Foundation that ensure responsible financial management.

3. OIS students benefit from the professionalism of services managed by the KG Foundation and the relationship with SIS and shared facilities and programs.

4. The OIS school community values and energetically utilizes the library that has adequate facilities and resources.

5. Professional Development is available to all faculty based on an open and well known application process with clear priorities resulting in an equitable and effectively implemented plan.

AREAS FOR FURTHER GROWTH:

1. The communication between the decisions about resource allocation, the school's priorities, and teacher requests can continue to be strengthened as the school's relationship with KG matures.

2. There is a need for further discussion to determine how OIS will physically accommodate additional students – particularly in some MS/HS classrooms where physical space within the classroom is potentially restrictive.

3. There is a need to modernize Science labs so that a full range of necessary science experiments can occur in a safe manner.

4. An opportunity exists to increase articulation between SIS and OIS regarding campus-wide initiatives for staff development and implementation of technology initiatives and a vision between the two schools on one campus.

5. There is a need for OIS to develop a comprehensive marketing strategy that incorporates an easy-to-navigate website for potential students and materials that will attract a wide range of international families interested in the unique qualities of the school.

CHAPTER V: SCHOOLWIDE AREAS OF FOCUS

SCHOOL-WIDE STRENGTHS

Osaka International School:

- Has a dedicated team of professional staff who work collaboratively to meet the needs of students and the school community and provide outstanding educational opportunities for all.

- Has effectively synchronized their accreditation cycles for both WASC and IB leading to an aligned single action plan providing focus and coherency in the school improvement process.

- Has worked collaboratively with Kwansei Gakkuin (KG) and SIS to effectively implement a merger that has benefited the school and the students served.

- Has strengthened communication and collaboration between OIS and SIS, particularly in SOIS combined activities and co-curricular offerings.

- Has initiated the use of ATLAS Rubicon as an increasingly necessary and meaningful tool for curriculum mapping and storage of curriculum materials and documents.

- Has improved the physical grounds and school maintenance so that the facilities better meet the needs of students. Maintenance is conducted regularly and the school facility is well managed due to a dedicated staff.

- Has implemented a successful capital campaign through the support of the school community to modernize the courtyard in an aesthetically pleasing and functional way that provides a location for students to work, relax and perform.

- Has energetically supported the library that has suitable facilities and resources to support student learning in a manner that students appreciate and utilize.

SCHOOL-WIDE AREAS FOR FURTHER GROWTH

Osaka International School needs to continue to...

- Establish an organizational structure with specified roles to ensure that vertical articulation in all curricular areas from grades K-12 is regularly reviewed and strengthened.

- Coordinate and implement increasing amounts of technology between the two schools on the one campus to enhance student learning according to a developed technology vision.

- Develop a marketing strategy to effectively communicate the unique character of OIS in order to attract increased enrollment to maximize the capacity of the school and improve communication to the community.

- Continue and expand the communication between the KG Foundation and OIS by developing an enhanced structure in order to broaden the number of people working in regular collaboration between the Foundation and OIS.

- Create and implement a K-12 system approach for developing and utilizing formative assessments in order to monitor academic progress and provide timely feedback.

- Continue to provide timely training for teachers so that the IB programme is properly supported according to expected standards in PYP, MYP, and DP.

- Continue to implement the recommendations of the IB visit that will strengthen and improve the IB programme.

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14 May 2013

Mr John Searle
Head of School
Osaka International School (000595)
4-4-16 Onara-nishi, Mino-shi,
Osaka 562-0024, Japan
Email: jsearle@senri.ed.jp

Dear Mr Searle,

Attached please find the three IB Evaluation Reports for **Osaka International School**. In sending you the enclosed reports, the following Matters to be Addressed have been identified:

PYP

Practices	MTBA
Standard A A.3a The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.	**The school must ensure that:** • the values of the PYP are considered in decision-making and functioning of the school. Evidence required: • Description of actions implemented and to be implemented to ensure the values of the PYP are considered in the decision making and functioning of the school. The description must include timelines, accountabilities and expected outcomes of each action. • Teacher timetables that show availability of shared teachers during meeting times.

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Standard A A.3b The school as a community of learners is committed to a collaborative approach to curriculum development.	**The school must ensure that:** • actions are taken in order to strengthen the entire school's commitment to a collaborative approach to curriculum development. Evidence required: Description of the POI review cycle, curriculum review cycle, policy review cycle and collaborative planning meetings with clear indication of frequency, duration and attendees.
Standard A A.3c The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.	**The school must ensure that:** • its commitment to a constructivist inquiry-based approach to teaching and learning is evident in all the classes and student learning engagements Evidence required: Samples of PYP unit of inquiry planners, with accompanying samples of assessed student work demonstrating a constructivist and inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills. The total sample submitted should represent a range of grade/year levels and all transdisciplinary themes.
Standard A A.3e The school demonstrates a commitment to transdisciplinary learning.	**The school must ensure that:** • it demonstrates commitment to transdisciplinary learning. Evidence required: • Samples of PYP unit of inquiry planners and accompanying assessed student work demonstrating the collaboration of classroom

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	teachers and single subject teachers in promoting conceptual understanding.The total sample submitted should represent a range of grade/year levels and transdisciplinary themes. • Description of actions taken to ensure that time for transdisciplinary planning within and across the programme • Description of actions taken to ensure all teaching of science is included within the programme of inquiry
Standard B1 B1.2 The school has developed a governance and leadership structure that supports the implementation of the programme(s).	**The school must ensure that:** • the governance and leadership structure reflects their responsibilities in supporting the implementation of the programme. Evidence required: • Job description which clearly describes the role of the principal/PYP coordinator. • Organizational chart that includes a description of the responsibilities and reporting lines of the governance and leadership team, demonstrating support for the implementation of the programme.
Standard B1 B1.6 The school has systems in place for the continuity and ongoing development of the programme(s).	**The school must ensure that:** • the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme. Evidence required: • Action plan according to the programme

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	standards and practices that includes clear timelines, accountabilities and outcomes regarding the priorities determined by the PYP coordinator and the contents of this report in order to determine next steps in the implementation of the PYP..
Standard B1 B1.7 The school carries out programme evaluation involving all stakeholders.	**The school must ensure that:** • the school carries out programme evaluation involving all stakeholders. Evidence required: • Description of actions the school has taken to share the evaluation report with stakeholders and documented reflections from the different stakeholders with regard to the report.
Standard B2 B2.4 The school provides dedicated time for teachers' collaborative planning and reflection.	**The school must ensure that:** • dedicated meeting time is provided for teachers' collaborative planning • allocated meeting time is used to plan and reflect upon the vertical articulation and horizontal articulation of the curriculum Evidence required: • Schedule of dedicated time for teachers' collaborative planning related to the programme, with clear indication of frequency, duration and attendees, along with individual teachers' timetables • Schedule of collaborative planning meetings indicating the involvement of all PYP teachers and revised timetables showing

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	allocated time for collaborative planning.
Standard B2 B2.3+3a The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.	**The school must ensure that:** • the requirements for staff participation in IB-recognized professional development at evaluation have been met. Evidence required: Registration of the teachers mentioned in the findings in IB-recognized professional development within the next 6 months.
Standard C1 C1.1+1b+1c Collaborative planning and reflection addresses the requirements of the programme(s).	**The school must ensure that:** • teachers plan collaboratively to develop the programme of inquiry and corresponding units of inquiry • planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers. Evidence required: • Description of collaborative planning meeting process in developing transdisciplinary units of inquiry and common planning time dedicated to this process. • Minutes or outcomes from collaborative planning meetings with a record of teachers who were in attendance.
Standard B C1.3a There is a systematic approach to integration of the subject-specific scope and sequences and the	**The school must ensure that:** • a systematic approach is devised to integrate the subject-specific scope and

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programme of inquiry.	sequence expectations with the programme of inquiry. Evidence required: • Description of actions taken to ensure that subject-specific scope and sequence expectations are clearly articulated and integrated with the programme of inquiry, where possible.
Standard C2 C2.1 The written curriculum is comprehensive and aligns with the requirements of the programme(s).	**The school must ensure that:** • the written curriculum is comprehensive and aligns with the requirements of the programme(s) Evidence required: • Samples of curriculum documents (e.g. PYP unit of inquiry planners, scope and sequence documents, mapping documents) demonstrating how the school aligns its curriculum with the requirements of the PYP. • Description of actions taken to revise the curriculum both horizontally and vertically and the collaborative process that was involved.
Standard C4 C4.6 The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).	**The school must ensure that:** • its reporting system aligns with the philosophy and requirements of PYP assessment. Evidence required:

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	• Revised reporting format that aligns with the philosophy and requirements of PYP assessment.

The school is to provide evidence to the regional office of the Matters to be Addressed identified in the PYP report. The school is to send their response identifying how it has addressed the Matters to be Addressed for the PYP report to the PYP programme associate (email address provided below) **by 1 October 2013**. In addition, the school should use the panel's recommendations to inform its School Action Plan for ongoing programme development.

