



Self-study questionnaire

For use during programme evaluation from September 2020

This self-study questionnaire is for use by schools with self-study questionnaire submission dates on or after 1 September 2021. Evaluation dates are communicated directly to each school and can be confirmed through IB Answers.

This self-study questionnaire replaces the version published in March 2020.

Contact details

Name of school	IB school code
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Japan	
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+81 072-727-5050	

Programme(s)
Primary Years Programme (PYP)
Middle Years Programme (MYP)
Diploma Programme (DP)

The school's self-assessment

Schools should consult the *Guide to programme evaluation* (for use from September 2020) before beginning the self-study process. The guide provides information about planning and completing the programme evaluation process, including both parts of the self-study.

The self-assessment

The self-assessment is a detailed and thorough reflection by all community members on each of the practices. It provides the opportunity to reflect and identify where the school excels, where it has shown growth and what needs additional attention.

Checking requirements

The self-assessment checks that the school continues to meet all **requirements** identified for each **practice** in the IB *Programme standards and practices* publication. Requirements are specific and refined measures of implementation and include programme-specific elements known as **specifications**. To remain authorized to teach the programmes, schools must continue to meet all requirements. For any requirement that is not in place, the school must add an action to their action plan.

Assessing the development of practices

The IB practices are aspirational, meaning that schools will continue to develop, implement, understand and integrate them more explicitly and consistently over time. After confirming that the requirements for each practice are in place, the next step in the self-assessment is to determine for each practice whether the school implementation can best be described as “developing”, “developed” or “highly developed”. Practices are common to all programmes, but they will be implemented as developmentally appropriate for the age group.

- **Developing:** The practice has been partially developed and implemented; some members of the school community show some understanding of the practice; the practice is integrated into some school processes.
- **Developed:** The practice is generally developed and implemented; most members of the school community understand the practice; the practice is integrated into most school processes.
- **Highly developed:** The practice is systematically developed and effectively implemented; all relevant members of the school community fully understand the practice; the practice is fully integrated into all relevant school processes.

Using the descriptors

Descriptors are provided to assist the school in assessing the development of the practices. These descriptors are not intended to be applied rigidly, but to serve as guidance. In most IB World Schools, the programme(s) develop unevenly. Initially, some practices are developed more fully and intentionally. Understanding across the school community and integration into school life grow as the programme matures. Using a “best-fit” approach with the self-assessment descriptors can help the school capture their growth and identify practices in need of additional development. Schools with multiple programmes may complete the self-assessment for individual programmes but are encouraged to consider completing a combined self-assessment that reflects continuity and coherence of the student experience across programmes.

Assessing and reporting on development of the standards

The standards are general principles that lie at the heart of being an IB World School. Like the practices, they provide an aspirational goal for schools. Following the assessment of the practices within each standard, the school assesses its overall development of the standard using the following descriptors.

- **Shows notable development:** This option should be selected when most or all of the practices within the standard are highly developed.
- **Shows development beyond requirements:** This option should be selected when most or all of the practices are developed beyond meeting the requirements.
- **Offers opportunity for further development:** This option should be selected when all requirements are in place for the practices within the standard, but there is no evidence of further development of the practices beyond the requirements.
- **Requires development:** This option should be selected when there are requirements that are not in place within this standard.

The school is also asked to identify achievements and challenges for each standard.

Purpose (01)

Purpose: Sharing an important mission

The IB's mission is central to its work with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This powerful mission that drives learning informs the development of each IB World School—as well as the IB's larger global community of students and their families, teachers and supporters. IB World Schools strive to help realize this purpose for learning within their own local, state, national, international and global contexts.

Standard: Purpose (0101)

Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Practices

Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

Purpose 1.1: The school develops a mission, vision and strategy that reflect the IB mission and philosophy. (0101-01-0100)

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)

Purpose 2.1: The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	

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MYP	Y		x	
DP	Y			x

Conclusion of standard 0101

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0101: Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Purpose: Sharing an important mission		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Purpose(0101)	Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	School self-assessment			
		PYP		x	
		MYP		x	
		DP		x	

Self-study questionnaire for use during programme evaluation

Describe any major achievement(s) relating to this standard during the period under review.

School-wide

The school-wide OIS learning outcomes are closely tied to the IB learner profile. The school-wide mission statement and beliefs are also closely tied to the IB learner profile and international mindedness, with particular emphasis on exchanging ideas and understanding with the host country through collaboration within our community and with our sister school, Senri International School (SIS).

The school-wide master calendar incorporates events that demonstrate our commitment to intercultural understanding, international-mindedness and awareness beyond the individual and immediate community. These events include; Rainbow Week, International Fair, International Women's Day, Earth Day, and Book Week.

Our Student and Parent Handbook, as well as "The Educator" (trimester newsletter), OIS Parent Portal (weekly newsletter), and Sabers Code of Conduct (school sports handbook) further articulate the school's mission, vision and purpose.

Further commitment to the mission and vision of the school have been incorporated into how offices have been arranged starting in August 2022. The two heads of school now share an office in order to further develop our purpose as do the two principals from OIS and the two principals from SIS. The three programme coordinators also share an office to collaborate further for K-12. OIS and SIS now have similar administrative structures (a head and two principals, one for student life and one for student learning) to allow cross-school collaboration and development.

MYP/DP

As of October 2022, MYP/DP student survey data indicates a strong familiarity with the school's purpose (93%), the IB learner profile (90%) and OIS learning outcomes (85%). MYP/DP students feel the school community practises respect and understanding of others (85%). Students in MYP and DP are active in our clubs and activities program, service learning, and Sabers Sports, further fostering the attributes of the IB Learner Profile and the school's mission.

MYP

MYP students are engaged in the OIS learning outcomes and the IB learner profile through advisory sessions, goal/objective setting, year-end reflections and student awards. All MYP students set goals and reflect annually on the OIS Learning Outcomes (IB Learner Profile).

