

PSP 2014

Evaluation report

IB World Schools Department

Report on Programme Evaluation

Head of school: Ms. Kath Kayrooz

School: Queensland Academy - Science Mathematics and Technology

IB school code: 003072

IB programme: Diploma Programme

Evaluation date(s): Friday 14 January 2022

Dear Ms. Kath Kayrooz,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure 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.

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

- feedback on the self-study process;
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation;
- recommendations for the school on further developing the programme;
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School;
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs;
- indication of the evidence to be provided by the school in case of MTBAs;
- a conclusion for each standard.

Outcome of the evaluation process of your school

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

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

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward even greater engagement in the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	IB Response
Timeline: The self-study took place over at least 12 months.	18 Months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy

Practice 1

The school's published statements of mission and philosophy align with those of the IB.

Finding of the Reader	The school has published statements of mission and philosophy: <ul style="list-style-type: none">○ on its website○ in brochures or promotional literature.
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Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Finding of the Reader	The school's action plan is linked to the 2018-2022 Strategic Plan and is driven by practices and programme requirements included in the Programme standards and practices. To further support teachers in the teaching of ATL skills, the pedagogical framework has been developed to encompass these skills.
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Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

Finding of the Reader	Parents' and students' comments show understanding of and support to the DP. The responses to the survey of the parent community, specifically created for this evaluation, were very positive with 86-94% of the community stating they strongly agree or agree that the school's implementation of the IBDP programme.
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Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Finding of the Reader	The school makes reference to the development of international-mindedness and the attributes of the IB learner profile in its published documents. The promotion of international mindedness is promoted through regular communication and advocacy at school assemblies, parent information and staff meetings.
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Practice 5

The school promotes responsible action within and beyond the school community.

Finding of the Reader	The CAS outline shows that different members of the school community are involved in the CAS activities, as advisers or supervisors. The self study lists several CAS experiences which include a number of community connections in relation to service opportunities and a number of parent support groups that offer experiences that include rob
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Practice 6

The school promotes open communication based on understanding and respect.

Finding of the Reader	Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc. The self-study survey has rated this practice as excelling.
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Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

Finding of the Reader	<p>It is evident in documentation submitted which includes the school brochure and the language policy that the school's leadership understands the importance of promoting both the language of instruction and mother tongue. The school states that language is a base of intercultural understanding and international mindedness. Over 50 different languages are spoken within the school.</p> <p>The school provides or encourages opportunities for maintaining mother tongues. Students are exposed to different mother tongue languages through visits during days such as Harmony Week, Arts Showcase and Book Week.</p> <p>The school supports learning of host country or regional language and culture. Presentation and communication skills in the host language are showcased to parents and the community through projects such as the International Science Schools Network, Community Project presentations, NOBEL (publication of Extended Essays) and school celebrations.</p>
Commendation	<p>The school has established solid partnerships in the local and international community to support the teaching and learning of mother tongues.</p>

Practice 8

The school participates in the IB world community.

Finding of the Reader	<p>Some members of the pedagogical leadership team or staff have attended IB regional conferences.</p> <p>Staff members have attended IB professional development activities during the period under review.</p> <p>Some staff members are IB educators (workshop leaders, site visitors, consultants, readers, etc).</p>
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Practice 9 + 9a + 9b + 9c

The school supports access for students to the IB programme(s) and philosophy.

Finding of the Reader	<p>The school has been proactive in the promotion of the DP among students through different activities.</p>
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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 the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Section B: Organization

Standard B1: Leadership and structure

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

Practice 1

The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Finding of the Reader	The governing body is regularly and formally informed about the ongoing implementation and development of the Diploma Programme (DP). The school reports directly to the Department of Education's Director-General and the school council.
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Practice 2

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Finding of the Reader	Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the DP.
Commendation	The governance and the leadership structure support all aspects of the implementation of the DP.