Emails of programme associates
PYP Associate: Ana Jeremiah (ana.jeremiah@ibo.org)
MYP Associate: Ishma Sharip (ishma.sharip@ibo.org)
DP Associate: Deirdre Chang (deirdre.chang@ibo.org)

I trust that you will view our request regarding the matter above as representing an attempt on our behalf to ensure the continued successful implementation of the IB programmes at your school. Subject to the matter being satisfactorily addressed, the next three-programme evaluation visit will take place in 2018.

We would like to congratulate the staff of **Osaka International School** for your professional collaboration and commitment to the three IB programmes.

Yours sincerely

Marcia Behrenbruch

Marcia Behrenbruch, EdD
Regional Head of School Services
Asia Pacific
Email: marcia.behrenbruch@ibo.org

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IB Primary Years Programme Evaluation Report

Osaka International School

Japan

Feb - Mar 2013

School Code: 000595

Visiting Team

Amanda Clark – Team Leader
Christopher Duncan – Team Member

School Administration

John Searle – Head of School

Report on the school evaluation

International Baccalaureate
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Name of head of school	John Searle		
Name of school	Osaka International School	**IB school code**	000595
Date	11-03-2013	**IB programme**	PYP

Student ages in which all students are engaged in PYP	☑ 3-4	☑ 4-5	☑ 5-6	☑ 6-7	☑ 7-8	☑ 8-9	☑ 9-10	☐ 10-11	☐ 11-12

Dear Head of school

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis 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. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following.

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.

- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:

    - the commendation, recommendation or matter to be addressed

- related finding(s)
- indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
- indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
- indication of the evidence to be provided by the school in case of matters to be addressed.

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address.

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
A.3a	The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.	• Decisions such as class schedules and annual events were made without full consideration of the effective implementation of the PYP. Staff are shared between PYP/MYP/DP programmes and scheduling begins with the senior school. Many teachers are committed to activities in support of middle school and high school students at times that prevents them attending elementary school meetings.	• the values of the PYP are considered in decision-making and functioning of the school.	• Description of actions implemented and to be implemented to ensure the values of the PYP are considered in the decision making and functioning of the school. The description must include timelines, accountabilities and expected outcomes of each action. • Teacher timetables that show availability of shared teachers during	Making the PYP happen: Pedagogical leadership in a PYP school, p.3

				meeting times.	
A.3b	The school as a community of learners is committed to a collaborative approach to curriculum development.	• Teachers describe limited opportunities for collaboration especially with regard to curriculum and policy development.	• actions are taken in order to strengthen the entire school's commitment to a collaborative approach to curriculum development.	• Description of the POI review cycle, curriculum review cycle, policy review cycle and collaborative planning meetings with clear indication of frequency, duration and attendees.	Making the PYP happen: A curriculum framework for international primary education, pp.12, 14, 28 Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12
A.3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.	• Planned learning engagements as evidenced in unit planners do not indicate a clear understanding of the implementation of a constructivist curriculum. In the programme of inquiry, the central ideas are not aligned with the transdisciplinary themes, and there is little evidence of planned development of critical thinking skills in unit planners. • Classroom observations did not provide evidence of an inquiry-based approach to teaching and learning.	• its commitment to a constructivist inquiry-based approach to teaching and learning is evident in all the classes and student learning engagements.	• Samples of PYP unit of inquiry planners, with accompanying samples of assessed student work demonstrating a constructivist and inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills. The total sample submitted should represent a range of grade/year levels and all transdisciplinary themes.	Making the PYP happen: A curriculum framework for international primary education, p.28 Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12
A.3e	The school demonstrates a commitment to	• The programme of inquiry and unit planners show limited evidence of a transdisciplinary	• it demonstrates commitment to transdisciplinary	• Samples of PYP unit of inquiry planners and accompanying	Making the PYP happen: A curriculum framework for

	transdisciplinary learning.	approach to teaching and learning. • Unit plans do not provide evidence of transdisciplinary learning and in many cases are not completed • Discussions show a developing understanding of transdisciplinary teaching and learning • There is still some science being taught outside the programme of inquiry • There is limited collaboration with specialist on units due to time and organisation not being given priority for this type of planning • Specialist teaches were given the option to support the PYP exhibition rather than this being the expectation and this affects the transdisciplinary nature of the exhibition • Collaborative planning schedules/timetables and homeroom timetables currently do not demonstrate the school's commitment to transdisciplinary learning.	learning.	assessed student work demonstrating the collaboration of classroom teachers and single subject teachers in promoting conceptual understanding.The total sample submitted should represent a range of grade/year levels and transdisciplinary themes. • Description of actions taken to ensure that time for transdisciplinary planning within and across the programme • Description of actions taken to ensure all teaching of science is included within the programme of inquiry	international primary education, pp.5–7 Making the PYP happen: Pedagogical leadership in a PYP school, p.3 Developing a transdisciplinary programme of inquiry
B1.2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	• There was no evidence of a job description that describes the combined role of PYP coordinator and Elementary Principal. • There was no evidence of a current action plan, or an action	• the governance and leadership structure reflects their responsibilities in supporting the implementation of the programme.	• Job description which clearly describes the role of the principal/PYP coordinator. • Organizational chart that includes a	Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18

		plan moving forward. • There was no evidence of an organizational chart for Osaka International School.		description of the responsibilities and reporting lines of the governance and leadership team, demonstrating support for the implementation of the programme.	
B1.6	The school has systems in place for the continuity and ongoing development of the programme(s).	• The principal/PYP coordinator is able to describe plans for the ongoing development of the programme. Areas to be addressed, in order of priority, have been identified, however there is no evidence of a current action plan, or an action plan moving forward.	• the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme.	• Action plan according to the programme standards and practices that includes clear timelines, accountabilities and outcomes regarding the priorities determined by the PYP coordinator and the contents of this report in order to determine next steps in the implementation of the PYP.	Developing a transdisciplinary programme of inquiry, pp.6–8
B1.7	The school carries out programme evaluation involving all stakeholders.	• Conversations with stakeholders demonstrate their confusion over their level of involvement in, and understanding of, the self-study process. • The self-study was not completed in the recommended time frame of 12 months (it was completed over 1 week) and therefore does not include all the relevant information or	• the school carries out programme evaluation involving all stakeholders.	• Description of actions the school has taken to share the evaluation report with stakeholders and documented reflections from the different stakeholders with regard to the report.	

		involvement from stakeholders			
B2.4	The school provides dedicated time for teachers' collaborative planning and reflection.	• Collaborative planning schedules do not allow for PYP teachers to attend horizontal and vertical planning meetings. • The planning process does not allow teachers to collaborate and reflect on the vertical and horizontal articulation of the programme. • Single-subject teachers are not consistently involved in collaborative planning and reflection on the units of inquiry. • The PYP coordinator is present at collaborative planning meetings • In this three programme school, there is no evidence of opportunity for teachers to address transition and curriculum development concerns across the programmes.	• dedicated meeting time is provided for teachers' collaborative planning • allocated meeting time is used to plan and reflect upon the vertical articulation and horizontal articulation of the curriculum	• Schedule of dedicated time for teachers' collaborative planning related to the programme, with clear indication of frequency, duration and attendees, along with individual teachers' timetables • Schedule of collaborative planning meetings indicating the involvement of all PYP teachers and revised timetables showing allocated time for collaborative planning.	Making the PYP happen: A curriculum framework for international primary education, p.28 Developing a transdisciplinary programme of inquiry, pp.6–11
B2.3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development	• The teaching staff have access to PYP documents and most have been recruited relevant professional development experiences. Staff recruited without PYP experience and training are provided with relevant professional development through an induction. • There are three teachers who	• the requirements for staff participation in IB-recognized professional development at evaluation have been met.	• Registration of the teachers mentioned in the findings in IB-recognized professional development within the next 6 months.	Guide to school authorization: Primary Years Programme

	requirement for the Primary Years Programme at authorization and at evaluation.	are yet to receive any IB recognized training			
C1.1+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s).	• Teams of teachers working in the programme are currently unable to identify times within their schedules to meet on a regular basis where all teachers can attend and therefore are not able to collaborate effectively on the programme of inquiry. • Teachers working in cross-programme roles find meeting attendance particularly challenging as they do not have release time for planning. • Planners are not currently reflective of input from all members of teaching teams.	• teachers plan collaboratively to develop the programme of inquiry and corresponding units of inquiry • planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers.	• Description of collaborative planning meeting process in developing transdisciplinary units of inquiry and common planning time dedicated to this process. • Minutes or outcomes from collaborative planning meetings with a record of teachers who were in attendance.	Making the PYP happen: A curriculum framework for international primary education, p.41 Developing a transdisciplinary programme of inquiry, pp.6–11
C1.3a	There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.	• From discussion, teachers do not access or make regular use of subject scope and sequence documents. • The curriculum documents are currently a collection of subject outcomes, however, these are not aligned as scope and sequence documents and are not coherent records of the written curriculum. There is no system for the integration of the curriculum documents into the programme of inquiry.	• a systematic approach is devised to integrate the subject-specific scope and sequence expectations with the programme of inquiry.	• Description of actions taken to ensure that subject-specific scope and sequence expectations are clearly articulated and integrated with the programme of inquiry, where possible.	Developing a transdisciplinary programme of inquiry, pp.8–9 Subject-specific scope and sequence documents
C2.1	The written curriculum	• In the school, minimal evidence	• the written curriculum	• Samples of curriculum	Developing a

