

The background of the cover features a series of wavy, overlapping lines in shades of blue and red, creating a sense of movement and depth. The lines are thin and densely packed, forming a pattern that resembles a stylized globe or a series of waves.

# Evaluation report

IB World Schools Department

## Report on the school evaluation



<b>Name of head of school</b>	Mrs. MOJCA MIHELIĆ		
<b>Name of school</b>	Danila Kumar International School	<b>IB school code</b>	001985
<b>Date</b>	25-11-2019	<b>IB programme</b>	MYP

<b>MYP years offered at the school</b>	<input checked="" type="checkbox"/> Y1	<input checked="" type="checkbox"/> Y2	<input checked="" type="checkbox"/> Y3	<input type="checkbox"/> Y4	<input type="checkbox"/> Y5
--	--	--	--	-----------------------------	-----------------------------

Dear Mrs Mihelić,

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

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

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

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

The report includes the following:

- **Feedback on the self-study process:** Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
  - the commendation, recommendation or matter to be addressed
  - related finding(s)
  - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
  - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
  - indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

### Outcome of the evaluation process of your school

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

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

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

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

Yours sincerely

Adrian Kearney  
Director, IB World Schools

**Process of the school's self-study**

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

## Section A: Philosophy

### Standard A

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

<b>Practice 1</b>	The school's published statements of mission and philosophy align with those of the IB.
<b>Findings of the team</b>	The school's mission and philosophy statement, which is aligned with that of the IB, is published on the school website and features in promotional material. The school has been committed to providing service to communities beyond the school and this is very much part of the culture of the school as evidenced in conversations with the administration and the students themselves. However, a review of the self-study and the information published on the website shows a discrepancy.
<b>Recommendations</b>	The school updates the published information on the website so that it fully aligns with information provided in the self-study.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 2</b>	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
<b>Findings of the team</b>	In conversations with the visiting team, members of the school leadership team and the staff articulated a detailed understanding of the IB philosophy. All stakeholders also recognised how the IB philosophy matches the philosophy of the school and they could share specific examples such as those connected to service.
<b>Commendations</b>	The school has developed excellent strategies to ensure that its governing body, administrative and pedagogical leadership and staff understand the IB philosophy and are aware how it is lived in the school.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 3</b>	The school community demonstrates an understanding of, and commitment to, the programme(s).
<b>Findings of the team</b>	The school has provided extensive resources to support the community to understand the MYP. Teachers, parents and students spoke highly of the MYP, the community project, the school's commitment to international mindedness, the learner profile attributes, and the leadership and mentorship provided through guided documentation and one to one meetings.
<b>Commendations</b>	The school has developed a clear understanding of the MYP, the community project, international mindedness and the attributes of the IB learner profile.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 3a</b>	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP 3 or 4). (1)
<b>Findings of the team</b>	The school has provided extensive resources to support the community project. In conversations with teachers, students and parents it was evident that they fully understand the importance of the project and are fully committed to it. The visiting team noted evidence of grade level information meetings for students and staff, meetings for parents, materials published on-line and in hard copy and examples of students' work in displays around the school.
<b>Commendations</b>	The school effectively promotes the community project so that its central importance is evident to all groups in the school community.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 4</b>	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
<b>Findings of the team</b>	The school has implemented strategies to enhance the development and promotion of international-mindedness and the attributes of the IB learner profile within its community. Students, staff and parents spoke with authority and genuineness about international-mindedness and the learner profile. Both were part of the natural discourse in the school community.
<b>Commendations</b>	The school has developed a clear understanding of international mindedness and the attributes of the IB learner profile and promotes them effectively.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	The school promotes responsible action within and beyond the school community.
<b>Findings of the team</b>	In conversation with the leadership team and also the teachers responsible for service (as action) it was evident that responsible action is part of the culture of the school. This has provided a firm base for the school to develop further. Planned and executed activities are at times initiated directly by students and/or developed in collaboration with teachers.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 6</b>	The school promotes open communication based on understanding and respect.
<b>Findings of the team</b>	During meetings with staff and parents it was communicated how they appreciated the openness of the school's communication. Staff and parents shared that they feel well informed by the leadership team, and also felt that the school leadership listens and responds to questions and concerns in a timely manner. Through lesson visits, meetings with students and during the tour, it was evident that students interact with each other and adults in a respectful manner that is in alignment with the mission of the school and that of the IB.
<b>Commendations</b>	The school has developed and implements strategies to promote open communication based on understanding and respect which is clearly evident in interactions amongst the whole community.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 7</b>	The school places importance on language learning, including mother tongue, host country language and other languages.
<b>Findings of the team</b>	In conversations with language teachers it was evident that language learning has always been of central importance to the school. There is a school language policy which was developed collaboratively with subject teachers.
<b>Support in IB Documentation</b>	Learning in a language other than mother tongue in IB programmes

<b>Practice 8</b>	The school participates in the IB world community.
<b>Findings of the team</b>	Teachers and administration participate in the IB world community in different ways including accessing resources via MyIB and attending regional conferences and workshops. The school is part of the regional IB schools' association where it takes a leading role in teaching and learning in an IB context.
<b>Commendations</b>	The school is committed to IB professional learning both within the school and across the networks in which it participates.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 9+9a</b>	The school supports access for students to the IB programme(s) and philosophy. a. The school strongly encourages participation for all students.
<b>Findings of the team</b>	Conversations with the pedagogical leadership team and relevant documentation confirmed the school's efforts to make the MYP available to all students in Grades 6-8. In conversations with the school's lead counsellor and psychologist, it was evident that clear systems are in place to support students with learning needs through accommodations. There are currently no students on modified programmes. There is a good counselling service in place to identify any students in the years prior to MYP with particularly high needs who might be better supported in specialised schools within Slovenia.
<b>Support in IB Documentation</b>	MYP: From principles into practice MYP Coordinator's handbook, D1.2