MYP students have "shared programmes classes" (art, music, phe) with students in the Senri International School which consistently promotes intercultural understanding and exchange of ideas.

In 2022, grade 9 (MYP Year 4) students took an inaugural SOIS grade-level trip with SIS grade 9 students to Ise, Japan. Another trip is planned with our sister school for grade 6 (MYP Year 1) for the spring trimester.

Additionally, students in grade 10 (MYP Year 5) participate in MUN yearly with students from our sister school.

PYP

Within the PYP, students engage in a range of activities for International Mindedness Week. Teacher analysis of Grade 5 end-of-year survey data noticed that students are gaining a stronger understanding of what being internationally minded looks like. One contributing factor that added to this overall growth stemmed from the JUMP (Jump and Unleash My Potential) program. This initiative included high school and middle school students who completed training to become workshop leaders who worked with our PYP students. One of the main focus points was on the development of being an internationally minded person.

Parent survey results from 2022 showed that 80% of PYP parents felt they had at least a solid overall understanding of the PYP program at OIS.

Describe any major challenge(s) relating to this standard during the period under review.

Although the school's mission, vision and beliefs are highly developed in principle, a challenge is ensuring they are understood and practised regularly within our school community.

As an example, the mission: "to develop informed, caring, creative individuals contributing to a global community" is less familiar to **MYP/DP** students (70% familiarity) than the practices that embody the mission - e.g. the SOIS 5 Respects (97%) IB learner profile (90%) and OIS learning outcomes (85%). Additionally, faculty have articulated that the mission, vision and beliefs could be more visible/familiar within our school community.

PYP students have minimal exposure to the SOIS 5 Respects as many teachers tend to focus heavily on the development of the attributes of the Learner Profile. Greater understanding of the school's mission statement could be an area for further growth.

Self-study questionnaire for use during programme evaluation

Environment: Providing essential structures, systems and resources

School environments include the human, natural, built and virtual resources through which learning experiences take place. They cover facilities and technology; human and financial resources; assets of culture and language; the allocation of time; and decisions about how schools divide, group and coordinate responsibilities. School environments differ widely, and a wide range of local contexts can support the successful implementation of IB programmes. The learning environment is the context in which learning happens, and the conditions the school designs and develops to enhance student learning experiences. The learning environment includes evidence of the school's culture and purpose.

Standard: Leadership and governance (0201)

The leadership and governance of IB World Schools create and sustain high-quality learning environments.

Practices

Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Leadership 1.1: The school clearly articulates its governance and/or leadership structure and establishes roles, responsibilities and mandates for ensuring programme implementation and development. (0201-01-0100)

Leadership 1.2: Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)

MYP 1 (if applicable): The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0221)

MYP 2 (if applicable): The school complies with the IB regulations and procedures related to the conduct of MYP eAssessment. (0201-01-0222)

MYP 3 (if applicable): The school registers all MYP year 5 students for IB-validated moderation of the personal project. (0201-01-0223)

MYP 4: The school must register at least one student as a candidate for the IB MYP certificate, or must submit unit plans for feedback as specified in programme documentation. (0201-01-0224)

DP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0231)

DP 2: The school complies with IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)

CP 1: The school provides security for the storage, transportation, and/or transmission of IB assessment materials, physical or virtual, with controlled access restricted to designated staff. (0201-01-0241)

CP 2: The school complies with IB regulations and procedures related to the conduct of all forms of DP and CP assessment. (0201-01-0242)

CP 3: The school must in all cases choose or develop career-related studies that meet IB criteria. (0201-01-0243)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Self-study questionnaire for use during programme evaluation

Leadership 2: The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)

Leadership 2.1: The school appoints a programme coordinator with a job description, release time, necessary support, and an organizational position to facilitate curriculum and programme development. (0201-02-0100)

Leadership 2.2: The programme coordinator completes required professional development that is up to date with the most current version of the programme(s) under their responsibility. (0201-02-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

Leadership 3.1: The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)

PYP 1: The school implements a schedule that provides for the development of the required number of transdisciplinary units of inquiry. (0201-03-0111)

MYP 1: The school implements a schedule that provides for the minimum required teaching hours for each subject group. (0201-03-0121)

MYP 2: The school implements and reviews curriculum requirements as specified in programme documentation. (0201-03-0122)

DP 1: The school implements and reviews a curriculum that is balanced so that students are provided a reasonable choice of subjects. (0201-03-0131)

DP 2: The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for theory of knowledge (TOK). (0201-03-0132)

DP 3: The school implements a schedule that provides for the delivery of the theory of knowledge course over two years for every student. (0201-03-0133)

DP 4: The school implements a schedule that allows for regular creativity, activity, service (CAS) experiences and projects over at least 18 months for every student. (0201-03-0134)

CP 1: The school implements a schedule that provides for the minimum required teaching hours for each standard level and higher level DP subject, and for the CP core. (0201-03-0141)

CP 2: The school implements a schedule that provides for the delivery of the personal and professional skills (PPS) course over two years for every student. (0201-03-0142)

CP 3: The school implements a schedule that allows for regular service learning experiences and projects over at least 18 months for every student. (0201-03-0143)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)

Leadership 4.1: The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100)

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Leadership 4.2: The school captures and uses data that informs the operation and sustainability of the programmes(s). (0201-04-0200)

Leadership 4.3: The school captures and uses data that informs the quality of the implementation of the programme(s). (0201-04-0300)

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y	x		
DP	Y	x		

Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

Leadership 5.1: The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)

PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111)

MYP 1: The school allocates adequate resources for the provision of leadership for developing the curriculum in subject groups, planning approaches to learning, supporting student involvement in service as action, and implementing the personal or community project. (0201-05-0121)

DP 1: The school allocates adequate resources and provides supervision for the creativity, activity and service core component, including designating a creativity, activity, service (CAS) coordinator. (0201-05-0131)

DP 2: The school allocates adequate resources and provides supervision to support the extended essay core component, including designating an extended essay coordinator. (0201-05-0132)