	is comprehensive and aligns with the requirements of the programme(s).	was identified that there were scope and sequence documents / a written curriculum in use for the implementation of the PYP. • There is no vertical and horizontal alignment of the curriculum	is comprehensive and aligns with the requirements of the programme(s)	documents (e.g. PYP unit of inquiry planners, scope and sequence documents, mapping documents) demonstrating how the school aligns its curriculum with the requirements of the PYP. • Description of actions taken to revise the curriculum both horizontally and vertically and the collaborative process that was involved.	transdisciplinary programme of inquiry Subject-specific scope and sequence documents
C4.6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).	• During discussions, school reports were identified as an issue as they are not aligned with the teaching and learning occurring in the programme. Although recently reviewed, the written reports do not meet the needs of the programme. It is the intent of the school to review the report format. • Currently reported outcomes do not always match the learning outcomes identified	• its reporting system aligns with the philosophy and requirements of PYP assessment.	• Revised reporting format that aligns with the philosophy and requirements of PYP assessment.	Making the PYP Happen: A curriculum framework for international primary education, pp.51–52

The school is required to upload its response and the requested evidence in IB Docs by **1st October 2013.**

Upon analysis of the documentation provided, the IB may decide to visit at the school's expense. Owing to the number and/or nature of the matter(s) the school must address, we remind the school of article 9 (PYP) or article 10 (MYP and DP) of the *Rules for IB World Schools*.

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

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

Yours sincerely,

Director, Asia Pacific

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	No information
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.	No
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.	No
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	No information
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	No

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 3a	The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.
Findings of the team	• Decisions such as class schedules and annual events were made without full consideration of the effective implementation of the PYP. Staff are shared between PYP/MYP/DP programmes and scheduling begins with the senior school. Many teachers are committed to activities in support of middle school and high school students at times that prevents them attending elementary school meetings.
Matters to be addressed The school must ensure that:	• the values of the PYP are considered in decision-making and functioning of the school.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p.3*

Practice 3b	The school as a community of learners is committed to a collaborative approach to curriculum development.
Findings of the team	• Teachers describe an approach to curriculum development in day-to-day planning and discussions as well as long-term policies that have been put in place that is limited in the scope of collaboration.
Matters to be addressed The school must ensure that:	• actions are taken in order to strengthen the entire school's commitment to a collaborative approach to curriculum development.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.12, 14, 28* *Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12*

Practice 3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.
Findings of the team	• Planned learning engagements as evidenced in unit planners do not indicate a clear understanding of the implementation of a constructivist curriculum. In the programme of inquiry, the central ideas are not aligned with the transdisciplinary themes, and there is little evidence of planned development of critical thinking skills in unit planners. • Classroom observations did not provide evidence of an inquiry-based approach to teaching and learning.
Matters to be addressed The school must ensure that:	• its commitment to a constructivist inquiry-based approach to teaching and learning is evident in all the classes and student learning engagements.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.28* *Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12*

Practice 3d	The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.
Findings of the team	• The PYP is used as basic a framework for teaching and learning in all subject areas. • There is a programme of inquiry in place and some units documented on planners however some are incomplete there is a lack of coherence.
Recommendations The IB recommends that:	• the school extends its use of the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum and throughout the entire school. This includes the creation of PYP planners for elements of subject areas taught outside of the Programme of Inquiry.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education*

Practice 3e	The school demonstrates a commitment to transdisciplinary learning.
Findings of the team	• The programme of inquiry and unit planners show limited evidence of a transdisciplinary approach to teaching and learning. • Unit plans do not provide evidence of transdisciplinary learning and in many cases are not completed • Discussions show a developing understanding of transdisciplinary teaching and learning • There is still some science being taught outside the programme of inquiry • There is limited collaboration with specialist on units due to time and organisation not being given priority for this type of planning • Specialist teaches were given the option to support the PYP exhibition rather than this being the expectation and this affects the transdisciplinary nature of the exhibition • Collaborative planning schedules/timetables and homeroom timetables currently do not demonstrate the school's commitment to transdisciplinary learning.
Matters to be addressed The school must ensure that:	• it demonstrates commitment to transdisciplinary learning.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.5–7* *Making the PYP happen: Pedagogical leadership in a PYP school, p.3* *Developing a transdisciplinary programme of inquiry*

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	• Conversations with teachers show that students are given limited opportunities to initiate student selected action.
Recommendations The IB recommends that:	• the school further develops and implements strategies to promote responsible action within and beyond the school community.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.25–27* *Making the PYP happen: Pedagogical leadership in a PYP school, p.10*

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	• Parents express that they are encouraged to be in close contact with their child's classroom teacher and are welcomed into the school. • Teacher timetables and commitments to middle/senior school events and activities impede their ability to attend elementary meetings, including collaborative meetings and staff meetings with a professional development focus. • Many teachers are unable to attend scheduled whole staff or collaborative meetings as they are not provided with release time during the time meetings that are scheduled.
Recommendations The IB recommends that:	• The school develops essential agreements around the needs and expectations for meeting attendance so that all members of the elementary teaching staff can be represented at all whole school staff meetings and fully participate.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.4* *Making the PYP happen: Pedagogical leadership in a PYP school, p.5, 17* *IB learner profile booklet*

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	• The school actively promotes and values the acquisition of Japanese language. • Mother tongue provision is limited to after school language clubs which do not have a focus on mother tongue maintenance or development. • The language policy permits individual teachers to determine the usage of mother tongue as they deem appropriate in their classes, therefore approaches are not consistent across the school.
Recommendations The IB recommends that:	• the school seeks further opportunities to acknowledge and resource mother tongue language development, recognizing and promoting its critical role in language development. • the school review the language policy to ensure that it addresses mother tongue acquisition
Recommendation repeated from previous report	No

Practice 8	The school participates in the IB world community.
Findings of the team	•The school has taken limited advantage of a variety of opportunities to participate in the IB world community. Staff are hired with PYP training in place, however there is limited evidence of a provision of school supported PYP training for teachers working in the programme. • A limited number of staff access the OCC.
Recommendations The IB recommends that:	• the school develops and implements strategies to further participate in the IB world community
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p.20–24*

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Requires significant attention

Section B: Organization

Standard B1: Leadership and structure

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

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	• There was no evidence of a job description that describes the combined role of PYP coordinator and Elementary Principal. • There was no evidence of a current action plan, or an action plan moving forward. • There was no evidence of an organizational chart for Osaka International School.
Matters to be addressed The school must ensure that:	• the governance and leadership structure reflects their responsibilities in supporting the implementation of the programme.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18*

Practice 2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.
Findings of the team	• There is evidence that the pedagogical leadership of the school rests with the Elementary Principal/PYP coordinator, although there is no documentation/job description to support this. •There is no organisational chart that outlines responsibilities and accountabilities of the school.
Recommendations The IB recommends that:	• the school create a job description which describes the role of the principal/PYP coordinator. • the school develops an organizational chart specific to Osaka International School.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18*

Practice 5	The school develops and implements policies and procedures that support the programme(s).
Findings of the team	• the school has developed policies to support the implementation of the programme, specifically policies on assessment, language and special educational needs. However, the elementary teaching staff are not familiar with these policies.
Recommendations The IB recommends that:	• the school formally reviews the policies and ensures that the teaching staff are informed of the policies and are implementing them.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.54–55* *Making the PYP happen: Pedagogical leadership in a PYP school, p.8* *Guidelines for developing a school language policy*

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Findings of the team	•The school has developed a language policy however current practices do not align with the policy. (refer to Section A, Philosophy, mother tongue).
Recommendations The IB recommends that:	• the school ensures all teachers are aware of the language policy • the school further develops support for mother tongues • the school reviews the mother tongue component of the languages policy
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Guidelines for developing a school language policy* *Learning in a language other than mother-tongue in IB programmes*

Practice 5b	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	• Currently there are two versions of an assessment policy in circulation in the school. The middle and senior school are using an updated K-12 policy dated 2013, the elementary school are using a policy developed in 2008. The majority of teachers are unaware of the 2013 policy document.
Recommendations The IB recommends that:	• the school formally adopts the most current policy after a period of collaborative review and discussion involving the teaching staff.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.54*

