

IB Diploma Programme

Evaluation Report

St. Mary's International School

IBIS code: 000134

Exam session: May

School Administration

Michel Jutras – Head of School

Cris Copping – Programme Coordinator

Name of head of school	Michel Jutras		
Name of school	St. Mary's International School	IB school code	000134
Date	16-08-2013	IB programme	Diploma Programme

Dear Head of school

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

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

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

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

The report includes the following.

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

Outcome of the evaluation process of your school

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

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

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
B1.5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.	<ul style="list-style-type: none"> A brief description of the admissions policy was provided but there was no evidence of a formalized admissions policy. 	<ul style="list-style-type: none"> the admissions policy includes clear reference to admission to the DP. 	<ul style="list-style-type: none"> A formally written admissions policy, including test which describes the expectations of the school regarding admission to the DP. 	<p>“Student selection process” in <i>The Diploma Programme: From principles into practice</i>, pp. 20–1</p> <p>“Access” and “Building an accessible programme” in <i>The Diploma Programme: From principles into practice</i>, pp. 8, 20–3</p>
B1.5b	The school develops and implements a language policy that is consistent with IB expectations.	<ul style="list-style-type: none"> No language policy was provided. It appears from the self-study that the school does not have one. The following was a recommendation from the 2008 5-year review: “Mother tongue learning should be encouraged through the provision of the facility to take Language A1 in subjects other than English. This appears to be rare.” The school responded that, “Despite this on-going work, a formal, comprehensive language policy has yet to emerge at SMIS, despite initial discussions with the administration. Now that the first phase of the move to the new 	<ul style="list-style-type: none"> the language policy includes: <ul style="list-style-type: none"> support for mother tongues support for students who are not proficient in the language of instruction learning of the host country or regional language and culture reflection of needs of students in group 1 and group 2 course offerings. 	<ul style="list-style-type: none"> The school language policy, along with a description of the collaborative process leading to its writing. 	<p>“Learning in a language other than a mother tongue in IB programmes” and “Developing a school language policy” in <i>Towards a continuum of international education</i>, pp. 25–27</p> <p>“Language options and language support” in <i>The Diploma Programme: From principles into practice</i>, p. 22</p> <p><i>Guidelines for developing a school language policy</i></p> <p><i>Learning in a language other than mother tongue in IB programmes</i></p>

		<p>campus has taken place, it is assumed that the development of a language policy which applies to the whole school will gain momentum in the coming year."</p> <ul style="list-style-type: none"> The school action plan indicates that a process and timeline for the writing of the language policy would not be established until May 2016. 			<p><i>Guidance for the support of mother tongue in the Diploma Programme.</i></p>
B1.5c	<p>The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.</p>	<ul style="list-style-type: none"> No special educational needs policy was provided. It appears from the self-study that the school does not have one. The school action plan indicates that a process and timeline for the writing of the special needs policy would not be established until May 2016. 	<ul style="list-style-type: none"> there is a special needs policy consistent with IB expectations and aligned with the admissions policy 	<ul style="list-style-type: none"> The school inclusion/special educational needs policy that includes a description of how special educational needs are accommodated for those students who are accepted to the school on the basis of the school admission policy. A description of actions taken by the school to implement the inclusion/special educational needs policy. A description of actions taken by the school to communicate the inclusion/special educational needs policy to prospective and current parents. 	<p>"Special educational needs" in <i>Towards a continuum of international education</i>, pp.28–32</p> <p><i>Special educational needs within the International Baccalaureate programmes</i></p> <p><i>Candidates with special assessment needs</i></p> <p><i>Teaching students with particular special educational and learning needs—a resource for schools</i></p> <p><i>Current Handbook of procedures for the Diploma Programme</i></p> <p>Support areas in the OCC</p>