CP 1: The school allocates adequate resources and provides supervision for the service learning core component, including designating a service learning coordinator. (0201-05-0141)

CP 2: The school allocates adequate resources and provides supervision to support the reflective project core component, including designating a reflective project coordinator. (0201-05-0142)

CP 3: The school allocates adequate resources and provides supervision to implement the language development core component. (0201-05-0143)

CP 4: The school allocates adequate resources to implement the personal and professional skills (PPS) core component. (0201-05-0144)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Conclusion of standard 0201

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

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Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0201: The leadership and governance of IB World Schools create and sustain high-quality learning environments.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Environments: Providing essential structures, systems and resources		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development	
Leadership and governance (0201)	The leadership and governance of IB World Schools create and sustain high-quality learning environments.	School self-assessment				
		PYP			X	
		MYP			X	
		DP			X	

Describe any major achievement(s) relating to this standard during the period under review.

<p>School-wide</p> <p>The school has consistently committed funds for professional development to meet programme requirements and other professional development needs.</p> <p>The school has a clear schedule of meetings to support collaborative planning in all programmes (common planning times, transdisciplinary planning, programme meetings, coordinator meetings, leadership, support team, etc.).</p> <p>Over the period of review, the MYP and PYP coordinator roles have been separated from that of the principal, allowing for more collaboration between the programme coordinators and other leadership as well as clarifying roles and responsibilities.</p>
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Self-study questionnaire for use during programme evaluation

A new Parent Portal website provides weekly updates to ensure legal guardians are informed of the general characteristics of the programmes. The site contains a weekly newsletter and pages highlighting features of each programme.

DP

The school updated its exam storage facilities to ensure that they comply with changes to IBO exam storage requirements. The school continues to ensure that IB assessment regulations and procedures related to all forms of DP assessments are stringently followed.

Sufficient allocation of resources and supervision of CAS (e.g. allocation of CAS on the school schedule) ensures all students participate in regular CAS experiences and projects over at least 18 months.

MYP

The MYP has a schedule that consistently meets the minimum hours per subject group, with particular emphasis in the Arts by enrolling all students in a range of courses across the subject group (general music, performance music, visual arts).

PYP

The Enhanced PYP framework has been implemented and increased focus on student agency has been a significantly developed area in the PYP teaching and learning environment. The enhanced planner in Managebac is used for all collaborative unit planners. The schedule provided for the strong development of the required number of highly transdisciplinary units of inquiry.

Field trips and guest speakers remained key areas of the student learning experience. Even with strict COVID measures preventing trips into the community, virtual events were frequently organised.

Describe any major challenge(s) relating to this standard during the period under review.

School-wide

Although we have a yearly collection of data for maths and literacy (MAP), the purpose and processes for the implementation and use of this data have not been articulated.

MYP/DP

The MYP/DP programs do not have a clearly defined role in place for subject group leaders. A challenge for the school is clarifying this role and providing appropriate resourcing. An additional challenge is arranging sufficient time within the MYP for collaborative planning pertaining to interdisciplinary teaching and learning (see 0401-02-0121).

PYP

Developing more systems for the collection and use of student achievement data to guide teaching and learning has been a challenge during the period under review.

Standard: Student support (0202)

Learning environments in IB World Schools support student success.

Practices

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.1: The school provides adequate resources and facilities in accordance with programme documentation. (0202-01-0100)

Student support 1.2: The school is responsible for its teachers meeting the local and legal requirements for the roles to which they are appointed. (0202-01-0200)

Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)

Student support 1.4: The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)

MYP 1: (if applicable) The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0521)

DP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)

CP 1: The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0541)

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y	x		

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DP	Y		x	
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Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y	x		
DP	Y	x		

Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

Student support 4.1: The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)

Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y	x		
DP	Y	x		

Conclusion of standard 0202

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

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Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0202: Learning environments in IB World Schools support student success.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Environments: Providing essential structures, systems and resources		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Student support (0202)	Learning environments in IB World Schools support student success.	School self-assessment			
		PYP		x	
		MYP		x	
		DP		x	

Describe any major achievement(s) relating to this standard during the period under review.

School-wide
 The campus is undergoing renovations to our built resources (classrooms, meeting rooms, etc.). ManageBac has been implemented school-wide as a means for documenting curriculum and reporting and is also used as a communication tool for MYP/DP students.
 Over the period of review, the student support team added an additional staff member. In addition, a relationship has been established with the Kento Center (Kobe) to provide psycho-educational assessments for our students.
 The school has hosted university fairs regularly including the Kansai Regional University Fair (with 100 universities on campus) in 2019.

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DP

The role of college counsellor is more clearly defined, helping to foster a more structured approach to college and career guidance. The school continues to invite universities and colleges from around the world to speak to its students and adaptations during the pandemic ensured students received sufficient university and career guidance; for example, through the use of online counselling sessions.

MYP

The MYP Pastoral/Advisory structure underwent significant changes (new program in effect August 2022) to promote better relationships and provide more consistent support.

PYP

Major additions were made in the area of technology as 1-1 ChromeTablets were purchased for K-2 students and ChromeBooks were acquired for G3-5 students. Each class also received lockable charging carts.

Describe any major challenge(s) relating to this standard during the period under review.

School-wide

Providing resources to support the systems and processes of the student support team (learning support and social, emotional and physical well being) continue to be a challenge for our school community. Articulation and implementation of the school's inclusion policy has also been a challenge during the period under review.

Community involvement during the pandemic has proven difficult. Moving forward, the school would like to rebuild relationships with the wider community to aid and extend student learning.

MYP/DP

Human resources for secondary learning support is limited. Staffing in the shared programmes (Visual and performing arts, PHE) include a number of part time teachers, creating challenges in collaborative planning as well as providing student and teacher support outside of class hours.