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	• The principal/PYP coordinator is able to describe plans for the ongoing development of the programme. Areas to be addressed, in order of priority, have been identified; however there is no evidence of a current action plan, or an action plan moving forward.
Matters to be addressed The school must ensure that:	• there is an action plan that includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme.
Recommendation repeated from previous report	No
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, pp.6–8*

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	• During conversations with stakeholders there appeared to be a lack of clarity over their level of involvement in, and understanding of, the self-study process. • The self-study was not completed in the recommended time frame of 12 months (it was completed over 1 week) and therefore does not include all the relevant information or involvement from stakeholders
Matters to be addressed The school must ensure that:	• the school carries out programme evaluation involving all stakeholders.
Recommendation repeated from previous report	No

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Requires significant attention

Section B: Organization

Standard B2: Resources and support

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

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.
Findings of the team	• The teaching staff have access to PYP documents and most have been recruited relevant professional development experiences. Staff recruited without PYP experience and training are provided with relevant professional development through an induction. • There are three teachers who are yet to receive any IB training: Music teacher- Nora Patterson, English support teacher(part time) Caroline Mecklem and Japanese teacher Yamakubo, Fu
Matters to be addressed The school must ensure that:	• the school plans its ongoing professional development taking into consideration the requirements to be met at evaluation and the needs of staff.
Recommendation repeated from previous report	No
Support in IB Documentation	*Guide to school authorization: Primary Years Programme*

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	• Collaborative planning schedules do not allow for PYP teachers to attend horizontal and vertical planning meetings. • The planning process does not allow teachers to collaborate and reflect on the vertical and horizontal articulation of the programme. • Single-subject teachers are not consistently involved in collaborative planning and reflection on the units of inquiry. • The PYP coordinator is present at collaborative planning meetings • In this three programme school, there is no evidence of opportunity for teachers to address transition and curriculum development concerns across the programmes.
Matters to be addressed The school must ensure that:	• dedicated meeting time is provided for teachers' collaborative planning • allocated meeting time is used to plan and reflect upon the vertical articulation and horizontal articulation of the curriculum
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.28* *Developing a transdisciplinary programme of inquiry, pp.6–11*

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	• Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration. However, the current provision of ICT does not meet the needs of the teachers delivering the programme.
Recommendations The IB recommends that:	• the pedagogical leadership team establish an ongoing process of revision of school resources focused on access to information communication technology. • the school ensure provision of access to digital technology to allow for independent research and inquiry to occur in response to and to support student inquiry.

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	• The school has a K-12 librarian who has begun to work with the PYP Coordinator/ Principal to identify relevant resources to support the implementation of the current units of inquiry. • There is no evidence of an information literacy programme or involvement of the librarian in the delivery of the programme.
Recommendations The IB recommends that:	• the school takes actions to ensure that the librarian is informed about the PYP and makes contributions to its implementation
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.43*

Practice 8	The school provides support for its students with learning and/or special educational needs and support for their teachers.
Findings of the team	• A policy has been developed to outline support processes for students identified as having individual educational needs.
Recommendations The IB recommends that:	•the school formally adopts and promotes the special educational needs policy (and related procedures), ensuring that the teaching staff are informed of the policy and implement it accordingly.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p.11*

Practice 9	The school has systems in place to guide and counsel students through the programme(s).
Findings of the team	• Teachers are aware that they have the responsibility to support each student's personal, social and physical development through all learning engagements.
Commendations	Teachers in the school demonstrate a high degree of commitment to and engagement with their students, with evidence of strong, supportive relationships to promote teaching and learning. Students are known as individuals and supported by the teaching staff.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.112*

Practice 10+10a	The student schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.
Findings of the team	• There is sufficient time within the schedules for the requirements of the programme to be met. However, the timetables show a significant amount of disciplinary teaching occurs outside of the programme of inquiry.
Recommendations The IB recommends that:	• the school review individual class timetables to ensure they reflect the transdisciplinary nature of the programme.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.14*

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	• The visiting team was unable to meet with the full team of teachers involved in the coordination and support of students in the exhibition. The current grade 5 teacher is new to the PYP and is working closely with the PYP coordinator/elementary principal to further develop his awareness of the requirements of the exhibition. At present in the school the exhibition is regarded as the responsibility of the homeroom teacher.
Recommendations The IB recommends that:	• the school works to develop the understanding of the collaborative nature of the programme and the exhibition and ensures greater involvement of the teaching staff beyond the homeroom teacher.

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Requires significant attention

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s).
Findings of the team	•Teams of teachers working in the programme are currently unable to identify times within their schedules to meet on a regular basis where all teachers can attend and therefore are not able to collaborate effectively on the programme of inquiry. •Teachers working in cross-programme roles find meeting attendance particularly challenging as they do not have release time for planning. • Planners do not currently reflect input from all members of teaching teams.
Matters to be addressed The school must ensure that:	• teachers plan collaboratively to develop the programme of inquiry and corresponding units of inquiry • planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.41* *Developing a transdisciplinary programme of inquiry, pp.6–11*

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	•The planning process does not allow teachers to collaborate and reflect on the vertical and horizontal articulation of the programme.
Recommendations The IB recommends that:	• the school ensures that the vertical and horizontal articulation of the curriculum is developed collaboratively
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, pp.8–9*

Practice 3a	There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.
Findings of the team	• From discussion, teachers do not access or make regular use of subject scope and sequence documents. • The curriculum documents are currently a collection of subject outcomes; however, these are not aligned as scope and sequence documents and are not coherent records of the written curriculum. There is no system for the integration of the curriculum documents into the programme of inquiry.
Matters to be addressed The school must ensure that:	• a systematic approach is devised to integrate the subject-specific scope and sequence expectations with the programme of inquiry.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, pp.8–9* *Subject-specific scope and sequence documents*

Practice 3b	The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.
Findings of the team	• Discussions with teachers indicate that a significant proportion of the teaching in the school happens outside the programme of inquiry.
Recommendations The IB recommends that:	• the school develops a process that will ensure the balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.
Recommendation repeated from previous report	No
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, pp.8–9*

Practice 4a	The school provides for easy access to completed Primary Years Programme planners.
Findings of the team	• Atlas Rubicon is the tool used to house the units of inquiry however, at present it is not used frequently to update planners for the PYP. Teachers report difficulties in using the tool and that when it is used, it is not used collaboratively. Staff in general state that they find locating, updating and collaborating on Atlas to be unsatisfactory. Data currently housed on the system is out of date.
Recommendations The IB recommends that:	• the school conducts a review of its current system of storing and providing access to planners and take necessary action to ensure that this is being used effectively.
Recommendation repeated from previous report	No

Practice 4b	The school ensures that Primary Years Programme planners are coherent records of student learning.
Findings of the team	• From discussions with staff, PYP planners are not always used to document teaching outside of the units of inquiry. Planners are in the process of being updated in paper form, as it stands currently, they do not form a coherent record of student learning.
Recommendations The IB recommends that:	• the PYP programme planners are coherent records for student learning.
Recommendation repeated from previous report	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.33–42*

Practice 5	Collaborative planning and reflection is based on agreed expectations for student learning.
Findings of the team	• Staff report that planning has not been informed by the use of PYP scope and sequence documentation nor by a school written curriculum. Expectations for student learning are reported to be set by individual teachers in isolation.
Recommendations The IB recommends that:	• the school develops essential agreements/scope and sequence documents that will create a common understanding of overall expectations for student learning.
Recommendation repeated from previous report	No

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	• Observations of the visiting team along with interviews with staff indicate that differentiation occurs on an individual teacher basis. There was evidence of differentiation in some classrooms. There was significant evidence of the use of standardized worksheets in many classrooms.
Recommendations The IB recommends that:	• the school implements strategies to address the needs of students who have reached different stages in their development and have different learning styles and continue to explore resources beyond worksheets
Recommendation repeated from previous report	Yes
Support in IB Documentation	*The Primary Years Programme as a model of transdisciplinary learning, pp16–19*

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Requires significant attention

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
Findings of the team	• In the school minimal evidence was identified that there were scope and sequence documents / a written curriculum in use in the implementation of the PYP programme. • There is no vertical and horizontal alignment of the curriculum
Matters to be addressed The school must ensure that:	• the written curriculum is comprehensive and aligns with the requirements of the programme(s)
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry* Subject-specific scope and sequence documents

Practice 9a	There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.
Findings of the team	• The school does not have an agreed and published review cycle for the programme of inquiry.
Recommendations The IB recommends that:	• the current programme of inquiry be reviewed and a review cycle be agreed upon, published and implemented.
Recommendation repeated from previous report	Yes
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry, p.10*

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Requires significant attention

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	• Observations and discussions with teaching staff indicate that opportunities for student initiated inquiry are limited. In many lessons observed, inquiry was limited in scope.
Recommendations The IB recommends that:	• the school develops transdisciplinary and disciplinary approaches to teaching and learning in order to engage students in meaningful inquiry.
Recommendation repeated from previous report	Yes

Practice 2a	The school ensures that inquiry is used across the curriculum and by all teachers.
Findings of the team	• Discussions with the teaching staff across the elementary school on their understanding of different models/processes of inquiry indicated that this was still in developing stages.
Recommendations The IB recommends that:	• the school facilitates ways to enhance teachers' knowledge and skills in approaching teaching and learning through inquiry by exploring a variety of inquiry models.
Recommendation repeated from previous report	Yes

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	• Observation and discussion with the teaching staff indicate that understanding of differentiation is in at different levels and stages of development. The experience that a student has with differentiation is teacher specific.
Recommendations The IB recommends that:	• the school explores developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	Yes

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	• Observations of student work samples, discussions with students and teachers indicated that opportunities for students to reflect on their learning are limited.
Recommendations The IB recommends that:	• the school integrates in daily activities the use of a variety of tools and strategies for reflecting on learning.
Recommendation repeated from previous report	Yes

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom. Students and teachers spoke of their enjoyment of being part of the school community.
Commendations	The teachers have built a positive, welcoming learning environment based on understanding and respect throughout the school community.