Practice 3

The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Finding of the Reader	The pedagogical leadership team has defined roles and responsibilities, which are evident in the organization chart. There are three levels of leadership team - Executive, Senior and Middle Leadership. The different roles and responsibilities are well defined by the school.
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Practice 4

The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

Finding of the Reader	The DP coordinator role has release time that seems to be consistent with the number of DP students. e.g., 80% of weekly time. There is evidence that the DP coordinator has resources to support his or her responsibilities.
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Practice 5

The school develops and implements policies and procedures that support the programme(s).

Finding of the Reader	The school has created whole school policies that have been shared with the parent community. Links have been created between policies.
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Practice 5a

The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.

Finding of the Reader	The admissions policy includes clear reference to the admission of students into the DP. The school's admission policy was developed to reflect the brief of the Queensland Academies, the Department of Education's enrollment management plan and complies with the requirements for the school by the Director General for the Department of Education. All senior students are enrolled at QASMT study the IB Diploma Programme.
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Practice 5b

The school develops and implements a language policy that is consistent with IB expectations.

Finding of the Reader	The language policy includes (as applicable): <ul style="list-style-type: none">○ the school language philosophy○ the school language profile○ support for mother tongues○ support for students who are not proficient in the language of instruction○ a selection of languages in group 1 and group 2 courses that reflects the needs of students○ strategies to support all teachers in their contribution to the language development of students. The policy is regularly revised and includes different stakeholders. It is widely communicated.
Commendations	The school provides extensive support for <ul style="list-style-type: none">○ a diversity of mother tongues○ students who are not proficient in the language of instruction. The school provides learning in the host country language, which helps students get a sense of the host country culture.

Practice 5c

The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Finding of the Reader	The inclusion education policy makes clear reference to the DP. The policy is regularly revised and includes different stakeholders. It is widely communicated.
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Practice 5d

The school has developed and implements an assessment policy that is consistent with IB expectations.

Finding of the Reader	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 The policy is regularly revised and includes different stakeholders. It is widely communicated.
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Practice 5e

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Finding of the Reader	The academic integrity policy includes clear reference to conduct in all forms of assessment related to the DP. The policy includes monitoring processes and sanctions. The policy includes clear reference to resources that support the policy (software to check plagiarism, student guides, etc). The policy is regularly revised and widely communicated.
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Practice 5f

The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.

Finding of the Reader	The school has planned for the implementation of the regulations and procedures related to the different forms of assessment in the DP. The school has a secure room and a safe that is consistent with IB expectations.
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Practice 6

The school has systems in place for the continuity and ongoing development of the programme(s).

Finding of the Reader	The school's action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP.
Commendation	The school's action plan shows that the school has considered different aspects to enhance the development of the DP over time.

Practice 7

The school carries out programme evaluation involving all stakeholders.

Finding of the Reader	The programme evaluation was carried out involving all stakeholders.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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 the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard B2: Resources and support

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

Practice 1 + 1a + 1b

The governing body allocates funding for the implementation and ongoing development of the programme(s).

Finding of the Reader	The school budget and/or the description of the programme show(s) a reasonable allocation of funds so that: <ul style="list-style-type: none">○ IB fees can be paid○ facilities improvement as described in the self- study and action plan can be covered○ DP courses and the core are offered according to the IB requirements○ ongoing professional development can take place○ meeting time is facilitated○ there is a CAS coordinator○ subject teachers consider that they have the resources to implement their subjects○ the CAS programme described in the outline can be implemented○ theory of knowledge (TOK) is taught over the two years of the Diploma Programme (DP).
Commendation	The governing body has annual reserves devoted to the updating and improvement of the DP to ensure rapid response to any recommendation or need.

Practice 2

The school provides qualified staff to implement the programme(s).

Finding of the Reader	The school provides qualified staff to implement the programme.
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Practice 3 + 3a

The school ensures that teachers and administrators receive IB-recognized professional development.

Finding of the Reader	The school demonstrates that staff participation in IB-recognized professional development meets the requirements for evaluation. The school's action plan demonstrates ongoing commitment to professional development.
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Practice 4

The school provides dedicated time for teachers' collaborative planning and reflection.