PYP

Even though additional student support staffing resources have been added to assist PYP students, significant needs remain. The increases in student support are not keeping pace with the increasing needs of our PYP student population. The net result is that students who require support are not receiving sufficient resources to meet their needs and we are trending in the wrong direction.

Chromecast was strongly desired by PYP teachers, but the school was unable to find a solution to the technology problem and this initiative stalled. This resulted in students and teachers being unable to "mirror" their digital thinking to share with the class unless taking turns plugging into a single cable.

The gathering of digital media in the PYP G3-5 classrooms has proven challenging with Chromebooks as the cameras are not designed for that type of purpose.

Standard:Teacher support (0203)

Learning environments in IB World Schools support and empower teachers.

Practices

Teacher support 1:The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)

Teacher support 1.1: The school ensures that all teachers have access to current and relevant IB content. (0203-01-0100)

Teacher support 1.2: The school demonstrates that teachers have used current and relevant programme documentation to implement the programme in their classroom teaching. (0203-01-0200)

MYP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0221)

DP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0231)

CP 1: The school ensures that learning and teaching reflect the current aims, objectives and implementation requirements of the curriculum. (0203-01-0241)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Teacher support 2:The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

Teacher support 2.1: The school complies with IB-mandated professional development requirements, as outlined in IB documentation. (0203-02-0100)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Teacher support 3:The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)

Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100)

MYP 1: The school allocates adequate time for teachers to collaborate and ensures that they use that time effectively to plan and implement the MYP in accordance with programme documentation. (0203-03-0121)

CP 1: The school allocates adequate time and resources to plan for the integration of elements of the CP framework. (0203-03-0141)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y	x		
DP	Y	x		

Self-study questionnaire for use during programme evaluation

Conclusion of standard 0203

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0203: Learning environments in IB World Schools support and empower teachers.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Environments: Providing essential structures, systems and resources		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Teacher support (0203)	Learning environments in IB World Schools support and empower teachers.	School self-assessment			
		PYP		x	
		MYP		x	
		DP		x	

Describe any major achievement(s) relating to this standard during the period under review.

Self-study questionnaire for use during programme evaluation

School-wide

The school has a clear schedule of meetings to support collaborative planning (common planning times, transdisciplinary planning, programme meetings, coordinator meetings, leadership, support team, etc.).

DP

The school leadership, through the Professional Development Committee, ensures that teachers participate in timely and appropriate professional development to support implementation of the programme. The use of ManageBac unit planners by all teachers has allowed for more consistent reflection of the current aims, objectives and implementation requirements of the curriculum across the DP.

MYP

The school leadership, through the Professional Development Committee, ensures that teachers participate in timely and appropriate professional development to support implementation of the programme. The use of ManageBac unit planners by all teachers has allowed for more consistent reflection of the current aims, objectives and implementation requirements of the curriculum across the MYP. Subject group overviews have been updated for 2022-23 and made available to all teachers. The revised pastoral/advisory structure (effective August 2022) clarified teacher roles to reduce and clarify the workload according to faculty input.

PYP

The PYP teachers have adopted an "A" and "B" year for the curriculum cycle which has enabled most teachers to have a curriculum planning partner. Grades 3 and 4, 2 and 1, KA and KB share common units of inquiry and plan them together as a team. This change has dramatically increased the frequency and quality of collaboration in PYP.

The use of Seesaw allows PYP homeroom teachers, specialist teachers, students and parents to remain better informed of day-to-day learning taking place in the various learning environments.

Describe any major challenge(s) relating to this standard during the period under review.

MYP

Resourcing, collaborative planning and support for the Interdisciplinary Units is needed in the MYP (See 0401-02-0121). During covid and after a period of significant faculty turnover, several IDUs were not maintained. In addition, a system for the continuation of curriculum, to include a regular system of review and communication with new faculty, is needed to ensure sustainability.

PYP

Currently the schedule does not allocate scheduled time for the PYP G5 teacher to collaborate with MYP teachers, especially G6 teachers. Building stronger bridges between the PYP and MYP could result in smoother and more successful student transitions between the programs.

Culture: Creating positive school cultures

School culture refers to the written and unwritten rules that define how a school functions. It also encompasses personal and collective well-being, the effective utilization of physical and human resources, and the extent to which a school acknowledges and celebrates diversity.

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-02-0311)

PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)

DP 1: The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)

DP 2: The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

CP 1: The school monitors and evaluates its efforts to provide students equal opportunities to undertake the CP, and implements strategies to encourage students to pursue the full CP. (0301-01-0341)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y	x		
DP	Y		x	

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y			x
DP	Y			x

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language. (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y		x	
DP	Y			x

Self-study questionnaire for use during programme evaluation

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Conclusion of standard 0301

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

Self-study questionnaire for use during programme evaluation

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In respect of standard 0301: Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Culture: Creating positive school cultures		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development	
Culture through policy implementation (0301)	Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	School self-assessment				
		PYP			X	
		MYP			X	
		DP			X	

Describe any major achievement(s) relating to this standard during the period under review.

<p>School-wide The school community has embraced technology to promote access to the curriculum. Through the pandemic, for example, a variety of practices were used to ensure that students had access to learning throughout the phases of closure and reopening. The Academic Integrity Policy was revised during the 2021-2022 school year and has been implemented throughout the programmes. The use of ManageBac to document and share curriculum with students has been strengthened during the period under review. The new OIS Parent Portal and Student/Parent handbook serve as valuable tools for communicating IB policies and programme details to the school community.</p> <p>DP All students are encouraged to attempt the DP and students' performance and well-being are monitored to help ensure that students' course choices are suited to their needs and aspirations. The school has adopted a more structured approach to promote and monitor academic integrity. No academic integrity issues related to final DP assessments were reported during the period under review.</p> <p>MYP The school has adopted a more structured approach to promote and monitor academic integrity.</p> <p>PYP The PYP student population is made up of a diverse range of learners. The PYP is successfully offered at the early years and primary grade levels. PYP classroom teachers and the librarians have successfully designed and implemented age-appropriate learning engagements to help students develop a stronger understanding of academic integrity. Most students are able to apply these skills to their completion of the PYP Exhibition and the many resources that they gather throughout the learning.</p>
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Self-study questionnaire for use during programme evaluation

Describe any major challenge(s) relating to this standard during the period under review.