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Show satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1a	Assessment at the school is integral with planning, teaching and learning.
Findings of the team	• Unit planners include assessment tasks that are specific to what is being taught, with some concerns over alignment.
Recommendations The IB recommends that:	• the school ensures that teachers refer to the PYP assessment philosophy in planning the written curriculum and ensuring that this is aligned with teaching and learning practices.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p.31*

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	• Evidence from discussions with teachers and pedagogical leadership indicates that construction and communication of school policies is an area for development.
Recommendations **The IB recommends that:**	• the school develops an understanding of the school's assessment policy and procedures throughout the community.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	• Through observation and discussion it was noted that there was a limited range of tools and strategies in use in the school to assess student learning.
Recommendations The IB recommends that:	• the school develops a range of strategies and tools to assess student learning, in connection with the assessment policy.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp.48–51*

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	• School reports were identified as an area for improvement as they are not aligned with the teaching and learning occurring in the programme. Although recently reviewed, the written reports do not meet the needs of the programme. It is the intent of the school to review the report format. • Currently reported outcomes do not always match the learning outcomes identified
Matters to be addressed The school must ensure that:	• its reporting system aligns with the philosophy and requirements of PYP assessment.
Support in IB Documentation	*Making the PYP Happen: A curriculum framework for international primary education, pp.51–52*

Practice 6a	Student learning and development related to all attributes of the IB learner profile are assessed and reported.
Findings of the team	•The school assessment policy has been identified as an area for development as currently there are two different versions of an assessment policy being used in the school and neither of these policies addresses the assessment and reporting of the IB learner profile
Recommendations The IB recommends that:	• the school develops and documents the assessment and reporting processes in determining and sharing student learning and development related to all attributes of the IB learner profile.

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	• as the written curriculum is not aligned the success criteria for students is also not clearly in place. • there was little evidence to support analyses of assessment data that informs teaching and learning in the documentation
Recommendations The IB recommends that:	• the school further develops procedures to analyse assessment data to inform teaching and learning, explicitly showing evidence of the impact of assessment (stage 3) on teaching and learning (stage 4) in the planners.

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	• there were limited examples of student reflections noted in work samples • planners do not provide evidence of opportunities for student reflection
Recommendations The IB recommends that:	• the school provides further opportunities for students to participate in, and reflect on, the assessment of their work

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Requires significant attention

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

IB Middle Years Programme Evaluation Report

Osaka International School

Japan

Feb - Mar 2013

School Code: 000595

Visiting Team

Elizabeth Lyon – Team Leader
Paulina Aguilera – Team Member

School Administration

John Searle – Head of School
Caroline Rennie – MYP Coordinator

Report on the school evaluation

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Name of head of school	John Searle						
Name of school	Osaka International School	**IB school code**	000595				
Date	03-04-2013	**IB programme**	MYP				
MYP years offered at the school			☑ Y1	☑ Y2	☑ Y3	☑ Y4	☑ Y5

Dear Head of school

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis 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. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following.

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
    - the commendation, recommendation or matter to be addressed

- related finding(s)
- indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
- indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
- indication of the evidence to be provided by the school in case of matters to be addressed.

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

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

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

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

Yours sincerely

Director, Asia Pacific

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 17
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
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.	Yes

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´s mission and philosophy are published:
	  ○ on its website
	  ○ in brochures or promotional literature
	  ○ in shared areas around the school.
	
	• The school´s statements of mission and philosophy include references that the school
	  ○ values education that goes beyond academic development
	  ○ encourages awareness beyond the individual and his or her immediate community

Commendations	The school is living the philosophy of its mission statement "two schools one mission".
Support in IB Documentation	*MYP: From principles into practice,* p.7, 11

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	• The school's action plan is driven by the practices and programme requirements included in the *Programme standards and practices*. • The action plan incorporates those areas in need of strengthening as identified by the self-study
Commendations	The governing body and school community are fully committed to the IB philosophy.
Support in IB Documentation	*MYP: From principles into practice,* p.81

Practice 3b	Teachers and students demonstrate an understanding and awareness of the areas of interaction.
Findings of the team	• With the upcoming changes in the MYP, the development of the areas of interaction has been stalled. As a result, curriculum documentation, including unit planners show minimal understanding of the areas of interaction. Conversations with few subject teachers show a basic understanding of the role of the areas of interaction to provide a context in which to explore the subject through real-life issues.
Recommendations The IB recommends that:	• the school develops teacher and student understanding of the areas of interaction.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* pp.14, 20-22

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. • Teachers express themselves openly during meetings. Parents appear comfortable during meetings and voice their questions and concerns. • Student, staff and parent handbooks include procedures for decision-making, participation and collaboration. • Students express themselves openly and respectfully.
Commendations	The school has developed an environment based on cooperation and mutual respect.
Support in IB Documentation	*MYP: From principles into practice,* p.61

Practice 8	The school participates in the IB world community
Findings of the team	• Staff members are part of the IB Educator Network as workshop leaders, examiners, consultants or site visitors. • The school has developed connections with other IB schools and is an active member of the East Asian MYP regional network. • The school is involved in the Next Chapter pilot programme
Commendations	The school has taken advantage of a variety of opportunities to participate in the IB world community.
Support in IB Documentation	*MYP: From principles into practice*, pp. 5-6

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

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

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	• The organisational structure describing the governing body and the pedagogical leadership team is very brief. It does not show specific responsibilities or clear lines of reporting that allow for support and development of the programme.
Recommendations The IB recommends that:	• the school reviews the organizational chart to show clear lines of reporting and designated roles that support the future development of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* pp. 11, 65, 81

Practice 4+4a	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position. a. The Middle Years Programme coordinator is part of the school pedagogical leadership team.
Findings of the team	• An MYP coordinator has been appointed with a job description that includes release time to carry out the MYP responsibilities. Conversations with the coordinator indicate sufficient time. However, support for the role is lacking as the MYP Coordinator does not view herself as a pedagogical leader with the authority to move the programme forward.
Recommendations The IB recommends that:	• The school reviews the MYP coordinator's job description to clarify the position and ensure the role is considered an active part of the school pedagogical leadership team
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice*, pp.81, 83, 86, 105

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.

Findings of the team	• The documented language policy includes:-
	  ○ the school language philosophy
	  ○ support for mother tongues
	  ○ support for students who are not proficient in the language of instruction- learning of the host country language and culture
	  ○ reflection of needs of students in language A and B course offerings
	  ○ strategies to support all teachers in their contribution to the language development of students.
	• Conversations with students and parents indicate that practices in the school do not necessarily support mother tongue development. After school language classes being offered are either for students learning a language or clash with after school sporting activities.
	• Conversations with teachers indicated minimal involvement in the development and review of the language policy.