### Conclusion of the IB

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

<b>Standard A</b>		
<b>The school's educational beliefs and values reflect IB philosophy.</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• No recommendations were made from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

### Section B: Organization

#### Standard B1: Leadership and structure

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

<b>Practice 1</b>	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s)
<b>Findings of the team</b>	The governing body meets tri-annually with the school leadership and is well informed about implementation of the programme as was confirmed in conversations with the leadership team and governing board. Conversations with representatives of the board showed a clear understanding of the implementation and development of the MYP at the school.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 2</b>	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
<b>Findings of the team</b>	There is clear support for the implementation of the MYP, evidenced in the documentation and in conversations with the Board, leadership team and the MYP coordinator.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 3</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
<b>Findings of the team</b>	Evidence from published documents and conversations with members of the school community showed that the head of school, the assistant head of school and the MYP coordinator have kept the community well informed about the programme. There are regular meetings where staff are able to share good practice as well as discuss student progress. Regular meetings also offer ongoing professional learning in a range of relevant areas, which staff find valuable and engaging. Conversations with staff evidenced that the head of school, deputy head of school and MYP coordinator are all highly approachable and supportive, offering practical support and leadership.
<b>Commendations</b>	The school, in particular the head of school, assistant head of school and MYP coordinator offers supportive, approachable and practical pedagogical leadership that is valued by staff.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 4+4a</b>	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.  a. The MYP coordinator is part of the school pedagogical leadership team.
<b>Findings of the team</b>	The new job description for the MYP coordinator clearly outlines the role and responsibilities of the position. Release time of 50% is given to the role and, based on conversations with the newly-appointed MYP coordinator, she feels well-supported by the head of school. She has received online training to support her development in the role. The coordinator is supported by coordinators for approaches to Learning and for the community project. She is also supported in her oversight of service as action by a service projects coordinator. The MYP coordinator meets monthly with MYP teachers for ongoing professional learning and discussion. Conversations with teachers indicated that the MYP coordinator has sufficient time and resources to support them.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	The school develops and implements policies and procedures that support the programme(s).
<b>Findings of the team</b>	The school has developed and implements policies and procedures that support the MYP. Leadership and teachers could speak to the policies while students and parents were less familiar with them. Parents noted that they trusted the school to have the right policies in place.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5a</b>	The school has developed and implements a language policy that is consistent with IB expectations.
<b>Findings of the team</b>	A detailed language policy, which was drafted in consultation with all members of the community is in place and meets IB requirements. The published policy is accessible to parents. A broad language policy committee meets regularly but it is not clear what the brief of this group is.
<b>Recommendations</b>	The school updates the language policy to include and clarify the role of the language policy committee.
<b>Recommendation repeated from</b>	No

<b>previous report</b>	
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	Guidelines for developing a school language policy

<b>Practice 5b</b>	The school has developed and implements an inclusion special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
<b>Findings of the team</b>	The school has developed an inclusion/special educational needs policy that is not yet consistent with IB expectations and with the school's admissions policy. The school has not yet undertaken the full schoolwide review as per the updated IB inclusion guidelines.
<b>Recommendations</b>	The school undertakes a review of the inclusion arrangements to ensure that all students have equal access to the programme, and that there is an alignment of the admissions and inclusion/learning support policies.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5c</b>	The school has developed and implements an assessment policy that is consistent with IB expectations.
<b>Findings of the team</b>	A documented assessment policy is in place which was developed in consultation with the teaching staff. The policy has a clear philosophy of assessment that supports student learning and it includes common practices in recording and reporting MYP assessment. The policy is in alignment with programme requirements with the exception of a lack of clarity concerning the use of a zero grade for each criterion where work is not submitted.
<b>Recommendations</b>	The school reviews the use of the zero grade for non-submitted work with reference to From Principles Into Practice (pp. 81-85 and 95) to explain how it is factored into the final grade.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5d</b>	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
<b>Findings of the team</b>	An academic honesty policy is in place which was developed collaboratively with teaching staff and is shared with students and parents. The ATL coordinator plays a key role in working with staff and students to implement the policy. Students, parents and teachers are all aware of the importance of academic honesty. The school has yet to integrate the new academic integrity documents from the IB.
<b>Support in IB Documentation</b>	MYP: From principles into practice



<b>Practice 6</b>	The school has systems in place for the continuity and ongoing development of the programme(s).
<b>Findings of the team</b>	The role of assistant head of school has been created and an appointment made to provide continuity and succession in the senior leadership team. The assistant head has attended an IB workshop for heads of school and MYP coordinators. The MYP action plan is based upon standards and practices with timelines and responsibilities.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 6a</b>	The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4)
<b>Findings of the team</b>	The pedagogical leadership team includes the MYP coordinator, as well as coordinators for ATL and Community Project. The ATL coordinator works directly with students to support ATL development and has time allocated to support teachers in the classroom. Conversations with students indicate that they find the ATL lessons very valuable and can see how the skills they are developing will benefit them not only in their daily school life but also in the longer term. She is also available to collaborate with teachers in the incorporation of ATL in unit planning. The MYP coordinator's work with Service as Action is supported by a service projects coordinator. Time is given in plenary sessions and ATL sessions to Service as Action and the Community Project. Supervisors have a role in guiding students through service as action projects in the first two years of the programme, and the Community Project in the third year. Release time within the school week as well as time allocated at the start and end of the academic year enable subject teachers to collaboratively plan within their subject groups and keep unit plan documentation current.
<b>Commendations</b>	The school for the sophisticated structure and detailed organisation of MYP, both horizontally and vertically.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 7</b>	The school carries out programme evaluation involving all stakeholders.
<b>Findings of the team</b>	Representatives of all stakeholder groups were involved in programme evaluation, as evident through conversation and documentation.