Schoolwide

The process for articulation and implementation of the inclusion and language policies, including the rights and responsibilities of members of the school community, is a challenge for OIS. Additionally, developing a system of policy review that also considers how the policies interact (for example, admissions, inclusion and language policies) has not been clarified or adopted.

Learning (04)

Learning: Ensuring effective education

Learning in the IB community celebrates the many ways people work together to construct meaning and make sense of the world. Through the interplay of asking, doing and thinking, this constructivist approach leads towards open, democratic classrooms. IB students and teachers are lifelong learners, independently and in collaboration with others. Learning communities in IB World Schools engage in cycles of inquiry, action and reflection that lead to deeper understanding and a lifetime of learning. Learning is the central tenet, as well as the outcome, of developing purpose, culture, and environment in IB schools.

Standard: Designing a coherent curriculum (0401)

Learning in IB World Schools is based on a coherent curriculum.

Practices

Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)

Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)

Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200)

Coherent curriculum 1.3: The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities. (0401-01-0300)

Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400)

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)

PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3-6 years where the requirement is at least four units at each year or grade level, two of which must be under “Who we are” and “How we express ourselves”. (0401-01-0511)

PYP 2: The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum. (0401-01-0512)

PYP 3: The school ensures that all subjects are represented within the programme of inquiry at each year or grade level. (0401-01-0513)

MYP 1: The school develops subject group overviews and an approaches to learning planning chart in accordance with programme documentation. (0401-01-0521)

Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600)

Self-study questionnaire for use during programme evaluation

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y	x		
DP	Y		x	

Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)

Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100)

PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)

PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)

MYP 1: The school provides opportunities for teachers to use collaborative planning and reflection to develop interdisciplinary understanding. (0401-02-0121)

MYP 2: Teachers use the MYP planning process to collaboratively design, plan, deliver and document student inquiry. (0401-02-0122)

DP 1: The school provides opportunities for teachers to use collaborative planning and reflection to integrate theory of knowledge into each subject. (0401-02-0131)

CP 1: The school provides opportunities for the IB teachers to collaborate with the career-related studies (CRS) staff to ensure balance and articulation of the students' full educational experience. (0401-02-0141)

Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200)

Coherent curriculum 2.3: Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300)

Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	N	x		
DP	Y		x	

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.1: The school informs the school community of ongoing developments in the programme(s) and incorporates these into curriculum development. (0401-03-0100)

Coherent curriculum 3.2: The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Coherent curriculum 3.4: The school regularly reviews required and supporting IB content. (0401-03-0400)

Self-study questionnaire for use during programme evaluation

Coherent curriculum 3.5: The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500)

MYP 1: Teachers follow the MYP review cycles and associated IB communications. (0401-03-0521)

DP 1: Teachers follow the DP review cycles and associated IB communications. (0401-03-0531)

CP 1: Teachers follow the DP and CP review cycles and associated IB communications. (0401-03-0541)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Conclusion of standard 0401

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0401: Learning in IB World Schools is based on a coherent curriculum.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Self-study questionnaire for use during programme evaluation

Learning: Ensuring effective education		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Designing a coherent curriculum (0401)	Learning in IB World Schools is based on a coherent curriculum.	School self-assessment			
		PYP		x	
		MYP			x
		DP		x	

Describe any major achievement(s) relating to this standard during the period under review.

School-wide

The use of ManageBac to document and share curriculum with faculty and students has been strengthened during the period under review.

The new OIS Parent Portal and Student/Parent handbook serve as valuable tools for communicating about the IB programme and relevant curriculum developments to the school community. The OIS Update is a weekly faculty newsletter that includes an update from each coordinator to inform faculty of programme events, needs, curricular changes, etc. There are regular links to relevant IB documentation and the programme resource center.

The school has a clear schedule of meetings to support the design of coherent curriculum in all programmes (common planning times, transdisciplinary planning, programme meetings, coordinator meetings, leadership, support team, etc.).

MYP/DP

Faculty regularly engage in Job-alikes with faculty from schools around Japan and are members of relevant communities related to teaching and learning.

PYP

All PYP homeroom and specialist teachers participate in an end-of-year full Programme of Inquiry review.

The PYP Literacy scope and sequence was completed. MYP English teachers were also part of the collaboration to focus on the literacy gaps and overlaps between Grades 5,6,7.

ATL focused Lines of inquiry added in many PYP grade levels to help ensure greater instructional and learning focus on particular ATLs in each UOI.

The enhanced PYP planner is used as the transdisciplinary planning tool in Managebac. All PYP homeroom teachers and specialists use shared planners and add evidence of learning and reflection. Very few stand-alone planners are used at this point.

Describe any major challenge(s) relating to this standard during the period under review.

School-wide

The school's Professional Growth Protocol has not updated since 2016 and is not proactively implemented. A system of teacher observation for the purposes of promoting and monitoring inquiry-based approaches to teaching and learning has not been developed or implemented.

DP

While efforts have been made to allow for more collaborative planning between teachers, there remains a need to allocate more collaboration time for the integration of TOK into each subject. Further utilisation of lesson observations could also provide more opportunities for collaborative planning and reflection between teachers and the pedagogical leadership team.

MYP

Resourcing, collaborative planning and support for the Interdisciplinary Units is needed in the MYP. During covid and after a period of significant faculty turnover, several IDUs were not maintained. In addition, a system for continuation of the curriculum, regardless of faculty turnover, is needed to ensure sustainability of this aspect of the curriculum.

Related to this challenge of collaborative planning is making time for standardisation and moderation as well as establishing a regular curriculum review cycle for subject groups as well as programme wide.