Recommendations The IB recommends that:	• the school review practices in the school to actively support the language policy by considering ways to:
	  ○ support all MYP students who are not proficient in the language of instruction
	  ○ provide support for mother tongue languages and promote the importance of maintaining one's mother tongue language
	• the school investigates possibilities to further take into account the needs of students in language A and B course offerings

Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	*Guidelines for developing a school language policy*

Practice 5b	The school has developed and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	• The school has a documented policy on the support given to special educational needs within the school student body. However, conversations with teachers indicate that there are limited resources to support the policy. • There is no special needs teacher, no training to support classroom teachers, and as yet no individualised plans have been developed for the few students who have been identified with special educational needs.
Recommendations The IB recommends that:	• the school investigates the provision of resources to support and implement its special educational needs policy
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice*, pp.100-101

Practice 5c	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	• There is a documented whole school assessment policy. However, there is a lack of clarity regarding: o common practices in using the MYP assessment criteria and determining levels of achievement o common practices in recording and reporting MYP assessment o the role of formative and summative assessments within the programme
Recommendations The IB recommends that:	• the school ensures clarity of assessment and reporting practices that support student learning and meet the requirements of the MYP.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice*, pp.59, 100

Practice 5d	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the team	• There is a documented policy on academic honesty. • There are resources to support the policy (software to check plagiarism, student guides, etc.). • Conversations with teachers show that they understand the academic honesty policy and apply the policy. • Conversations with students indicate that they are aware that there are consequences for academic dishonesty.
Commendations	The school has developed a whole school academic honesty policy that includes a continuum of student learning expectations.
Support in IB Documentation	*MYP: From principles into practice,* pp.101-102

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

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

Practice 1	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	• Conversations with the administration indicate that funding of the programme is year-to-year. However, allocations of the following year's funds are based on spending for the current year. • Conversations with governing body show understanding of and support for the financial requirements of the programme.
Commendations	The governing body has continued to allocate funding for the MYP to ensure the programme is supported.
Support in IB Documentation	*Guide to school authorization: Middle Years Programme,* p.3 *Rules for IB World Schools: Middle Years Programme,* article 5.3

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	• Conversations with teachers reflect that collaborative planning times are allocated by the school. This planning time is built into teacher´s timetables allowing for subject departments to meet regularly. However, additional time for meetings conflicts with after school activities. Therefore getting all teachers together for horizontal planning has proved difficult.
Recommendations The IB recommends that:	• the school provides regular collaborative planning and reflection time that allows for horizontal planning.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* p.65

Practice 9	The school has systems in place to guide and counsel students through the programme(s).
Findings of the team	• The student handbook identifies support services available to guide and counsel students through the programme. • Conversations with the counsellor indicate that in addition to the role as careers advisor she also acts as a resource for the development of skills and attitudes for students in grades 6 - 10. • Students and staff can describe the counselling process at the school.
Commendations	The school has developed systems and events in place that guide and counsel students through the MYP and into the DP

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1a+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s). a. The school has an approach to curriculum planning that involves all Middle Years Programme teachers. b. The school follows the Middle Years Programme planning process. c. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
Findings of the team	• The school succeeds in including part-time teachers in collaborative planning. Teachers are able to explain how they plan and reflect collaboratively within subject departments to address the vertical development of the curriculum. • Teachers are able to explain how samples of completed MYP units of work reflect the collaborative process. However, the exploration of Atlas Rubicon provided little evidence of strong interdisciplinary units.
Recommendations The IB recommends that:	• the school provide teachers with sufficient horizontal planning time to ensure that interdisciplinary units of work: o are developed collaboratively according to the MYP unit planning process o strengthen cross-curricular skills and deepen disciplinary understanding.
Support in IB Documentation	*MYP: From principles into practice,* pp.65, 79-80

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	• The meeting schedule indicates that time is provided for horizontal and vertical planning of the curriculum. Whilst planning time built into the timetable allows for strong vertical articulation of the curriculum, conversation with teachers indicated that common planning time to meet with other departments occurs rarely.
Recommendations The IB recommends that:	• the school ensures that horizontal articulation of the approaches to learning is developed collaboratively.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* p.66

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
Findings of the team	• Conversations with teacher show that collaborative planning and reflection occurs both formally and informally. Whilst teachers are able to provide an overview of the subject they teach they did not appear to have a firm overview of the learning experiences of their students, in particular with regard to student learning expectations for the approaches to learning and community and service.
Recommendations The IB recommends that:	• the school ensures that all teachers have an overview of student learning experiences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* pp.65-66

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
Findings of the team	• *See separate table with subject-specific requirements at end of the document.* • Whilst the developmental workbook is used across the five years in Visual Art, there was little evidence of its use in Music. • The computer technology course at the school does not provide students with the opportunity to explore and reflect on the use of materials.
Recommendations The IB recommends that:	• See Additional Subject-specific requirements
Support in IB Documentation	*MYP: From principles into practice,* p.17

Practice 1c	The written curriculum includes the following: a subject-specific vertical planning document; vertical planning for the student learning expectations of each area of interaction; horizontal planning for approaches to learning.
Findings of the team	• Subject-specific vertical planners identify the content to be taught in each year of the programme for each MYP subject group. However, it is not clear as to how some subjects ensure the content aligns with the MYP objectives. • Conversations with teachers and the MYP coordinator show that student learning expectations for approaches to learning in each year of the programme have been developed.
Recommendations The IB recommends that:	• the school ensures, for each subject offered, there is a subject-specific vertical planner that identifies the content to be taught in each year of the programme to meet the MYP objectives.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice,* p.66

Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the team	• The policies are relatively new and as such teachers had some difficulty explaining how their subject curriculum reflects the different policies developed by the school.
Recommendations The IB recommends that:	• the school further explores ways to integrate the policies, developed by the school to support the programme(s) into the written curriculum.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Subject group	**Recommendation** **The IB recommends that the school further develops the curriculum in**
Technology	Technology in order to ensure that : • students explore how information, materials and systems are used in technology

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1b	Teaching and learning at the school uses the areas of interaction as contexts.
Findings of the team	• Displays of student work rarely include examples of contexts for learning that are identified through the areas of interaction. • Few teachers can give examples of learning experiences that use the areas of interaction as contexts. • Few samples of assessed student work include examples of contexts for learning that are identified through the areas of interaction.
Recommendation The school ensure that:	• learning experiences use the areas of interaction as contexts for learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice*, p.73

Practice 1d	Teaching and learning creates opportunities for involvement in service in every year of the programme and ensures its qualitative monitoring.
Findings of the team	• Teachers and students can give examples of learning experiences that create opportunities for involvement in service. • As yet, the school has not defined processes for monitoring of student involvement in service for each year of the programme.
Recommendations The IB recommends that:	• the school encourages opportunities for students to initiate service activities as part of the community and service programme. • the school develops the processes for monitoring student involvement in service for each year of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice*, p.26

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	• In conversations, members of the school community show some awareness and understanding of academic honesty and the associated practices. • Whilst students have a common understanding of academic honesty, there was some confusion in concerning the consequences surrounding academic dishonesty.
Recommendations The IB recommends that:	• the school ensures that practices within the school align with the academic honesty policy and are communicated to the school community
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	*MYP: From principles into practice*, pp.101-102

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.
Findings of the team	• Support structures are provided in some classrooms for students working in languages other than their mother tongue. • Some teachers have planning time with support staff to create learning experiences that address the diversity of student language needs. • Teachers can give examples of how they meet the diversity of student language needs.
Recommendations The IB recommends that:	• all teachers are provided with support that allows them to create learning experiences that address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* p.64

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students, and students and students, both inside and outside the classroom. • Students and teachers speak respectfully of each other.
Commendations	The school has built a stimulating learning environment based on understanding and respect throughout the school community.
Support in IB Documentation	*MYP: From principles into practice,* p.61

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Requires significant attention	• Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1c	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
Findings of the team	• Conversations with teachers indicate that whilst some subjects engage in the standardization of assessment of student work, the process occurs informally.
Recommendations The IB recommends that:	• the school formalises procedures and expectations for the standardization of assessment processes within the subject groups.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice*, pp.46, 55

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	• Conversations indicated that each subject has its own way of recording and tracking student progress. • The recording of student progress is based on achievement levels according to the MYP assessment criteria, however, it is noted that some subjects do not include all strands when determining the level of achievement for a criterion.
Recommendations The IB recommends that:	• the school reviews its recording of student progress to ensure all strands within an assessment criterion are included when determining the level of achievement.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* p.49

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	• The school has systems for reporting to parents, student progress based on the MYP assessment criteria. However, these are not aligned with the requirements of the programme as student reports showed that some subjects do not include all criteria when calculating an overall grade.
Recommendations The IB recommends that:	• the school review its reporting of student progress to ensure it aligns with the philosophy and requirements of MYP assessment.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*MYP: From principles into practice,* pp.55-57

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

IB Diploma Programme
Evaluation Report

Osaka International School

Japan

Session: May

School Code: 000595

Visiting Team

Stephen Keegan - Team Leader
Jayne Lund - Team Member

School Administration

John Searle - Head of School
Leah Edens – DP Coordinator

Report on the school evaluation

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Name of head of school	John Searle		
Name of school	Osaka International School	**IB school code**	000595
Date	25-03-2013	**IB programme**	DP

Dear Head of School

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis 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. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following.

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
    - the commendation, recommendation or matter to be addressed
    - related finding(s)
    - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)

- indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
- indication of the evidence to be provided by the school in case of matters to be addressed.

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

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

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.