### Conclusion of the IB

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

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

## Section B: Organization

### Standard B2: Resources and support

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

<b>Practice 1</b>	The governing body allocates funding for the implementation and ongoing development of the programme(s).
<b>Findings of the team</b>	In discussion with representatives of the Board and through document review, it is clear that the governing body allocates sufficient funding for the implementation and ongoing development of the programme.
<b>Support in IB Documentation</b>	Guide to school authorization: Middle Years Programme Rules for IB World Schools: Middle Years Programme

<b>Practice 2</b>	The school provides qualified staff to implement the programme(s).
<b>Findings of the team</b>	The supplied information shows that the school employs highly qualified staff with all staff holding a teaching master's degree. Teachers indicated that the school is very supportive of their individual and collective professional development.
<b>Support in IB Documentation</b>	Rules for IB World Schools: Middle Years Programme

<b>Practice 3+3a</b>	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation.
<b>Findings of the team</b>	In line with IB regulations, at least one teacher of each subject group has undertaken IB MYP subject-specific workshops, with the exception of PHE where there is documentary proof that a teacher is enrolled in a suitable workshop. Many of the staff have also attended the category 3 workshop 'Understanding the MYP' and Interdisciplinary teaching and learning in the MYP'. The members of the pedagogical leadership team have received appropriate IB professional learning.
<b>Support in IB Documentation</b>	MYP: From principles into practice Guide to school authorization: Middle Years Programme

<b>Practice 4</b>	The school provides dedicated time for teachers' collaborative planning and reflection.
<b>Findings of the team</b>	The school's meeting schedule and conversations with teachers showed extensive collaborative planning times for MYP teachers within and between subject groups. Time at the end of the academic year is dedicated to reflection of the programmes and ensuring that all unit plans are up-to-date. The community project coordinator meets with staff to reflect on the processes for continued improvement.
<b>Commendations</b>	The school provides extensive meeting time to allow for vertical and horizontal planning, as well as dedicated time for reflection on the programme.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
<b>Findings of the team</b>	In addition to a large and smaller gymnasium (sports hall), an additional covered facility with a sports turf exists to support the school's PHE and sports programmes. An additional science laboratory has been built, creating scope for more experiments and practical experiences. A garden area has been created and incorporated into learning activities by different subject areas, supporting the school's focus on sustainability. There are two computer labs that are available to subject teachers. The design facilities are limited in terms of space and resources appropriate for development of the programme.
<b>Recommendations</b>	The school undertakes a review of how investment into equipment for design could broaden the scope of the programme in terms of the materials that students could be using in product design as well as exploring the possibility of digital design.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	Guide to school authorization: Middle Years Programme  (For specific information for subject groups, see the MYP subject-specific guides.)

<b>Practice 6</b>	The library/multimedia/resources play a central role in the implementation of the programme(s).
<b>Findings of the team</b>	The library has a fiction collection that contains texts in English and Slovenian, as well as languages that reflect the diverse backgrounds of the student body. A non-fiction collection is available for research. According to students and teachers, this non-fiction collection is used by different subject groups and there is a clear focus on academic integrity when using these sources. The school is currently investigating databases available through the online catalogue and the public library services of the city. This will provide greater scope to develop student information and media literacy. The school also has access to a number of ebooks through the online catalogue and provides students access to e-readers. The library is well-staffed with three librarians who work across the PYP and MYP.
<b>Commendations</b>	The school has developed a refurbished and extended library that aims to develop a love of reading, inquiry and academic integrity.

<b>Practice 7</b>	The school ensures access to information on global issues and diverse perspectives.
<b>Findings of the team</b>	Students' feedback evidenced a good understanding of global issues and perspectives. The students saw themselves as global citizens and they were able to give numerous examples of this. They considered their teachers as the primary source of information on global issues and diverse perspectives, which were provided through discussions and to a lesser extent through the use of digital platforms.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 8</b>	The school provides support for its students with learning and/or special educational needs and support for their teachers.
<b>Findings of the team</b>	The school provides support for its students with learning and/or special educational needs and support for their teachers through the lead counsellor and psychologists. A team of counsellors also plays a role in constructing individual programmes for students. The counsellors and psychologists meet weekly to discuss the needs of students and there are clear systems in place for individual programmes and monitoring student progress. Teachers shared with the visiting team that they feel very well supported by the student support team and that there is an excellent level of communication. Additional support lessons are provided for students in targeted subject areas both before and after school. Staff and parents expressed thanks for the high level of support available to them.
<b>Commendations</b>	The school provides effective processes and support systems for students with learning needs and ensures that teachers are enabled to support students with learning needs in their classrooms.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 9</b>	The school has systems in place to guide and counsel students through the programme(s).
<b>Findings of the team</b>	The school has a counselling system in place that supports students through the programme. Teachers and students confidently described the role of the counsellors to provide support both outside the classroom for personal intervention and in-class for students and teachers. The counsellors feel strongly supported by the school leadership. In conversations with the visiting team, it is shared that there is good communication with the gymnasium that many of the students will attend for MYP Years 4 and 5.