Self-study questionnaire for use during programme evaluation

PYP

Professional growth plans were completed by each PYP teacher, but these are no longer being used. Designing more learning experiences based on data and assessment is an overall area for further growth. Use of MAP data is not consistent from year-to-year in the PYP and could be used for greater differentiation and meeting of student needs.

Timely completion of running record assessments using PROBE and PM Benchmarks is very time consuming and challenging for teachers.

The PYP curriculum is being shared with the members of the community; however, greater engagement should be elicited.

Standard: Students as lifelong learners (0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Practices

Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)

Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100)

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)

Lifelong learners 2.1: Students understand the IB learner profile and can reflect on it effectively. (0402-02-0100)

Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes. (0402-02-0200)

Lifelong learners 2.3: Students understand the connections between the IB learner profile and international-mindedness. (0402-02-0300)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100)

Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200)

Self-study questionnaire for use during programme evaluation

Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)

Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)

Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)

Lifelong learners 5.1: The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)

Lifelong learners 5.2: Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)

MYP 1: Students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme. (0402-05-0221)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y	x		
MYP	Y		x	
DP	Y		x	

Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)

Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)

Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)

Self-study questionnaire for use during programme evaluation

MYP 1: The school provides opportunities for students to take ownership of their learning through the personal project and community project. (0402-06-0221)

DP 1: The school provides opportunities for students to take ownership of their learning through the DP core. (0402-06-0231)

CP 1: The school provides opportunities for students to take ownership of their learning through the CP core. (0402-06-0241)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y		x	

Conclusion of standard 0402

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members

Self-study questionnaire for use during programme evaluation

- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0402: Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Learning: Ensuring effective education		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Students as lifelong learners (0402)	Learning in IB World Schools aims to develop students ready for further education and life beyond the classroom.	School self-assessment			
		PYP			x
		MYP			x
		DP			x

Describe any major achievement(s) relating to this standard during the period under review.

A **school-wide** service group, EJAAD, works with women in Afghanistan to provide education, facilities and other opportunities (winner - Richard T. Krajczar Humanitarian Award 2022). Cultural identity is explored through school events such as SOIS Festival, International Festival and Sports Day. As previously our K-12 Learning Outcomes are closely tied to the IB Learner Profile.

DP
A structured approach to coordinating the extended essay helps to encourage students to take ownership of their learning. A high proportion of students demonstrate good self-management skills by coordinating meetings with their EE supervisor and meeting deadlines.

Students participate in a robust CAS program and other service-learning and extracurricular activities, with particular successes in CAS projects connecting with the local and global community. Students successfully adapted their CAS experiences to accommodate for pandemic-related restrictions. Notable achievements include: Rena Kawasaki: Earth Guardians Japan and collaborations with Tokyo Government (winner - International Children's Peace Prize 2022, Rise Scholarship 2022), Tamami Ono - Child Doctor Project (winner - EARCOS Global Citizen Community Service Grant 2022). With the easing of pandemic-related restrictions, students have been able to re-engage with the local community in the CAS experience and projects; one notable example being the invitation of a Hiroshima bomb survivor, Koko Kondo, as a guest speaker by a grade 12 student. In March 2023, the school will resume its grade 11 (DP Year 1) service trip to Cebu, Philippines with the aim of fostering international-mindedness and engagement with the global community.

MYP/DP

Self-study questionnaire for use during programme evaluation

There are active middle school and high school student councils that develop and implement a range of activities and events on campus using student input and leadership.
The Academic Integrity policy has been recently revised and consistently implemented, including our librarian hosting class sessions about IP and citings sources.

DP

Pedagogical leaders provide opportunities for student voice to be represented in the school through the student council and student advocacy group. Students are also provided with opportunities to meet with the Principal of Student learning, DPC and school councillor to discuss their learning, well-being and future study/career goals.

Student voice is collected annually via student surveys. Survey questions address well being as well as teaching and learning. DP students also engage in exit interviews before graduation.

MYP

Pedagogical leaders provide opportunities for student voice to be represented in the school through the student council and student advocacy group. Students develop their personal and cultural identities through the MYP Portfolio, a student-curated website displaying their learning and growth that encourages them to think about how they engage with the world around them and prepares them for their personal project and upcoming interviews, colleges and careers.

Grades 7 and 8 have a weekly ATL skills class that focuses on digital citizenship, ATL skills and social and emotional learning.

A new IDU in grade 10 focuses primarily on personal and cultural identity.

Students at OIS have shown continued success in the personal project and participate in an annual exhibition to display their learning.

MYP students set goals and reflect annually on the OIS Learning Outcomes (IB Learner Profile).

PYP

The student Actioneers bring PYP student voice to the planning of some curricular and co-curricular events.

The end-of-year G5 student survey provides PYP teachers with valuable insight into the learning environment and how students feel about their learning journey.

All students participate in the PYP Exhibition in the final year of the PYP which takes place in G5. Student agency has continued to grow with enhanced emphasis on choice, voice and ownership. Student engagement continues to grow and the diversity of chosen inquiries is quite exciting.

As part of the development of the essential agreements in each class, the attributes of the Learner Profile are often included in these statements.

As students prepare personal learning goals, most PYP classes include a focus on the attributes of the Learner Profile. These goals are often shared in 3 Way and student-led conferences.

Describe any major challenge(s) relating to this standard during the period under review.

DP

Language subject options could further support students in pursuing opportunities to explore and develop their personal and cultural identities.

MYP

Although personal identity has been implemented clearly in the curriculum, cultural identity could be further explored in the programme.

PYP

During COVID and the strict restrictions that came with it, student initiated action in the PYP took a massive step back and has not rebounded, even with the easing of regulations at school and in the community.