B1.5d	The school has developed and implements an assessment policy that is consistent with IB expectations.	<ul style="list-style-type: none"> No assessment policy was provided. It appears from the self-study that the school does not have one. This was a recommendation from the 2008 5-year review. The school responded "The efforts devoted to moving to the new school have stalled action on this point, but the need for an assessment policy continues to be recognized. As the accreditation process regains momentum, aspects of an assessment policy are scheduled for review and discussion. This should provide the basis for the development of a more comprehensive school-wide assessment policy." The school action plan indicates that a process and timeline for the writing of the assessment policy would not be established until May 2016. 	<ul style="list-style-type: none"> the assessment policy includes: <ul style="list-style-type: none"> a philosophy of assessment that supports student learning understanding of the use of DP assessment criteria processes for recording and reporting DP assessment processes for standardization of assessment of students' work frequency of formative and summative assessment. how the school combines DP assessment with national requirements (where applicable) 	<ul style="list-style-type: none"> An assessment policy showing the inclusion of the aspects mentioned into the policy and a description of the collaborative process leading to the revisions. A description of actions taken by the school to implement the assessment policy. A description of actions taken by the school to communicate the assessment policy to all members of the school community. 	<p>"The principles of IB assessment", "Assessment in the DP" and "Developing an assessment policy" in <i>Towards a continuum of international education</i>, pp.19–21</p> <p>"Assessment policy" in <i>The Diploma Programme: From principles into practice</i>, p.13</p> <p><i>Diploma Programme assessment: Principles and practice</i></p> <p><i>Guidelines for developing a school assessment policy in the Diploma Programme</i></p>
B1.5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.	<ul style="list-style-type: none"> No academic honesty policy was provided. It appears from the self-study that the school does not have one. This was a recommendation from the 2008 5-year review. Faculty at that time reported on increasing academic honesty violations and issues with Turnitin. Comments within the self study indicate that academic honesty is referred to, in part, in the student 	<ul style="list-style-type: none"> the school has a documented academic honesty policy aligned with IB expectations 	<ul style="list-style-type: none"> An academic honesty policy aligned with IB expectations, as published by the IB in the related documents. A description of actions taken by the school to implement the academic honesty policy. A description of actions taken by the school to communicate the academic honesty policy to relevant stakeholders (teachers, coordinators, students, 	<p>"Academic honesty" in <i>The Diploma Programme: From principles into practice</i>, p.12</p> <p><i>Academic honesty</i></p>

		<ul style="list-style-type: none"> handbook. The school action plan indicates that a process and timeline for the writing of the academic honesty policy would not be established until May 2016. 		librarians, counsellors and parents)	
B1.6	The school has systems in place for the continuity and ongoing development of the programme(s).	<ul style="list-style-type: none"> The action plan is general and lacks detail to guide the school's ongoing development and implementation of the programme. The action plan is organized under the standards but specific practices are not referenced. 	<ul style="list-style-type: none"> the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP. 	<ul style="list-style-type: none"> A revised action plan developed according to the programme standards and practices that includes clear timelines, accountabilities and outcomes that ensures the continuity and ongoing development of the programme. 	"Consolidation phase" and "Continuous improvement" in <i>The Diploma Programme: >From principles into practice</i> , pp. 14–5
B1.7	The school carries out programme evaluation involving all stakeholders.	<ul style="list-style-type: none"> The self study did not include sufficient evidence to indicate the involvement of all stakeholders. The timeline of the self study indicated it was carried out over a period of approximately 7 months. 	<ul style="list-style-type: none"> the school carries out the programme evaluation involving all stakeholders. 	<ul style="list-style-type: none"> A description of actions that the school has taken to ensure the participation of all relevant stakeholders in the evaluation process. A description of actions the school has taken to share the evaluation report with stakeholders and documented reflections from the different stakeholders with regard to the report. 	

B2.3	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.</p>	<ul style="list-style-type: none"> Staff participation in IB-recognized professional development does not meet the requirements for evaluation: <ul style="list-style-type: none"> The head of school has not attended an IB Administrator's workshop The creativity, action, service (CAS) coordinators have not attended a workshop during the period under review. It was also noted that teachers of group 1 and group 2, economics, math studies and visual art are yet to receive training. 	<ul style="list-style-type: none"> the requirements for staff participation in IB-recognized professional development at evaluation have been met. 	<ul style="list-style-type: none"> Registration of the teachers mentioned in the findings in IB-recognized professional development within the next 6 months. 	<p>"Supporting ongoing professional development" in <i>Towards a continuum of international education</i>, p.24</p>
C1.1	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.</p> <p>b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.</p>	<ul style="list-style-type: none"> There is no evidence to suggest that any collaborative planning time is dedicated to the discussion of the integration of ToK in each subject. There is little evidence in the self study to indicate that collaborative planning and reflection includes the integration of theory of knowledge in each subject. 	<ul style="list-style-type: none"> all DP teachers integrate TOK in their planning. 	<ul style="list-style-type: none"> A description of the planning process used to integrate TOK into the other DP courses. 	<p>"Planning a Diploma Programme course" in <i>The Diploma Programme: From principles into practice</i>, pp. 35–6</p>

The school is required to upload its response and the requested evidence in IB Docs by **4th October 2013**.