<b>Practice 10</b>	The student schedule or timetable allows for the requirements of the programme(s) to be met.
<b>Findings of the team</b>	Teachers shared with the visiting team that they are comfortable with the time allocations to meet their subject objectives. Discussions with teachers and the submitted documents evidenced that each subject meets the requirements. Depending on their level of English, most students study two languages in addition to English. In the arts, students take visual arts, music and drama. Document review showed that all subjects meet the minimum subject hour requirements. While the minimum teaching hours for PHE is 49.5, there are five collapsed days in the school year that are used for PHE. Conversations with teachers, the MYP coordinator and the pedagogical leadership team as well as documents supplied to the visiting team confirmed that concurrency requirements for the subject groups are being met.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 10a</b>	The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.
<b>Findings of the team</b>	Discussions with teachers and the submitted documents showed that each subject meets the requirements. Depending on their level of English, most students study two languages in addition to English. In the arts, students take visual arts, music and drama.

<b>Practice 10b</b>	The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.
<b>Findings of the team</b>	Document review showed that all subjects meet the minimum subject hour requirements. While the minimum teaching hours for PHE is 49.5, there are five collapsed days in the school year that are used for PHE.

<b>Practice 10c</b>	The schedule or timetable promotes concurrency of learning.
<b>Findings of the team</b>	Conversations with teachers, the MYP coordinator and pedagogical leadership team as well as documents supplied to the visiting team confirmed that concurrency of learning is clearly evident.

<b>Practice 11</b>	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
<b>Findings of the team</b>	The school utilizes the resources and expertise of the community to enhance learning within the programme. This is particularly evident in experts brought in to support social and emotional wellbeing.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 12</b>	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered. (2)
<b>Findings of the team</b>	A community project coordinator has been appointed with sufficient time release. The community project coordinator works closely with the MYP coordinator and service projects coordinator to ensure that students develop the understanding and skills needed for the investigation, planning, action and reflection components of the community project. The community project coordinator runs meetings with supervisors to build shared expectations with regards to their role in supporting and guiding students. Moving the reflection journal to a digital platform has also enabled her to have greater oversight of student progress throughout the process. She has established a clear timeline for students and there is time in plenary sessions and ATL lessons, with the ATL coordinator, for students to receive assistance.
<b>Commendations</b>	The school and in particular the community project coordinator have developed and implement effective structures to support a very worthwhile programme.
<b>Support in IB Documentation</b>	MYP: From principles into practice

## Conclusion of the IB

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

<b>Standard B2</b>		
<b>The school's resources and support structures ensure the implementation of the IB programme(s).</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> <li>The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>	<ul style="list-style-type: none"> <li>Shows satisfactory development</li> </ul>

## Section C: Curriculum

### Standard C1: Collaborative planning

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

<b>Practice 1+1a+1b</b>	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. The school has an approach to curriculum planning that involves all MYP teachers.</p> <p>b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.</p>
<b>Findings of the team</b>	<p>Teachers and coordinators (ATL, community project and service as action) were able to explain how they plan to meet the requirements of the programme. It was evident from conversations with teachers and through review of planning documents that they are focused upon unit and subject overview planning, as well as sharing good practice. Subject and interdisciplinary unit plans shared with the visiting team showed that the MYP unit planning process is used. All teachers are actively involved in curriculum planning. Teachers are able to explain how samples of completed subject and interdisciplinary unit plans reflect the collaborative planning process.</p>
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 2</b>	Collaborative planning and reflection takes place regularly and systematically.
<b>Findings of the team</b>	<p>There are a significant number of collaborative planning meetings that take place on a systematic basis in the school. This includes but is not limited to regular subject department meetings and meetings with school and pedagogical leadership. Teachers said that they have sufficient time between lessons to collaborate. It is evident from conversations with teachers that they understand the benefits of working collaboratively.</p>
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 3</b>	Collaborative planning and reflection addresses vertical and horizontal articulation.
<b>Findings of the team</b>	<p>The meeting schedule and discussions with the pedagogical leadership team and teachers demonstrated that there is extensive time for horizontal and vertical collaborative planning of the curriculum. In discussions with teachers it is evident that the pedagogical leadership team plays a key role in the coordination of planning.</p>
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 4</b>	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
<b>Findings of the team</b>	In conversations with the visiting team, teachers could explain how they are able to gain an overview of students' learning experiences through the shared folders in the school's cloud. Teachers meet regularly in horizontal and vertical groups to discuss student progress and learning needs. Subject overviews have been developed in all subject areas and are regularly updated during subject collaborative planning time. Teachers understood and discussed their subject overviews and the relationships between their subject and others.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	Collaborative planning and reflection is based on agreed expectations for student learning.
<b>Findings of the team</b>	In conversation with staff it was clear that there are shared expectations about student learning based on the significant time that is spent working collaboratively. Teachers are aligned in their understanding of high-quality teaching and they maintain high expectations of themselves and their students.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 6</b>	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
<b>Findings of the team</b>	Unit planning and BQC feedback indicates that there is a basic level of differentiation that is being documented in unit planners developed through collaborative planning. In conversation with teachers it is clear that this documentation is not reflective of classroom practice where a broad range of strategies are in place. Evidence from class visits indicated that there was often a second facilitator in the classroom to help students with language and learning needs and that varied (accommodated) tasks were assigned.
<b>Recommendations</b>	The school considers ways of using collaborative planning to document the range of strategies being used to support differentiation in terms of students' language backgrounds and individual needs.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 7</b>	Collaborative planning and reflection is informed by assessment of student work and learning.
<b>Findings of the team</b>	Teachers shared with the visiting team how they used student assessed work to develop their understanding of task design and unit planning. Unit planning shows a wide range of formative assessment strategies in use. Teachers mentioned that they had spent considerable time collaboratively developing and reflecting on summative assessment processes for MYP. There is a high level of sharing of good practice within and across subject groups. Staff undertake detailed analysis of student work, review their plans and also use this process to support individual student needs. There is a well-developed cycle of planning and review apparent within and across subjects. In conversation with teachers it is clear that they are responsive to the needs of students and closely monitor student progress. They are using formative and summative assessment to continually inform their teaching practice.
<b>Commendations</b>	The school has collaboratively developed assessment processes that are responsive to the needs of students and which continually inform their teaching practice.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 8</b>	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
<b>Findings of the team</b>	In conversation with teachers they were able to communicate a range of strategies that they use to support the language development of students. All teachers are at least bi-lingual in Slovene and English and see themselves and their students as increasingly part of a multilingual world. Teachers are cognisant of and role model language development and encourage the use of mother tongue in classes to support learning.
<b>Support in IB Documentation</b>	Learning in a language other than mother tongue in IB programmes