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

Yours sincerely,

Director, Asia Pacific

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of 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
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.	YES

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.
Commendations	The school is commended for the alignment and practice of its mission and philosophy with those of the IB.
Support in IB Documentation	"The philosophy of the continuum of international education" in *Towards a continuum of international education,* pp.2–5 *The Diploma Programme: From principles into practice*

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	• Conversations with the governing body shows its understanding of the IB philosophy.
Commendations	The school is commended for keeping the governing body informed of IB programme developments and for supporting strategies to reinforce the common understanding of the IB philosophy and implementation by the governing body.
Support in IB Documentation	*Towards a continuum of international education* "Philosophy and principles of the Diploma Programme" and "Making the decision to introduce the Diploma Programme" in *The Diploma Programme: From principles into practice,* pp.3–9,10–11 IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/

Practice 3	The school community demonstrates an understanding of, and commitment to, the programmes(s).
Findings of the team	• Conversations with parents show that there is a concern that the Japanese speaking community is not given access to all school materials in Japanese.
Recommendations The IB recommends that:	• The school develops strategies to ensure that the school community understands the programme. In particular, the school should ensure that key documents are provided in Japanese as well as English.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*Towards a continuum of international education* *The Diploma Programme: From principles into practice* The IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/

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	• Conversations with parents and teachers show that further actions need to be taken to promote international-mindedness and the development of the IB learner profile in the context of the DP.
Recommendations The IB recommends that:	• The school implements strategies to develop and promote international-mindedness across the school community.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	*Towards a continuum of international education* "Education for intercultural understanding" and "Developing the IB learner profile" in *The Diploma Programme: From principles into practice* *IB learner profile booklet* The IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile "Towards a profile of a holistically educated student—the student profile" in the position paper *Holistic education: An interpretation for teachers in the IB programme* by John Hare

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	• Conversation with the CAS coordinator and inspection of student reflections and notes show that the taking of responsible action by individual students within and beyond the school community through the learning outcomes and reflection is limited.
Recommendations The IB recommends that:	• The school develops and implements strategies to promote responsible action within and beyond the school community. In particular, the effectiveness of the school's CAS programme should be evaluated, with particular reference to the participation of each individual student and staff members. See the separate report on the CAS programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Creativity, action, service in the DP" in *Towards a continuum of international education,* pp.35–36 "Breadth and balance" and "A holistic educational experience" in *The Diploma Programme: From principles into practice,* pp.5, 7 *CAS guide*

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	• Parents are comfortable during meetings and openly voice their questions and concerns. Students express themselves openly and respectfully.
Commendations	The school is commended for promoting open communication in the school community.
Support in IB Documentation	"The learning environment: Active learning in a supportive school culture" in *Towards a continuum of international education,* pp.16–17

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	• Documents, the language policy and conversations with the programme coordinator indicate that the school provides or encourages opportunities for maintaining mother tongues, when applicable. The school supports learning of host country language and culture.
Commendations	The school provides or encourages opportunities for maintaining mother tongues, where applicable.
Recommendations The IB recommends that:	The school provides support for students who are not proficient in the language of instruction. In particular, it is recommended that the school provides English support in grades 9 and 10.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	"The language continuum" in *Towards a continuum of international education,* pp.25–27 "Education for intercultural understanding", "Language options and language support" and "Supporting the mother-tongue language and the language of instruction" in *The Diploma Programme: From principles into practice,* pp.6–7, 22, 27 *Guidelines for developing a school language policy* *Learning in a language other than mother tongue in IB programmes*

Practice 8	The school participates in the IB world community.
Findings of the team	• Records show that some staff members are visiting team members, examiners and workshop leaders. The school demonstrates the practice of interacting with other IB world schools.
Commendations	Teachers are involved in the IB world community as workshop leaders, examiners and visiting team members. The school makes meaningful connections with other IB world schools.
Support in IB Documentation	"Professional development opportunities offered by the IB" in *The Diploma Programme: From principles into practice,* pp.40–41

Practice 9+9a+9b	The school supports access for students to the IB programme(s) and philosophy. a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual subject certificates. b. The school promotes access to the diploma and certificates for all students who can benefit from the educational experience they provide. c. The school has strategies in place to encourage students to attempt the full diploma.
Findings of the team	• Conversations with the pedagogical leadership team, that includes the DP coordinator, show that: ◦ access to the DP is transparent. ◦ the school supports students in their decision to complete the full diploma.
Commendations	All students are registered as full Diploma Programme candidates.
Support in IB Documentation	"Access" and "Building an accessible programme" in *The Diploma Programme: From principles into practice,* pp.8, 20–23 *Rules for IB World Schools: Diploma Programme* *Guide to school authorization: Diploma Programme,* p.7 Current *Handbook of procedures for the Diploma Programme*

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

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 a representative of the governing body and the head of school indicate that there is effective communication between the school and the board.
Commendations	The school is commended for keeping the governing body informed of IB programme developments and for the governing body's support of the school and the IB programmes.

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	• Conversations with the leadership team, the coordinator and staff reflect the support given to the implementation of the programme.
Recommendations The IB recommends that:	• The school revises the organizational chart, and reconsiders individuals' responsibilities to demonstrate support for the implementation of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Leading the development of the continuum: Pedagogical leadership" in *Towards a continuum of international education,* pp.22–24 "What can schools do to support and develop the IB learner profile?" in *The Diploma Programme :From principles into practice,* pp.31–34

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 and the coordinator reflect: ◦ understanding of the role of the DP coordinator ◦ the support and guidance that the pedagogical leadership team, especially the DP coordinator, provides.
Recommendations The IB recommends that:	• The school considers the pedagogical leadership and positional authority of the DP coordinator.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Leading the development of the continuum: Pedagogical leadership" in *Towards a continuum of international education*, pp.22–24 "The role of the Diploma Programme coordinator" in *The Diploma Programme: From principles into practice*, pp.16–19

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.
Recommendations The IB recommends that:	• The coordinator's job description should be written to support the leadership responsibilities of the position. The development of a teacher appraisal system is recommended.
Support in IB Documentation	"The role of the programme coordinator" in *Towards a continuum of international education*, p.23 "The role of the Diploma Programme coordinator" in *The Diploma Programme: From principles into practice*, pp.16–19

Practice 5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
Findings of the team	• The admissions policy is clear and effective.
Commendations	The school is commended for the development of a clear and effective admissions policy.
Support in IB Documentation	"Student selection process" in *The Diploma Programme: From principles into practice*, pp.20–21 "Access" and "Building an accessible programme" in *The Diploma Programme :From principles into practice*, pp.8, 20–23

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the team	• Conversations with leadership team and teachers reflect the process by which the language policy review/development—which included different stakeholders—takes place.
Commendations	The school provides learning in the host country language, which infuses students with a sense of the host country culture. The school provides appropriate support for mother tongues.
Support in IB Documentation	"Learning in a language other than a mother tongue in IB programmes" and "Developing a school language policy" in *Towards a continuum of international education,* pp.25–27 "Language options and language support" in *The Diploma Programme: From, principles into practice),* p.22 *Guidelines for developing a school language policy* *Learning in a language other than mother tongue in IB programmes* *Guidance for the support of mother tongue in the Diploma Programme.*

Practice 5c	The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	• The school has a special needs policy that supports student access to the DP.
Recommendations The IB recommends that:	• The school should ensure that there is implementation of the policy for already admitted students who are recognised as having special educational needs.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Special educational needs" in *Towards a continuum of international education*, pp.28–32 *Special educational needs within the International Baccalaureate programmes* *Candidates with special assessment needs* *Teaching students with particular special educational and learning needs—a resource for schools* Current *Handbook of procedures for the Diploma Programme* Support areas in the OCC

Practice 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	• Teachers apply the assessment policy and they have contributed to its development or revision.
Commendations	The school is commended for the development and implementation of the assessment policy.
Support in IB Documentation	"The principles of IB assessment", "Assessment in the DP" and "Developing an assessment policy" in *Towards a continuum of international education*, pp.19–21 "Assessment policy" in *The Diploma Programme: From principles into practice*, p.13 *Diploma Programme assessment: Principles and practice* *Guidelines for developing a school assessment policy in the Diploma Programme*

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: ◦ they apply the academic honesty policy in the school ◦ they identify its IB-specific elements and understand that the responsibility to detect academic dishonesty lies with them and not with the IB. ◦ the school supports the implementation of the policy.
Commendations	The school is commended for the development and implementation of the academic honesty policy.
Support in IB Documentation	"Academic honesty" in *The Diploma Programme: From principles into practice*, p.12 *Academic honesty*

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	• The DP action plan needs to be extended to ensure the ongoing implementation of the programme.
Recommendations The IB recommends that:	• The school reviews the action plan to ensure that it includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme. The recommendations of this report should be incorporated into the plan.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Consolidations phase" and "Continuous improvement" in *The Diploma Programme: From principles into practice,* pp.14–15

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	• Conversations with the members of the school community reveal limited participation in the programme evaluation. It is understood that this review has been only two years after the previous one.
Recommendations The IB recommends that:	• The school plans the next evaluation cycle according to the description included in the *Programme evaluation guide and self-study questionnaire: Diploma Programme.*
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

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

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
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

Section B: Organization

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). a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator. b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.
Findings of the team	• Conversation with a representative of the governing body, the head of school and the business manager has indicated the level of funding.
Commendations	The governing body has allocated funding for the support and improvement of the programme.
Support in IB Documentation	Current *Handbook of procedures for the Diploma Programme* DP subject guides *CAS guide* *Theory of knowledge guide* *Extended essay guide* IB professional development calendar at www.ibo.org

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.
Findings of the team	• Five teachers have not attended DP workshops within the last five years.
Recommendation The school must ensure that:	• The requirements for staff participation in IB-recognized professional development at evaluation have been met. This becomes an evaluation requirement from 2014.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Supporting ongoing professional development" in *Towards a continuum of international education,* p.24

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	• Conversations with teachers reflect the time allocated by the school for collaborative planning.
Commendations	The school is commended for scheduling time for collaborative planning for almost all teachers within departments.