Self-study questionnaire for use during programme evaluation

Standard: Approaches to teaching (0403)

IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

Practices

Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)

Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100)

Approaches to teaching 1.2: The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200)

Approaches to teaching 1.3: The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300)

Approaches to teaching 1.4: Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400)

Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)

Approaches to teaching 2.1: Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100)

Approaches to teaching 2.2: Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200)

Approaches to teaching 2.3: Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y			x
DP	Y		x	

Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)

Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100)

Approaches to teaching 3.2: Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	

Self-study questionnaire for use during programme evaluation

MYP	Y			X
DP	Y		X	

Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)

Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		X	
MYP	Y	X		
DP	Y	X		

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		X	
MYP	Y			X
DP	Y		X	

Conclusion of standard 0403

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0403: IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Learning: Ensuring effective education		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Approaches to teaching (0403)	IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	School self-assessment			
		PYP		x	
		MYP		x	
		DP		x	

Describe any major achievement(s) relating to this standard during the period under review.

Self-study questionnaire for use during programme evaluation

School-wide

The use of technology to support and extend learning by teachers increased during the pandemic, including the further utilisation of Managebac and Google Classroom.

Describe any major challenge(s) relating to this standard during the period under review.

School-wide

Classroom observations and feedback to teachers, including a professional growth protocol, could further monitor and encourage meaningful approaches to teaching and learning.

Standard: Approaches to assessment (0404)

Learning, teaching, and assessment effectively inform and influence one another.

Practices

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

CP 1: The school uses the objectives and assessment tools for each DP subject, and component of the CP core, to build summative assessments of student learning. (0404-02-0141)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

Self-study questionnaire for use during programme evaluation

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

CP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0141)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP on-screen examination subjects to the IB. (0404-03-0321)

DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

CP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0341)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

MYP 1: All students in MYP year 5 complete the personal project, and all students finishing the programme in year 3 or 4 complete the community project. (0404-04-0121)

DP 1: The school ensures that students submit the extended essay toward the end of the DP, and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

CP 1: The school records and submits required IB-validated assessments and the evidence of completion of the components of the CP core in accordance with programme documentation. (0404-04-0141)

	Requirement(s) in place Y/N	Developing	Developed	Highly developed
PYP	Y		x	
MYP	Y		x	
DP	Y			x

Self-study questionnaire for use during programme evaluation

Conclusion of standard 0404

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (for example, leader, contributors)
Faculty	PYP/MYP/DP	Contributors
Coordinators	PYP/MYP/DP	Leaders

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- Parents
- Students
- Governing body
- Community members
- Local education authority
- Ministry of education
- Other (indicate below)

In respect of standard 0404: Learning, teaching, and assessment effectively inform and influence one another.

- Shows notable development
- Shows development beyond requirements
- Offers opportunity for further development
- Requires development

Learning: Ensuring effective education		Shows notable development	Shows development beyond requirements	Offers opportunity for further development	Requires development
Approaches to assessment (0404)	Learning, teaching, and assessment effectively inform and influence one another.	School self-assessment			
		PYP			x
		MYP			x
		DP		x	

Self-study questionnaire for use during programme evaluation

Describe any major achievement(s) relating to this standard during the period under review.

DP

Teachers conduct regular summative and formative assessment to inform teaching and learning. The use of Management has allowed for more consistent recording of assessment data across the DP and greater accessibility amongst students and parents.

The school communicates accurate predicted grades to higher education institutions and the IB in a way that values academic integrity.

All students are provided with opportunities to engage in topics of their own choice for their extended essay. Effective communication and monitoring of deadlines ensures that all students submit an extended essay toward the end of the DP.

MYP

Personal project supervisors meet regularly to discuss the PP and moderate work. With the release of the new guide, we have seen a significant uptick in results and an increase in accuracy in the predicted and awarded grades.

Describe any major challenge(s) relating to this standard during the period under review.

MYP

Collaboration for the purpose of standardisation and moderation of assessment could improve.

PYP has been inconsistent with the moderation of writing samples which has made it difficult to chart the progress of PYP writing ability.

Optional

Conclusions of the self-assessment process

Please note any observations, conclusions or information you would like to share with your IB World School manager or with the evaluation team as they review the responses to your self-assessment.

Considering the structural and personnel changes to all leadership positions, the self-study has been a valuable process in allowing the school to identify and reflect on successes and areas of growth. The school looks forward to using these findings to inform school improvement plans and to improve teaching and learning.

Programme development

Part 2 of the self-study questionnaire asks the school to evidence an aspect of the programme that the school has developed during the period under review. The school shares the planning, implementation, analysis and reflection on the programme development efforts undertaken. Use of the following template is not required but is encouraged. Schools may modify this template or develop their own templates, including the aspects of the process, detailed in the *Guide to programme evaluation*.

Focus of programme development

What question does the school want to answer?

How can we appropriately support the changing needs of our student body?

What challenge is the school facing?

Providing sufficient financial and human resources to develop and implement systems of student support to meet the changing needs of our student body.

What goal does the school want to achieve?

Improve student support for the benefit of all stakeholders of the school community.

Rationale

Briefly summarize the reasons the school selected this focus for programme development.

Student support was identified as an area of growth by all stakeholders. Additionally, the changing profile of the student body has led to student needs outpacing the resources available at our school.

	Planning		Reflection	
	Guiding questions and prompts	School response (Completed at the start of the programme development planning process)	Guiding questions and prompts	School response (Completed at the conclusion of the programme development activities)
IB practices	<p><i>Identify one or two practices to answer each question. Select practices from at least two categories of the programme standards and practices (PSP) framework.</i></p> <ul style="list-style-type: none"> • What practice(s) need to be in place for this development to be successful? • What practice(s) identify the people who are responsible for the work? (For example, teachers, leadership, students.) • What practice or practices show how the work will be done? That is, what actions will be taken? • What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus? 	<p>We have identified the following standards, practices and requirements for the Professional Development Plan:</p> <p>Student support (0202-02 all requirements) The school identifies and provides appropriate learning support.</p> <p>Student support (0202-03 all requirements) The school fosters the social, emotional and physical well-being of its students and teachers.</p> <p>Culture (0301-02-0100) The school implements and reviews an inclusion policy that meets IB guidelines.</p> <p>Culture (0301-02-0300) The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)</p> <p>Approaches to Teaching (0403-05-0100) Teachers consider learner variability when planning students' personal learning goals.</p>	<p><i>Indicate if there were any changes to the practice(s) selected, and explain why different practice(s) were selected.</i></p>	<p>We maintained a focus on the same standards, practices and requirements throughout the programme development plan.</p>