<b>Practice 9</b>	Collaborative planning and reflection addresses the IB learner profile attributes.
<b>Findings of the team</b>	Teachers used the terminology of the learner profile widely in discussions with the visiting team, and evidence from classroom visits showed that teachers and students were using the learner profile as part of day-to-day learning and teaching.
<b>Support in IB Documentation</b>	MYP: From principles into practice

### Conclusion of the IB

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

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

### Section C: Curriculum

#### Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

<b>Practice 1</b>	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
<b>Findings of the team</b>	Published policies, documents and conversations with teachers confirmed that the written curriculum is comprehensive and aligns with the requirements of the programme. The pedagogical leadership teams understand and actively support the requirements of the programme.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1a</b>	The curriculum fulfils the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4)
<b>Findings of the team</b>	Subject overviews, unit planning documents and conversations with teachers showed that the curriculum fulfils the aims and objectives of each subject group in MYP years 1-3. Documents provided for the Community Project showed that the aims and objectives are being met.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1b</b>	The written curriculum includes an approaches to learning planning chart for all years of the programme.
<b>Findings of the team</b>	The approaches to learning (ATL) planning chart is detailed across all ten clusters. The ATL coordinator is active in working with subject teams to support the documentation and teaching of ATLs within units of inquiry. The very detailed ATL scope and sequence is both flexible and accurate and it represents what teachers are doing with their classes. An immense amount of time and thought has gone into the development of this.

<b>Commendations</b>	The school has created and implements a planning chart that is very detailed both horizontally and vertically.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1c</b>	The written curriculum includes subject group overviews for each subject group offered for each year of the programme.
<b>Findings of the team</b>	Subject group overviews have been created through collaborative planning, and there is a process for ongoing review and updates.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1d</b>	Unit plans are documented according to the MYP unit planning process.
<b>Findings of the team</b>	The school uses the required MYP unit planner and it is evident that teachers have spent considerable time in developing unit planners. In conversations with students they were able to discuss global contexts, statements of inquiry and the three different levels of inquiry questions.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1e</b>	The curriculum fosters disciplinary and interdisciplinary understanding.
<b>Findings of the team</b>	The written curriculum shows understanding of and resources for developing disciplinary knowledge within each subject group. Interdisciplinary units are in place at each year of the programme that involve two subject groups in each instance. In conversations with the visiting team students were able to communicate the value of interdisciplinary learning and to give examples of the learning that had taken place.

<b>Practice 1f</b>	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.
<b>Findings of the team</b>	The reflection section of unit plans shows that reflection prior to, during and after units of inquiry takes place. Significant time is allocated at the end of each academic year for the reflection upon and update of all unit planning documentation. Documentation evidences that recording of ATL skills and their development within units of inquiry is clear and detailed.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 2</b>	The written curriculum is available to the school community.
<b>Findings of the team</b>	The school website gives the school community full access to detailed written curriculum. Parents understand how to access this material. In some cases, teachers have developed additional websites that are accessed through the school website to provide further information to teachers about the programme.

<b>Practice 3</b>	The written curriculum builds on students' previous learning experiences.
<b>Findings of the team</b>	Teachers were able to discuss vertical development within subject groups that builds on students' previous learning experiences. Conversation with students evidenced that a range of opportunities exist for them to share and build upon their prior knowledge and previous learning experiences both in the language of instruction and their mother tongue.
<b>Support in IB Documentation</b>	MYP: From principles into practice