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

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

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

Yours sincerely



Director, Asia Pacific

Process of the school's self-study

	Reader
Timeline: The self-study took place over at least 12 months.	Number of months 7
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	No information
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	No information
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the reader	<ul style="list-style-type: none"> The school has published statements of mission and philosophy: <ul style="list-style-type: none"> on its website in brochures or promotional literature. The school's statements of mission and philosophy do not include references that the school: <ul style="list-style-type: none"> values education that goes beyond academic development encourages students to develop awareness beyond the individual and his or her immediate community aligns with other elements of the IB mission statement. The school mission statement is "to instruct, to educate and to impart Christian values." During the review period the school has added a core values statement "St Mary's Core Values: respect, compassion, honesty, fairness, responsibility."

Recommendations The IB recommends that:	<ul style="list-style-type: none"> The school should review its statements of mission and philosophy to align more closely with those of the IB, further establishing clear connections between them.
Support in IB Documentation	<p>“The philosophy of the continuum of international education” in <i>Towards a continuum of international education</i>, pp. 2–5</p> <p><i>The Diploma Programme: From principles into practice</i></p>

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the reader	<ul style="list-style-type: none"> There was little or no evidence, such as parent or student comments or parental surveys that explicitly showed understanding and support of the programme. Student testimonials included in the self study indicate that they recognized the benefits of the Diploma Programme. The self study indicates that parents are actively involved in the children’s educational choices, there is significant interest in gaining knowledge about the programme and that the turnout at information sessions is good.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> The school should develop further strategies to ensure that the school community understands and is committed to the Diploma Programme. the school should, as part of its feedback and review cycle, actively solicit responses from the school community that indicate their understanding of the programme.
Support in IB Documentation	<p><i>Towards a continuum of international education</i></p> <p><i>The Diploma Programme: From principles into practice</i></p> <p><i>The IB videos available at http://blogs.ibo.org/ibtv/ or http://www.ibo.org/programmes/profile/</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none">• The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none">• Shows satisfactory development	<ul style="list-style-type: none">• Requires significant attention

Section B: Organization

Standard B1: Leadership and structure

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

Practice 5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
Findings of the reader	<ul style="list-style-type: none"> A brief description of the admissions policy was provided but there was no evidence of a formalized admissions policy.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the admissions policy includes clear reference to admission to the DP.
Support in IB Documentation	<p>"Student selection process" in <i>The Diploma Programme: From principles into practice</i>, pp. 20–1</p> <p>"Access" and "Building an accessible programme" in <i>The Diploma Programme: From principles into practice</i>, pp. 8, 20–3</p>

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> No language policy was provided. It appears from the self-study that the school does not have one. The following was a recommendation from the 2008 5-year review: "Mother tongue learning should be encouraged through the provision of the facility to take Language A1 in subjects other than English. This appears to be rare." The school responded that, "Despite this on-going work, a formal, comprehensive language policy has yet to emerge at SMIS, despite initial discussions with the administration. Now that the first phase of the move to the new campus has taken place, it is assumed that the development of a language policy which applies to the whole school will gain momentum in the coming year." The school action plan indicates that a process and timeline for the writing of the language policy would not be established until May 2016.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the language policy includes: <ul style="list-style-type: none"> support for mother tongues support for students who are not proficient in the language of instruction learning of the host country or regional language and culture reflection of needs of students in group 1 and group 2 course offerings.

Support in IB Documentation	<p><i>“Learning in a language other than a mother tongue in IB programmes” and “Developing a school language policy” in Towards a continuum of international education, pp.25–27</i></p> <p><i>“Language options and language support” in The Diploma Programme: From, principles into practice), p.22</i></p> <p><i>Guidelines for developing a school language policy</i></p> <p><i>Learning in a language other than mother tongue in IB programmes</i></p> <p><i>Guidance for the support of mother tongue in the Diploma Programme.</i></p>
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Practice 5c	The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the reader	<ul style="list-style-type: none"> • No special educational needs policy was provided. It appears from the self-study that the school does not have one. • The school action plan indicates that a process and timeline for the writing of the special needs policy would not be established until May 2016.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • there is a special needs policy consistent with IB expectations and aligned with the admissions policy.
Support in IB Documentation	<p><i>“Special educational needs” in Towards a continuum of international education, pp.28–32</i></p> <p><i>Special educational needs within the International Baccalaureate programmes</i></p> <p><i>Candidates with special assessment needs</i></p> <p><i>Teaching students with particular special educational and learning needs—a resource for schools</i></p> <p><i>Current Handbook of procedures for the Diploma Programme</i></p> <p><i>Support areas in the OCC</i></p>