Finding of the Reader	The school's meeting schedule shows collaborative planning times for DP teachers in both horizontal and vertical teams.
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Practice 5 + 5a + 5b + 5c

The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Finding of the Reader	Facilities described indicate that the school addresses the identified needs to enhance the implementation of the DP. The school has described the location for the storage of examination papers and stationery that aligns with IB expectations.
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Practice 6 + 6a

The library/multimedia/resources play a central role in the implementation of the programme(s).

Finding of the Reader	There has been addition of resources to address DP requirements.
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Practice 7

The school ensures access to information on global issues and diverse perspectives.

Finding of the Reader	The school ensures that the library has updated books, materials and subscriptions that deal with different perspectives and global issues. The school ensures that the library has updated books, materials and subscriptions that deal with different perspectives and global issues. Magazines, fiction texts and nonfiction texts representing a range of languages, perspectives and issues were in evidence in the library and elsewhere in the school.
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Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

Practice 9 + 9a

The school has systems in place to guide and counsel students through the programme(s).

Finding of the Reader	Students are provided with support on the choice of DP courses that address their interests and talents. The school has an advisor on post-secondary education. Students' perceptions include reference to the guidance on post-secondary education provided by the school.
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Practice 10 + 10a + 10b + 10c

The student schedule or timetable allows for the requirements of the programme(s) to be met.

Finding of the Reader	<p>The student schedule shows the allocation of 150 hours for each standard level (SL) subject.</p> <p>The student schedule shows the allocation of 240 hours for each higher level (HL) subject, distributed over two years.</p> <p>The student schedule demonstrates that TOK is taught for 100 hours over two years.</p> <p>The student schedule respects concurrency of learning.</p> <p>The CAS programme starts when the DP courses start and is developed over at least 18 months.</p>
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Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

Finding of the Reader	The school has enhanced the CAS programme by utilising the resources and expertise of the local community.
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Practice 12

The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essays for all students, depending on the programme(s) offered.

Finding of the Team	The school allocates resources for the delivery of the Extended Essay. These are made centrally available on the school's management system and are used by the DPC and the teacher librarian in helping to guide the DP students. Students are guided through the process and the task is scaffolded to help students manage their time effectively.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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 C1: Collaborative planning

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

Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

Finding of the Reader	There are meetings scheduled to plan collaboratively within the same subject, across subjects and the core. The Academy Professional Learning Community meets for 1 hour 50 minutes every 2 weeks to engage in collaborative planning. Objectives of meetings include references to theory of knowledge (TOK).
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Practice 2

Collaborative planning and reflection take place regularly and systematically.

Finding of the Reader	The meeting schedule shows systematic meetings aimed at collaborative planning and reflection and dedicated time for the planning of the DP. The self study lists numerous ways that departments facilitate effective collaborative planning.
Commendation	The school has developed a system of collaborative planning and reflection that allows for the attendance of all interested teachers, whether face-to-face or online.

Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

Finding of the Reader	The meeting schedule shows meetings within subjects and across subjects. They indicate horizontal and vertical articulation as an objective.
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Practice 4

Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences.

Finding of the Reader	The documents such as unit plans and the 'Standard C 1 - Evidence document file submitted show evidence of collaborative planning that takes into consideration the students' learning experiences.
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Practice 5

Collaborative planning and reflection are based on agreed expectations for student learning.

Finding of the Reader	The self study has rated this practice as excelling. It is stated that collaborative planning and reflection is central to teaching and learning and underpins the Academy's pedagogical framework.
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Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

Finding of the Reader	The language policy states that there is consideration of students' multiple learning styles, and differentiation of instruction accordingly.
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Practice 7

Collaborative planning and reflection informed by assessment of student work and learning.

Finding of the Reader	The school has in place processes so that continuous assessment is seen as an integral part of the Diploma Programme. All members of the community take an active part in the assessment process in order to maintain and improve the quality of teaching and learning.
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Practice 8

Collaborative planning and reflection recognize that all teachers are responsible for language development of students.