<b>Practice 4</b>	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
<b>Findings of the team</b>	Subject-group overviews include the concepts and a basic outline of the skills and knowledge to be developed over time. Teachers are able to describe the knowledge, concepts, skills and attitudes to be developed over time within their subject groups. Scope and sequence documents have been created in some subject areas. Conversations with teachers indicate that in many subject groups there have been discussion with the Gymnasium, which a majority of the students will attend for MYP years 4 and 5, to ensure a smooth transition between the two schools in terms of subject knowledge and skills.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 4a</b>	The written curriculum includes the prescribed key concepts and related concepts in each subject group.
<b>Findings of the team</b>	Subject overviews and unit planners show evidence of the prescribed key concepts and related concepts being addressed. Written unit outlines provided to students provide the statements of inquiry for all units, containing key and related concept groups. Conversation with teachers indicated that they understand the value of using statements of inquiry to drive teaching and learning, however, not all were clear about using key and related concepts explicitly. Discussion with students indicated they were aware of the terms 'key concept' and 'related concept' but they were unable to articulate how these are relevant to their learning.
<b>Recommendations</b>	The school develops processes to help teachers build inquiry questions that relate more directly to key and related concepts, as well as how to make key and related concepts more visible in their classrooms.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
<b>Findings of the team</b>	Students have multiple opportunities to be involved in service as action, with some school directed activities and some ideas generated by students themselves. The pedagogical team are aware that the next step is to be more explicit in linking service as action to the written subject based curriculum. Teachers shared that discussions have taken place about how best to document service as action within the written curriculum and how to refer to the service learning outcomes.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5a</b>	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.
<b>Findings of the team</b>	The service projects, ATL and community project coordinators are working with homeroom teachers and supervisors, as well as students to guide them in this. This programme sits within the plenary and ATL sessions. Students record their reflections using a digital platform. Further extension of this in the written subject-based curriculum is possible.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 6</b>	The written curriculum incorporates relevant experiences for students.
<b>Findings of the team</b>	The school offers an extensive array of collapsed days that provide rich and relevant learning experiences for students. Through a range of sporting events, field trips, language experiences and exchanges with other schools, the school provides students opportunities to apply and extend their learning. Furthermore, these experiences help to build student multilingualism and intercultural awareness. Discussion with students indicated that they particularly valued the many opportunities afforded by the school in terms of experiences beyond the classroom.
<b>Commendations</b>	The school offers a range of opportunities for students to apply and extend their learning as well as to engage in meaningful experiences that promote multilingualism and intercultural awareness.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 7</b>	The written curriculum promotes students' awareness of individual, local, national and world issues.
<b>Findings of the team</b>	Teachers can explain to the visiting team how unit plans include learning experiences that promote students' awareness of individual, local, national and world issues. There was ample evidence on display boards around the school of teaching and learning relating to relevant issues. Emphasis was on developing solutions rather than just studying the issue.
<b>Commendations</b>	The school has developed and implements opportunities for students to evidence their studies of individual, local, national and global issues, showing a mature understanding of their place, roles and responsibilities in the modern world
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 8</b>	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
<b>Findings of the team</b>	By drawing on students' prior knowledge and the diversity of students' backgrounds, teachers provide opportunities for reflection on human commonality, diversity and multiple perspectives. Particular units of inquiry have been dedicated to developing understanding of diverse cultures, ways in which knowledge is viewed by different cultures and how political systems and artistic expression can be used to communicate multiple perspectives. Conversation with students and teachers also highlighted the opportunities that are created to bring students of the international and national sections of the school together, providing scope for sharing of different perspectives and backgrounds.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 9</b>	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
<b>Findings of the team</b>	Conversations with teachers evidence that they are using My IB, subject guides and From Principles into Practice. In many cases teachers referred to their subject guides in discussions with the visiting team. Teachers also referred to Evaluating Unit Planners as a tool for developing units of Inquiry. The pedagogical leadership team make use of service as action documentation, the projects guide and are aware of the recently published Academic Integrity document.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 10</b>	The written curriculum integrates the policies developed by the school to support the programme(s).
<b>Findings of the team</b>	The inclusive processes by which policies are developed and reviewed enable all subject teachers to describe discussion and opportunities for input into policies. The pedagogical leadership team can describe the ways in which policy have helped to shape the written curriculum.

<b>Practice 11</b>	The written curriculum fosters development of the IB learner profile attributes.
<b>Findings of the team</b>	Examples of unit plans include learning experiences that foster the development of the IB learner profile attributes. In discussions with the visiting team, teachers talked about the attributes they were trying to develop and those that were already evident in their students. Students and teachers used the language of the learner profile naturally in conversations with the visiting team during lesson visits. They were able to identify a range of learning experiences that emphasised and fostered learner profile attributes and understand the connection between these and ATL. Displays around the school show that homeroom classes have worked collaboratively on representing their understanding of learner profile attributes.
<b>Support in IB Documentation</b>	MYP: From principles into practice

## Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

## Section C: Curriculum

### Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

<b>Practice 1</b>	Teaching and learning aligns with the requirements of the programme(s).
<b>Findings of the team</b>	The school's planning for teaching and learning reflects an understanding of the requirements of the programme with regard to both global contexts and addressing the MYP subject objectives.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1a</b>	Teaching and learning at the school uses global contexts as contexts for inquiry.
<b>Findings of the team</b>	Students and teachers are aware of global contexts and these are evident in the written curriculum (subject overviews and unit planners). There is a good level of understanding about how teaching and learning is enhanced through global contexts. However, a more nuanced understanding of global context through the use of specific explorations is less evident, especially with regard to why the inquiry matters.
<b>Recommendations</b>	The school develops a deeper understanding of global contexts through the use of explorations and how this might enhance and focus inquiry.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1b</b>	Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.
<b>Findings of the team</b>	Subject-group overviews, samples of assessed student work and discussions with teachers regarding implementation of subject objectives indicate that students will be able to meet the MYP objectives in each year of the programme for each subject group studied.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 2</b>	Teaching and learning engages students as inquirers and thinkers.
<b>Findings of the team</b>	In conversations with students, it was clear that they are engaged in learning. Students were able to discuss the value of statements of inquiry. They were also able to describe the differences between factual, conceptual and debatable inquiry questions; demonstrating understanding of how each type can be constructed and how learning progression within a unit is enhanced through these questions. Conversations with teachers and documentation show that teachers are using a good range of formative assessment strategies to build student capacity for self and peer assessment. Reflection tasks of varying types are used by subject teachers to engage students as thinkers.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 3</b>	Teaching and learning builds on what students know and can do.
<b>Findings of the team</b>	Subject-group overviews and unit plans showed that teaching and learning builds on what students know and can do. Classroom visits and discussions with students gave further evidence of how teachers build on what students know and can do. Many classes begin with a diagnostic or review task to access prior knowledge.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 4</b>	Teaching and learning promotes the understanding and practice of academic honesty.
<b>Findings of the team</b>	The school has an academic honesty policy that has been developed in a collaborative way and is understood by students and teachers as evidenced in conversations with the visiting team: both groups have a shared understanding of practices associated with academic integrity. Students could clearly articulate what academic integrity means, why it is important and how to remain academically honest.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	Teaching and learning supports students to become actively responsible for their own learning.
<b>Findings of the team</b>	Students are very articulate in conversations with the visiting team on their own learning. Students showed the visiting team displays of their work with real pride and enthusiasm. Students indicated that they are in partnership with their teachers to become more effective learners.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 6</b>	Teaching and learning addresses human commonality, diversity and multiple perspectives.
<b>Findings of the team</b>	In conversations with students and in classroom visits, students showed an awareness of human commonality, diversity and multiple perspectives. Classroom visits showed examples of students being engaged in learning experiences addressing human commonality, diversity and multiple perspectives.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 7</b>	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
<b>Findings of the team</b>	Students and teachers can provide examples of how opportunities are created for students to use their mother tongue in support of their classroom learning. EAL support is used not only in English language and literature but also to access the curriculum of other subject areas. Strong communication between the EAL teacher and other subject teachers helps to facilitate this support. The range of languages that are offered for language acquisition are useful for the students in the Slovenian context and are developed through exchanges and trips abroad that enable the students to apply their language skills. While the school does not offer courses in students' mother tongue, they offer space within the school for mother tongue classes to be taught, as is evidenced with the example of Russian.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 8</b>	Teaching and learning demonstrates that all teachers are responsible for language development of students.
<b>Findings of the team</b>	The school's process of developing the language policy implies that all teachers are responsible for language development of students. Teachers role model bilingualism and multilingualism and teachers described how they encouraged students to share and clarify understanding in their mother tongue.
<b>Support in IB Documentation</b>	Learning in a language other than mother tongue in IB programmes

<b>Practice 9</b>	Teaching and learning uses a range and variety of strategies.
<b>Findings of the team</b>	In conversations with the visiting team, teachers shared many examples of a variety of teaching and learning strategies used in their lessons. Classroom visits, displays and samples of assessed student work confirmed that teachers are using a range and variety of teaching and learning strategies that support inquiry.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 10</b>	Teaching and learning differentiates instruction to meet students' learning needs and styles.
<b>Findings of the team</b>	Teachers meet regularly to discuss the needs of individual students and are supported by guidance provided by the school counsellors and psychologists. Subject teachers were able to describe a range of differentiation strategies to support learners with different profiles in terms of resources, process and outcome.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 11</b>	Teaching and learning incorporates a range of resources, including information technologies.
<b>Findings of the team</b>	Document review and visits to school facilities, as well as conversations with subject and specialist teachers clearly indicated that the school is sufficiently resourced, and teachers gave clear evidence of how they incorporated a variety of resources into the teaching and learning programme, as suggested in unit plans. There is some access to IT resources through two computer labs. Some subject areas use a range of online applications and resources. The school is currently exploring subscribing to online data bases, which will help to support information and media literacy, as well as afford exciting opportunities for enhanced inquiry. Specialist facilities such as laboratories, workshops, physical education spaces and the library were adequately resourced.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 12</b>	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
<b>Findings of the team</b>	Students discussed and described actions that had arisen from their learning. Students felt supported by the school to take meaningful action in support of their beliefs and interests. The school has recently focused on the issue of sustainability and this was evident in a number of subject areas and actions undertaken by students.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 13</b>	Teaching and learning engages students in reflecting on how, what and why they are learning.
<b>Findings of the team</b>	Students were highly aware of themselves as learners and gave thoughtful feedback on their own learning. A good range of reflective strategies were evident to the visiting team both through classroom visits, in samples of assessed student work and in the unit planning documentation.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 14</b>	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
<b>Findings of the team</b>	Attitudes of understanding and respect are observed in interactions everywhere in the school community. Students spoke highly of their teachers. Teachers spoke with great fondness of their students, and there was obvious mutual respect and warmth between leadership and teaching staff. Conversation with parents spoke glowingly of how well they felt students were known and supported by teachers. They reported how happy they felt their sons and daughters were attending the school; in terms of appropriate and stimulating academic challenge as well as social emotional support.
<b>Commendations</b>	The school has built a stimulating learning environment based on understanding and respect throughout the school community.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 15</b>	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
<b>Findings of the team</b>	Unit plans, classroom and hallway displays, and samples of students' work evidenced how teaching and learning encourages students to demonstrate their learning in a variety of traditional and innovative ways. Student conversations and samples of work evidenced they have agency and choice in how they demonstrate their learning.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 16</b>	Teaching and learning develops the IB learner profile attributes.
<b>Findings of the team</b>	In conversations with the visiting team teachers, parents and students often referenced the learner profile attributes, the team experienced the learner profile as a natural part of the discourse in the school. Evidence of learning based on the attributes of the learner profile was clear in classwork, hallway and classroom displays. In classroom visits and in discussions with teachers, there were a range of engaging activities that enabled the students to engage with the learner profile attributes in meaningful and relevant ways.
<b>Support in IB Documentation</b>	MYP: From principles into practice

### Conclusion of the IB

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

<b>Standard C3</b>		
<b>Teaching and learning reflects IB philosophy.</b>		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• No recommendations were made from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