Practice 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> No assessment policy was provided. It appears from the self-study that the school does not have one. This was a recommendation from the 2008 5-year review. The school responded "The efforts devoted to moving to the new school have stalled action on this point, but the need for an assessment policy continues to be recognized. As the accreditation process regains momentum, aspects of an assessment policy are scheduled for review and discussion. This should provide the basis for the development of a more comprehensive school-wide assessment policy." The school action plan indicates that a process and timeline for the writing of the assessment policy would not be established until May 2016.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the assessment policy includes: <ul style="list-style-type: none"> a philosophy of assessment that supports student learning understanding of the use of DP assessment criteria processes for recording and reporting DP assessment processes for standardization of assessment of students' work frequency of formative and summative assessment.
Support in IB Documentation	<p><i>"The principles of IB assessment", "Assessment in the DP" and "Developing an assessment policy" in Towards a continuum of international education, pp.19–21</i></p> <p><i>"Assessment policy" in The Diploma Programme: From principles into practice, p.13</i></p> <p><i>Diploma Programme assessment: Principles and practice</i></p> <p><i>Guidelines for developing a school assessment policy in the Diploma Programme</i></p>

Practice 5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> No academic honesty policy was provided. It appears from the self-study that the school does not have one. This was a recommendation from the 2008 5-year review. Faculty at that time reported on increasing academic honesty violations and issues with <i>Turnitin</i>. Comments within the self study indicate that academic honesty is referred to, in part, in the student handbook. The school action plan indicates that a process and timeline for the writing of the academic honesty policy would not be established until May 2016.

Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the school has a documented academic honesty policy aligned with IB expectations
Support in IB Documentation	<i>“Academic honesty” in The Diploma Programme: From principles into practice, p. 12</i> <i>Academic honesty</i>

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The action plan is rather general and lacks detail to guide the school's ongoing development and implementation of the programme. The action plan is organized under the standards but specific practices are not referenced.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP.
Support in IB Documentation	“Consolidation phase” and “Continuous improvement” in <i>The Diploma Programme: >From principles into practice</i> , pp. 14–5

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the reader	<ul style="list-style-type: none"> The self study did not include sufficient evidence to indicate the involvement of all stakeholders. The timeline of the self study indicated it was carried out over a period of approximately 7 months.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the school carries out the programme evaluation involving all stakeholders.

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Requires significant attention 	<ul style="list-style-type: none"> • Requires significant attention

Section B: Organization

Standard B2: Resources and support

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

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.	
Findings of the reader	<ul style="list-style-type: none"> • Staff participation in IB-recognized professional development does not meet the requirements for evaluation: <ul style="list-style-type: none"> ○ The head of school has not attended an IB Administrator's workshop ○ The creativity, action, service (CAS) coordinators have not attended a workshop during the period under review. • Teachers of group 1 and group 2 economics, math studies and visual art are yet to receive training. 	
Matters to be addressed The school must	<ul style="list-style-type: none"> • the requirements for staff participation in IB-recognized professional development at evaluation have been met. 	

ensure that:	
Support in IB Documentation	<i>"Supporting ongoing professional development" in Towards a continuum of international education, p.24</i>

Practice 5+5a+5b+5c	<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <p>a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.</p> <p>b. There are appropriate information technology facilities to support the implementation of the programme.</p> <p>c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.</p>
Findings of the reader	<ul style="list-style-type: none"> The most significant achievement for the school in this period has been the construction of a new campus with modern facilities. Thus, the school enjoys well-equipped labs, computers with permanent online access and fixed projectors in every classroom, an enlarged sports field with new surfacing, improved fine arts and sports facilities.
Commendations	The school is commended for the construction of the new campus with good facilities and infrastructure.
Support in IB Documentation	<p><i>Relevant Diploma Programme course guides and teacher support materials</i></p> <p><i>Current Handbook of procedures for the Diploma Programme</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B2
The school's resources and support structures ensure the implementation of the IB programme(s).