Finding of the Reader	The school's planning recognises that all teachers are responsible for language development of students. e.g.: Language Policy. In addition, all the teachers show an awareness of the need to be involved in and responsible for the language development of students.
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Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

Finding of the Reader	Each course incorporates the traits of the IB learner profile within the scope of curriculum. Almost all classes require the students to become confident communicators and encourage finding balance and being curious inquirers.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

Practice 1 + 1a + 1b + 1c + 1d

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Finding of the Reader	There is a reasonable choice of subjects for the students.
Commendation	The school offers a remarkable variety of DP courses, especially in group 6.

Practice 2

The written curriculum is available to the school community.

Finding of the Reader	All curriculum documents are published on the schools 24/7 learning environment, Daymap Depot and are available to students and parents.
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Practice 3

The written curriculum builds on students' previous learning experiences.

Finding of the Reader	The detailed information on the 'International Baccalaureate Course Offerings since 2016 details how the curriculum is built on students' previous learning experiences.
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Practice 4

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Finding of the Reader	The examples in the self-study make reference to skills, attitudes, concepts and knowledge that are to be developed in the students.
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Practice 5

The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Finding of the Reader	The CAS outline includes reference to meaningful student action both locally and internationally in response to the needs of others.
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Practice 6

The written curriculum incorporates relevant experiences for students.

Finding of the Reader	The written curriculum refers to topics of study, discussions and oral presentations which create the relevant experiences for students.
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Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

Finding of the Reader	Some course outlines include topics related to individual, local, national and world issues and promote connections and awareness, as applicable.
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Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Finding of the Reader	The school encourages teachers to provide topics of study, teaching strategies and assessments which provide ample scope for reflection on human commonality, diversity and multiple perspectives.
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Practice 9

The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Finding of the Reader	All the courses are based on the most recent curriculum guide for that subject.
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Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

Finding of the Reader	The examples in the self-study indicate that there is alignment with the school's IB policies
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Practice 11

The written curriculum fosters development of the IB learner profile attributes.

Finding of the Reader	The written curriculum, especially the unit plans provide clear indications about the emphasis placed on the development of the learner profile attributes.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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 the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C3: Teaching and learning

Teaching and learning reflect IB philosophy

Practice 1 + 1a

Teaching and learning align with the requirements of the programme(s).

Finding of the Reader	Based on the self-study and the curriculum documents, teaching and learning at the school aligns with the requirements of the Diploma programme.
Commendation	The school has developed and implemented a structure of sharing best practices to enhance the teaching strategies for the Diploma Programme (DP).

Practice 2

Teaching and learning engage students as inquirers and thinkers.

Finding of the Reader	Evidence provided by the school of specific examples in Groups 1 and 2 and the unit plans, demonstrate that teaching and learning engages the students as inquirers and thinkers. Teachers use inquiry in a variety of different ways-structured inquiry, guided inquiry and project-based learning to engage the students as inquirers and thinkers.
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Practice 3

Teaching and learning builds on what students know and can do.

Finding of the Reader	The unit plans, the self-study responses and the folder of evidence provided by the school confirm that teaching and learning builds on what students know and can do.
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Practice 4

Teaching and learning promote the understanding and practice of academic honesty.

Finding of the Reader	The academic integrity policy, the extended essay guidelines and information about assessments in the curriculum outlines would indicate that the school promotes the understanding and practice of academic honesty.
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Practice 5

Teaching and learning support students to become actively responsible for their own learning.

Finding of the Reader	Structured inquiry, the learning cycle activity, calendar of deadlines and project-based learning ensures that students are actively responsible for their own learning.
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Practice 6

Teaching and learning addresses human commonality, diversity and multiple perspectives.

Finding of the Reader	Leadership collaboration sessions were held to unpack each Standard. It was evident from the choice of topics, extended essays, theory of knowledge essays and presentation, are some of the ways in which teaching and learning addresses human commonality, diversity and multiple perspectives.
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Practice 7

Teaching and learning address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Finding of the Reader	The self-study refers to efforts by the teacher to address student language needs. Teachers use the class dashboard on OneSchool to identify students who need additional language support. Teaching strategies include working in small groups, flexible ability groups, reading ability groups and mixed ability groups as needed, providing mother tongue clubs and the Digital Library which has a translation function to aid teaching and learning.
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Practice 8

Teaching and learning demonstrate that all teachers are responsible for language development of students.