Impact	<i>What will change for students? (Identify the target: all students or subsets of students.)</i>	Greater identification of student needs and a more clear and consistent approach to support.		
Data and evidence	<i>How will you learn what the impact of the work is? (What data or evidence will be gathered?)</i>	Documentation within our student support team including; Kento Center Consultancy Reports and learning support evaluation documents. School surveys requesting feedback from students and parents receiving regular support.	<i>How did you learn what the impact of the work was? What data or evidence did you gather?</i>	The Kento Center Consultancy report included recommendations to improve support at the school, including the appointment of a support coordinator and increased efforts to improve communication with parents. Data related to the impact on students was not collated and correlated sufficiently to demonstrate the impact of support on students. This is in part due to the changes to the leadership structure of the school as well as resourcing constraints.
(Optional) Research and/or shared practice	<i>What examples or research will inform the approach or activities?</i> <i>What examples shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?</i>	Kento Center psycho-educational assessment methods. Consultation with other schools regarding systems of learning support, documentation and implementation.	<i>What examples or research informed the approach or activities?</i>	Kento Center psycho-educational assessment methods. Consultation with other schools regarding systems of learning support, documentation and implementation.

Implementation and analysis			Reflection on implementation and analysis	
	Guiding questions and prompts	School response (Completed at the start of the programme development planning process)	Guiding questions and prompts	School response (Completed at the conclusion of the programme development activities)
Activities	<p><i>What activities will lead to the outcome? (Who will do what? By when?)</i></p>	<p>Action Plan: Work with the Kento Center (Kobe) to review and evaluate the effectiveness of the school's student support services. who: HOS, Student Support Team (SST), Principals by when: 1 Dec 2021</p> <p>Design the evaluation process by which the school will evaluate the learning support programme. who: HOS, SST, Principals, Programme Coordinators by when: 1 Feb 2022</p> <p>Carry out the evaluation process and write a report for the school leadership (APM) and Executive Committee. who: HOS, Principals by when: 31 May 2022</p> <p>Inclusion policy: reviewed and updated. who: SST, Principals by when: Dec 2021</p> <p>Student support team to present to all faculty about their roles and how the support services fit together. who: SST by when: Dec 2021</p> <p>Renew and update the learning support website content. who: SST, website managers by when: June 2022</p> <p>Introduce and present the support services through assemblies or homeroom during the winter/spring trimester 2021-22.</p>	<p><i>What were the major activities undertaken to achieve the outcome?</i></p>	<p>The school established a clear action plan focused on student support, however a number of action points were not implemented during the period under review. Progress was made in relation to reviewing the school's inclusion policy, working with the Kento Center, and English language support through the Wilson's Early Reading Programme.</p> <p>In spring of 2022 admin and the support team met to discuss allocation of resources for student support. This included discussion about a K-12 support coordinator but this was not followed up on. Constraints in human resourcing meant the appointment of a K-12 support coordinator was not feasible. It was discussed whether or not a principal could undertake this role, however no further action was taken. Therefore members of learning support tried to divide the responsibilities.</p> <p>Moving forward, the school intends to continue its focus on improving support by firstly reviewing the action plan so that it better reflects the school's context. A key factor that needs to be addressed is how the student support can be resourced to provide for all students' needs.</p>

		<p>who: Principals, SST by when: June 2022</p> <p>Introduction and information for parents during Back to School Night. who: Principals, SST by when: June 2022</p> <p>Close observation of students by admin to evaluate support being provided and the individual needs. who: HOS, Principals by when: June 2022</p> <p>Ask for feedback from parents and teachers regarding level of support and appropriateness. who: HOS, Principals by when: January 2022</p> <p>Learning support team to develop PD targets and learning growth and develop a long term learning plan. who: Principals, SST by when: 31 January 2022</p> <p>Professional Development Committee to include PD for learning support as an annual priority for allocation of resources. who: HOS by when: November 2021</p>		
Analysis of data or evidence			<i>What did the data or evidence show was the impact on students?</i>	Data related to the impact on students was not collated and correlated sufficiently to demonstrate the impact of support on students. This is in part due to the changes to the leadership structure of the school as well as resourcing constraints.
Examples of impact			<i>Attach 1–3 examples that show the impact on students. (For example, documents,</i>	See above comment.

		<i>photographs, short audio or video files.)</i>	
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Understanding and application		
Summary	<p>What did the school learn from engaging in this programme development effort?</p> <p>What factors led to this effort having, or not having, an impact?</p>	<p>Many of the actionable items in this professional development plan were not developed or implemented by the time of writing this report. Our school has intentions in place but several factors led to a lack of effectiveness in several of the areas.</p>
Further or future considerations	<p>What was learned from this analysis that can be applied to further development of this area or to developing other areas of the IB programme in the school?</p>	<p>Learning support exit procedures and ways to monitor academic progress and assimilation of classroom behaviour have just been established and need to be fully implemented.</p>
Priorities for programme development	<p>What areas of the programme will the school now prioritize for development? Why?</p>	<p>The school will continue to prioritize student support as an area of programme development.</p>

Conclusions of the self-study process

Endorsements

We agree that this questionnaire, whether signed electronically or not, and supporting documents will be understood by the IB Organization to have been read and endorsed by the head of school, without a signed hard copy being necessary.

Name and title of head of school

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Signature

Date

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Name of IB Primary Years Programme coordinator

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Signature

Date

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Name of IB Middle Years Programme coordinator

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Signature

Date

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Name of IB Diploma Programme coordinator

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Signature

Date

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