## Section C: Curriculum

### Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

<b>Practice 1</b>	Assessment at the school aligns with the requirements of the programme(s).
<b>Findings of the team</b>	Evidence from the sample of students' assessed work, unit plans, and subject overviews showed that formative and summative assessment processes clearly meet the requirements of the programme. Teachers spoke of how they use assessment to enhance teaching and learning.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1a</b>	The school uses the prescribed assessment criteria for each subject group in each year of the programme.
<b>Findings of the team</b>	Prescribed assessment criteria are being used for each subject group in each year of the programme as evidenced in subject overviews and unit plans. Students play an active role in educating parents about the use of assessment criteria in the annual curriculum evening and in student portfolio conferences. Development and use of task specific clarifications is not yet consistent across all subject teachers and groups.
<b>Recommendations</b>	The school develops processes to develop and standardise the use of task specific clarifications to promote student understanding of the criteria descriptors
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 1b</b>	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
<b>Findings of the team</b>	Conversations with teachers and the MYP coordinator indicated that teachers engage in standardisation of assessment of student work. However, it was not clear what this standardisation was indexed or referenced to. Teachers gave examples of how they used weekly collaborative planning time for this while they could not explain how they used external or global practice to inform their assessment achievement levels.
<b>Recommendations</b>	The school develops processes to ensure that judgments made against assessment criteria are aligned with broader MYP practices. Such processes should include use of teacher support materials available on the programme resource centre and collaboration with other MYP schools in the region.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 2</b>	The school communicates its assessment philosophy, policy and procedures to the school community.
<b>Findings of the team</b>	The assessment policy is in line with IB philosophy and has been shared with parents via the school's website. From conversations with the parents they understand assessment practices, as do the students. As evidenced through conversations with students and when reviewing assessed work, assessed criteria are shared in advance with students before summative assessments.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 3</b>	The school uses a range of strategies and tools to assess student learning.
<b>Findings of the team</b>	Conversations with teachers and students provided the visiting team with a suitable variety of assessment tasks. In subject group meetings, teachers shared a variety of samples of assessed work with the visiting team. These included written, oral, individual, group, formative and summative work.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 4</b>	The school provides students with feedback to inform and improve their learning.
<b>Findings of the team</b>	Classroom visits and conversations with teachers and students indicated a balance of formative and summative assessment. Teachers and students can give evidence of how feedback is used to improve student learning. The school has appropriate systems in place to monitor both formative and summative feedback. In discussions with teachers it was apparent that there was not a consistent approach to feedback.
<b>Recommendations</b>	Teachers and the MYP coordinator review feedback practices to ensure consistency of practice among teachers.
<b>Recommendation repeated from previous report</b>	No
<b>School included appropriate action in Action Plan</b>	No
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5</b>	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
<b>Findings of the team</b>	Samples of student reports clearly indicate that student achievement is reported on using subject criteria. Parents reported feeling well-informed about student learning progress.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 5a</b>	The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.
<b>Findings of the team</b>	The school has recently moved to the digital platform OneNote as a tool for students to record involvement in service as action and for their reflections. This is enabling greater oversight and monitoring by the pedagogical leadership team. The age-appropriate development of service projects in MYP years 1 and 2 linked to the service learning outcomes, and the community project in MYP year 3 are evidence of qualitative monitoring of student involvement in service. Reflection and refinement of the projects-based approach to service as action has taken place with the aim of developing greater engagement with direct action and move beyond fundraising.



<b>Practice 6</b>	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
<b>Findings of the team</b>	Discussions with teachers showed that subject grades are based on the levels achieved in summative assessments in all of the MYP assessment criteria in that particular subject. Procedures for calculating MYP final grades are based on MYP criterion totals and determined using grade boundary guidelines. Teachers and pedagogical leaders displayed an understanding of these processes. Students and parents feel well-informed about learning progress.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 7</b>	The school analyses assessment data to inform teaching and learning.
<b>Findings of the team</b>	Conversations with teachers indicated procedures that there are some formal and informal processes to ensure teaching and learning is informed by assessment data and that these were informal and not vertically articulated. The leadership team indicated that they are investigating tools that will provide teachers with greater access to vertical assessment data across subject groups.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 8</b>	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
<b>Findings of the team</b>	Conversations with students and lesson visits showed that students are involved in the assessment process by engaging with the criteria and reflecting upon progress. This is also evident from assessed student work including process journals. Students' feedback indicated that they are aware of themselves as learners.
<b>Commendations</b>	The school provides a range of strategies that engage students in peer and self-assessment, as well as active and ongoing reflection about assessment.
<b>Support in IB Documentation</b>	MYP: From principles into practice

<b>Practice 9</b>	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.(3)
<b>Findings of the team</b>	In conversations with the pedagogical leadership and students it was evident that the school has a clear pathway to support student learning for the community project by way of the service projects in years 1 and 2 of the programme. The scaffolding within the community project enables students to demonstrate and reflect upon application of ATL skills. There is a clear emphasis upon students demonstrating their prior knowledge gained through experience and subject learning, showing the value of the process as a culminating project. There is a high level of enthusiasm among students and, with all teachers acting as supervisors, they share understanding of its importance as the culminating project for learning in years 1-3 of the MYP.
<b>Commendations</b>	The school has created a strong process to ensure that all students are successful with the community project.
<b>Support in IB Documentation</b>	MYP: From principles into practice

**Conclusion of the IB**

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

<b>Standard C4</b>		
<b>Assessment at the school reflects IB assessment philosophy.</b>		
	<b>School's conclusion</b>	<b>IB conclusion</b>
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"><li>• No recommendations were made from the previous evaluation process or from authorization.</li></ul>
Conclusion	<ul style="list-style-type: none"><li>• Shows satisfactory development</li></ul>	<ul style="list-style-type: none"><li>• Shows satisfactory development</li></ul>