Finding of the Reader	Teachers at the Academy are responsible for language development of students. All teachers respond to students' needs and provide individualised instruction guided by specific learning goals in Personal Learning Plans (PLPs) and Educational Adjustment Plans (EAPs).
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Practice 9

Teaching and learning use a range and variety of strategies.

Finding of the Reader	The self-study refers to different strategies –project-based learning, debates, oral presentations, experiential field trips and CAS activities to facilitate student learning,
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Practice 10

Teaching and learning differentiate instruction to meet students' learning needs and styles.

Finding of the Reader	The self-study reveals that the school makes an effort to provide differentiated instruction to meet students' learning needs and styles.
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Practice 11

Teaching and learning incorporate a range of resources, including information technologies.

Finding of the Reader	The school incorporates a range of resources-project based learning, field trips, oral presentations, and debates. Many of these strategies require the use of information technologies.
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Practice 12

Teaching and learning develop student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Finding of the Reader	The curriculum documents refer to units of study which would in themselves, develop attitudes and skills that allow for meaningful student action. These include the wide range of CAS activities, units of study in the groups 1 and 2 languages, group 3 field trips and the theory of knowledge presentations.
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Practice 13

Teaching and learning engage students in reflecting on how, what and why they are learning.

Finding of the Reader	The teaching and learning activities referred to in the self-study, especially the learning cycle chart activity, model united nations, experiential learning activities, CAS activities –all focus on engaging students to reflect on how, what and why they are learning.
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Practice 14

Teaching and learning foster a stimulating learning environment based on understanding and respect.

Finding of the Reader	The self-study and the curriculum documents point to a hands-on learning experience. A range of diverse activities-oral presentations, debate, role plays, CAS related activities, all contribute to a stimulating learning environment.
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Practice 15

Teaching and learning encourage students to demonstrate their learning in a variety of ways.

Finding of the Reader	Teaching and learning at the school places emphasis on the CAS reflection, the theory of knowledge presentations. The group 4 project and wide range of activities allows students to demonstrate their learning in a variety of ways.
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Practice 16

Teaching and learning develop the IB learner profile attributes.

Finding of the Reader	The self-study and the curriculum documents point to a conscious development of the learner profile attribute in the students.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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 the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

Practice 1 + 1a

Assessment at the school aligns with the requirements of the programme(s).

Finding of the Reader	The analysis of the examination results shows that the school understands the assessment requirements of the programme. The calendar of school deadlines for student submission of assessment components shows: <ul style="list-style-type: none">○ understanding of IB deadlines.○ balance to avoid student overload at certain times of the year.
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Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

Practice 3

The school uses a range of strategies and tools to assess student learning.

Finding of the Reader	The school uses a range of strategies and tools to assess student learning. There is a lot of emphasis on formative and summative assessments. The self-study and assessment policy makes a clear distinction between these modes of assessment, which amply demonstrate how the school uses different strategies and tools to assess student learning.
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Practice 4

The school provides students with feedback to inform and improve their learning.

Finding of the Reader	The school provides students with feedback to inform and improve their learning. Students are taught to use this feedback to inform their self-study
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Practice 5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Finding of the Reader	The school has systems for recording student progress aligned with the assessment philosophy of the programme via ManageBac.
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Practice 6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Finding of the Reader	The school provides an achievement report aligned with the assessment philosophy of the programme every term.
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Practice 7

The school analyses assessment data to inform teaching and learning.

Finding of the Reader	The school has submitted the analysis of the examination results within the period under review and the actions taken as a consequence.
Commendation	The school has established a yearly analysis of the assessment data and teachers work collaboratively to provide solutions to ensuing challenges

Practice 8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Finding of the Reader	Teachers use a wide range of assessment types and strategies. Students reflect on their knowledge and what they need to do to grow. This is done individually in some cases and in groups for others.
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Practice 9

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Finding of the Reader	The school has submitted a process for the completion of the extended essay that is consistent with IB regulations.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
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 the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development