	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Requires significant attention

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1a+1b	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.</p> <p>b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.</p>
Findings of the reader	<ul style="list-style-type: none"> • There is no evidence to suggest that any collaborative planning time is dedicated to the discussion of the integration of ToK in each subject. • There is little evidence in the self study to indicate that collaborative planning and reflection includes the integration of theory of knowledge in each subject.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • all DP teachers integrate TOK in their planning.
Support in IB Documentation	<p>"Planning a Diploma Programme course" in <i>The Diploma Programme: From principles into practice</i>, pp. 35–6</p>

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the reader	<ul style="list-style-type: none"> The meeting schedule shows some systematic meetings aimed at collaborative planning and reflection and dedicated time for the planning of the DP. This process can be further developed to offer further opportunities for collaboration.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> it is recommended that the time provided for collaboration be formalized and more clearly articulated and communicated to faculty.

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1+1a+1b+1c+1d	<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <ul style="list-style-type: none"> a. The curriculum fulfils the aims and objectives of each subject group and the core. b. The curriculum facilitates concurrency of learning. c. The curriculum is balanced so that students are provided with a reasonable choice of subjects. d. The school develops its own courses of study for each subject on offer and for theory of knowledge.
Findings of the reader	<ul style="list-style-type: none"> • There is a reasonable choice of subjects for the students. • English Language B is not offered by the school, yet the self study indicates that a significant percentage of the students are from a non-English speaking background. • The school no longer supports students in learning German and Spanish languages. • Atlas Rubicon has been adopted as a means of recording and articulating curriculum. • The school's self study offered little evidence in terms of the written curriculum or student achievement. • Limited evidence of exam performance was provided.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the written curriculum is balanced and provides a reasonable choice of subjects, particularly for language. • the school investigates the instigation of self-taught language courses in order to support mother tongue language.
Support in IB Documentation	<p><i>"Curriculum design and scheduling" in The Diploma Programme: From principles into practice, pp.24–29</i></p> <p><i>"Creative teacher professionalism" in The Diploma Programme: From principles into practice, p.9</i></p> <p><i>Subject guides</i></p> <p><i>CAS guide</i></p>

	<i>Theory of knowledge guide</i> <i>Extended essay guide</i>
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Practice 2	The written curriculum is available to the school community.
Findings of the reader	<ul style="list-style-type: none"> Atlas Rubicon has been adopted as a means of recording and articulating curriculum, however this is not made available to the parent community. Parents and students have access to paper copies of curriculum documents. Curriculum overviews are available on the school website.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the written curriculum should be made more widely and readily available to the school community.
Support in IB Documentation	<i>Diploma Programme course guides</i> <i>CAS guide</i> <i>Theory of knowledge guide</i> <i>Extended essay guide</i>

Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the reader	<ul style="list-style-type: none"> CAS outline includes reference to meaningful student action in response to the needs of others. The school has adopted Managebac as an administrative tool to aide in the development and recording of meaningful student reflection on their action.
Commendations	The school is commended for providing a comprehensive CAS programme that encourages students to initiate meaningful action in response to their own needs and the needs of others.

Support in IB Documentation	<i>CAS guide</i>
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Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The school has not developed the following required policy documents: <ul style="list-style-type: none"> Language policy Special needs policy Assessment policy Academic honesty policy
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school develops key policies that should then be integrated into the written curriculum.

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

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.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
Findings of the reader	<ul style="list-style-type: none"> In the absence of a language policy, it is not clear how support for this practice is formalized.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the development of a language policy addresses the fundamental issue of student language needs.
Support in IB Documentation	<i>“Teaching and learning” in Towards a continuum of international education, pp.12–17</i>

Practice 10	Teaching and learning differentiates instruction to meet students’ learning needs and styles.
Findings of the reader	<ul style="list-style-type: none"> There is limited evidence in the self study to show how instruction is differentiated to meet student needs.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the role of differentiation in instruction is addressed.
Support in IB Documentation	<i>“Teaching and learning” in Towards a continuum of international education, pp.12–17</i>

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the reader	<ul style="list-style-type: none"> • The school has updated its resources to support the use of information technologies. • Computers and projectors are available in each classroom. • The integration of video technologies in teaching and learning engagements is increasing.
Commendations	The development of technology at the school has enabled students and teachers to access this resource as part of teaching and learning.
Support in IB Documentation	<i>“Teaching and learning” in Towards a continuum of international education, pp.12–17</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the reader	<ul style="list-style-type: none"> There is no assessment policy at the school.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> an assessment policy be developed as a matter of urgency, and this policy be shared with the school community.

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from

		authorization.
Conclusion	• Shows satisfactory development	• Requires significant attention