Practice 5+5a+5b+5c	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s). a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments. b. There are appropriate information technology facilities to support the implementation of the programme. c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.
Recommendation The IB recommends that:	• The school reconsiders the schedule to enable the more effective use of visual arts studios and science labs. This could also better facilitate the group 4 project. The action plan should include the evaluation of the school's ICT Instructional leadership. The need for more Internet speed and greater access to computers should also be evaluated. It is recommended that there is a more coherent policy on the use of laptops in classrooms.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Relevant Diploma Programme course guides and teacher support materials Current *Handbook of procedures for the Diploma Programme*

Practice 6+6a	The library/multimedia/resources play a central role in the implementation of the programme(s).a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.
Findings of the team	• Visit to the library shows: ◦ the librarian is available and plays an active role in planning and supporting the DP, including the area of academic honesty. ◦ there is access to KG resources. ◦ there are library resources in some languages that cater for the needs of the DP languages, but more printed material is required in some student languages. ◦ the set-up of the library allows students to work independently and for teachers to work with groups of students.
Commendations	The librarian's role includes responsibilities related to the development and support of the DP in all areas, in conjunction with the DPC and the extended essay coordinator.
Support in IB Documentation	Relevant Diploma Programme course guides and teacher support materials

Practice 9+9a	The school has systems in place to guide and counsel students through the programme(s). a. The school provides guidance to students on post-secondary educational options.
Findings of the team	• The school has systems in place to advise students on post-secondary educational options and DP recognition.
Commendations	The current college counsellor provides DP students with detailed and effective support on post-secondary educational options.

Practice 10+10a+10b+10c	The student schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule provides for the recommended hours for each standard and higher level subject. b. The schedule provides for the development of the theory of knowledge course over two years. c. The schedule respects concurrency of learning in the Diploma Programme.
Findings of the team	• Conversation with TOK teacher verifies that the course is offered over two years. • Conversations with DP teachers show their understanding of the principle and impact of concurrency of learning on the student's educational experience.
Commendations	The school is commended for adjustments to the timetable which has supported the development of TOK and enabled concurrency of learning.
Recommendations The IB recommends that:	Responds to expressed concerns that the timetable is impacting on access to science labs and the art studios.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	"Schedules and course offerings" in *The Diploma Programme: From principles into practice*, pp.21–22 "The Diploma Programme and the school schedule" in *The Diploma Programme: From principles into practice*, p.25 Current *Handbook of procedures for the Diploma Programme* *Concurrency of learning in the IB Diploma Programme and Middle Years Programme*, by Roger Marshman

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 DP coordinator, extended essay coordinator and the librarian reveal the provision of an extended essay class for one period per week.
Commendations	The school is commended for providing an extended essay preparation and information literacy class, which strongly supports DP students.
Support in IB Documentation	Diploma Programme course guides Extended essay guide

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1a+1b	Collaborative planning and reflection addresses the requirements of the programme(s). a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject. b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.
Findings of the team	• The schedule of meetings and conversations with teachers indicates the level of collaborative planning.
Recommendations The IB recommends that:	• The school reviews the aims of collaborative planning to support teachers in identifying the relationships between subjects in order to reinforce knowledge, understanding and skills shared by the different disciplines. The school ensures that collaborative planning and reflection includes the integration of theory of knowledge in each subject. The programme coordinator ensures that there is a comprehensive and balanced process for managing the submission dates for all internal assessment components.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Planning a Diploma Programme course" in *The Diploma Programme: From principles into practice*, pp.35–36

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Recommendations The IB recommends that:	• The school's planning meeting agendas ensure that vertical and horizontal articulation are addressed.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Induction of students: Providing students with a smooth transition into the Diploma Programme" in *The Diploma Programme: From principles into practice*, pp.15–16

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
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

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1+1a+1b+1c+1d	The written curriculum is comprehensive and aligns with the requirements of the programme(s). a. The curriculum fulfills the aims and objectives of each subject group and the core. b. The curriculum facilitates concurrency of learning. c. The curriculum is balanced so that students are provided with a reasonable choice of subjects. d. The school develops its own courses of study for each subject on offer and for theory of knowledge.
Findings of the team	• Reading of Atlas documents and conversations with teachers.
Recommendations The IB recommends that:	• The school evaluates its existing programme written curriculum to ensure that it fulfills the aims and objectives of each subject group and the core.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Curriculum design and scheduling" in *The Diploma Programme: From principles into practice*, pp.24–29 "Creative teacher professionalism" in *The Diploma Programme: From principles into practice*, p.9 Subject guides *CAS guide* *Theory of knowledge guide* *Extended essay guide*

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	• Reading of Atlas documents and discussions with teachers.
Recommendations The IB recommends that:	• The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Diploma Programme course guides *CAS guide* *Theory of knowledge guide* *Extended essay guide*

Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Findings of the team	• Reading of Atlas documents and discussions with teachers.
Recommendations The IB recommends that:	• The written curriculum provides opportunities for connections with international-mindedness.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Diploma Programme course guides *CAS guide* *Theory of knowledge guide* *Extended essay guide*

Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Findings of the team	• Conversations with teachers show that they can be more active in the development and promotion of the IB learner profile attributes.
Recommendations The IB recommends that:	• The written curriculum is reviewed to enhance the references to the development of the IB learner profile.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
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

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 2	Teaching and learning engages students as inquirers and thinkers.
Findings of the team	• Classroom observations and teacher conversations confirm that teachers include different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty and support to students with language needs. • Conversations with teachers include discussions on teaching strategies to comply with IB aims and objectives.
Commendations	Teachers are commended for using different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty and support to students with language needs.
Support in IB Documentation	"Teaching and learning" in *Towards a continuum of international education,* pp.12–17

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	• Information technologies are not always accessible in classrooms due to inconsistent access to the internet and variable student access to computers.
Recommendations The IB recommends that:	• Teachers are supported in the use of a range of resources, including information technologies.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Teaching and learning" in *Towards a continuum of international education,* pp.12–17

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• Observations in and out of classrooms and conversations with teachers, students and parents.
Commendations	The school is commended for enabling a classroom teaching and learning environment which is based on understanding and respect.
Support in IB Documentation	"Teaching and learning" in *Towards a continuum of international education,* pp.12–17

Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	• Conversations with teachers, students and parents, as well as observations in classrooms and in the hallways. The use of LP posters is noted.
Commendations	The school is commended for promoting and supporting the IB learner profile attributes within teaching and learning.
Support in IB Documentation	"Teaching and learning" in *Towards a continuum of international education,* pp.12–17

Conclusion of the IB

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

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
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

Section C: Curriculum

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).a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.
Findings of the team	• Conversations with teachers show that they know the assessment requirements related to their subjects or core responsibilities.
Commendations	Teachers are commended for understanding and applying IB assessment principles, consistently with the school's assessment policy and procedures.
Recommendations The IB recommends that:	The school, through both vertical and horizontal collaboration, develops agreements on the different aspects of the assessment process and documents its implementation.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Assessment in the DP" in *Towards a continuum of international education,* p.20 *Guidelines for developing a school assessment policy in the Diploma Programme* Diploma Programme courses guides *Theory of knowledge guide* *Extended essay guide*

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Recommendations The IB recommends that:	• The school reviews its student progress recording system to ensure alignment with the IB's assessment philosophy.

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	• The school's reports indicate that some teachers of some subjects make specific reference to the criteria of assessment, while others do not.
Recommendations The IB recommends that:	• Whilst the reporting of student progress supports the IB assessment philosophy and requirements, it is recommended that the school considers adapting the reports to be more consistent in their direct reference to the subjects' criteria of assessment.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	• There is some examination data analysis, but it is not systematic or comprehensive.
Recommendations The IB recommends that:	• The school carries 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.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

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 show their understanding and reflection on the process to comply with the extended essay requirement. The extended essay class and coordinator are providing strong support for the essay and for information literacy across the curriculum. The librarian has begun to work with the extended essay coordinator.
Commendations	The school is commended for providing an extended essay coordinator and for scheduling a period per week to support the essay process. Information literacy skills and academic honesty correct practice is also supported in that extended essay period.
Support in IB Documentation	*Extended essay guide*

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
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