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## Report on School Authorization

MYP Queensland Academy for Science Mathematics Technology  
Queensland Academy for Science Mathematics Technology  
003072  
5/18/2021

In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that planning is in progress for others. This information is available for schools in the *Guide to school authorization*.

This report describes the outcome of the authorization process and is structured according to the *Programme standards and practices*. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

Where the verification visit team has found that a practice or requirement is not in place, the report will include a "Matter to be addressed." The team will have outlined the related evidence the school must provide to the IB to demonstrate that the practice is being met.

Where the visiting team has found that a practice or requirement is in place or in progress, they may have chosen to provide the school with a commendation or recommendation and evidence to support their findings. Commendations relate identify school practices that are beyond the requirements for authorization and will benefit the implementation of the programme, while recommendations provide guidance for the school on further developing the programme. It is expected that the school will incorporate recommendations into its action plan and will show that they have taken action on the recommendations at the time of evaluation.

We wish you every success as you take the next steps toward authorization.

## Section A: Philosophy

### Standard A

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

**Practice A.1:** The school's published statements of mission and philosophy align with those of the IB.

#### Findings of the Visiting Team:

The school has published statements of its vision, purpose, focus, values, and strategic priorities. Together, these constitute the school's mission and philosophy. They are published on the school website, in a range of documents and some appear in display areas on campus.

The school includes the IB mission statement when it publishes its mission and philosophy as part of the strategic plan 2018-2022. The schools listed values are the ten attributes of the IB learner profile. Other aspects of the mission and philosophy are closely aligned to IB standards and practices and express the holistic nature of the school's purpose. The vision statement includes the concepts of excellent world-class education and global citizenship for an ever-changing world.

#### Practice in Place? *Yes*

**Practice A.2:** The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

#### Findings of the Visiting Team:

Conversations with a representative from the Queensland Department of Education, with parent and staff representatives of the school council, with the principal and members of the schools executive leadership team and with other members of staff confirm statements in the Application for Authorization about the widespread understanding and support that exists for IB philosophy and the implementation of the MYP. Aspects of IB philosophy such as the IB learner profile are foregrounded in the schools discourse.

The school website, a range of school documents, evidence from presentations for stakeholders and accounts from those present demonstrate that the school clearly communicates its purpose, plans and priorities for MYP implementation. Conversations show that members of the school community have similar understandings and consider themselves to be well-informed. Information that is presented is grounded in evidence and authoritative sources; for example, presentations for teachers are aligned to IB standards and practices and make reference to current educational research and authoritative authors that MYP resources draw on.

Members of the school community refer to their successful experience implementing the IB Diploma Programme and express pride in the success of students that have been through the DP. In conversations with the visiting team, they make connections between the DP and MYP in order to articulate their expectations of how adding the MYP section will enhance the school and the overall Queensland Academy portfolio.

#### Practice in Place? *Yes*

#### The IB commends:

Members of the governing body, the school leadership team and the staff have embraced and appreciate IB philosophy and they have communicated their understanding in ways that have had a positive impact on the school community with regard to the implementation of the MYP.

**Practice A.3:** The school community demonstrates an understanding of, and commitment to, the programme(s).

**Findings of the Visiting Team:**

Due to having a well-established IB Diploma Programme, the school already identifies strongly as an IB world school. The achievements and challenges they mention in their conversation align with significant aspects of the programme and of IB philosophy in general.

Parents who spoke with the visiting team describe school events and opportunities they have had to learn about the programmes and to celebrate students' learning and achievement. Parents and students make comparisons between this school and previous school experiences in order to emphasize the values of IB education that they appreciate. Both parents and students indicate that they researched IB education and the MYP before choosing to apply to the school.

Videos of students talking about their learning and conversations with students and teachers during the visit confirm their enthusiasm for their experiences of teaching and learning and their commitment to the programme.

**Practice in Place?** *Yes*

**The IB commends:**

All groups within the school community demonstrate wide understanding of, and commitment to, the MYP.

- **Practice A.3.a:** 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 year 3 or 4).

**Findings of the Visiting Team:**

The importance of the MYP community project is explained in school brochures and promotional materials. Conversations with various members of the school community show that there is an awareness of the project but that only those directly involved speak confidently about its process. Published information about the project indicates that it is part of the schools year 9 STEM Futures curriculum theme.

The school has developed guidelines for the community project for teachers, students and parents and the first cohort of students is part-way through the process. Planning materials indicate that the school intends to create an event to celebrate the students completion of their community projects in conjunction with National Science Week.

**Practice in Place?** *Yes*

**Practice A.4:** The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

**Findings of the Visiting Team:**

The schools brochure, promotional literature and website show that cultural and linguistic diversity are valued and promote the learner profile. The attributes of the learner profile are explicitly listed as values amongst the statements of philosophy that constitute the schools mission.

There is evidence of the inclusion of the learner profile in the planning of teaching and learning and videos and filmed class visits show that it is displayed in classrooms and around the campus as well as being referred to by teachers during lessons and incorporated into learning activities. Samples of student work and information provided about students personal education plans and the positive education programme indicate that reflection involving the learner profile attributes takes place regularly.

Conversations with teachers and members of the pedagogical leadership team indicate that the school is focusing on international-mindedness as an area for development. There is a working party, involving students, to promote it and an action plan for its development. Conversations across the school community demonstrate a widespread understanding that international-mindedness is integral to IB philosophy and therefore warrants this attention. The MYP action plan sets a target date of December 2024 to embed this practice although it does not yet define the evidence of achievement that will be expected.

## **Practice A.5: The school promotes responsible action within and beyond the school community.**

### **Findings of the Visiting Team:**

Conversations with members of the school community show that the school supports responsible action within and beyond its own community. Conversations emphasize the value of participating in these activities; evidence suggests that a service-learning approach and consideration of how best to monitor students learning is still being developed. The MYP action plan includes no particular actions for this practice.

Students are able to describe some service activities. Examples are provided of school initiatives, events and projects that involve service such as trips and camps, sustainable business projects, student-led initiatives such as food and clothing drives, service-related clubs and improvements around the campus to benefit the school community. Service captains are included in a structure for student leadership. Members of the school council mention eight charities that students are supporting in house groups on an ongoing basis. Discussion of the after-school programme provides examples of service activities that students can choose such as a gardening club, knitting club and environmental club. Students also speak positively of some activities that involve outreach, tutoring and buddies.

Conversations with the MYP coordinator show understanding of the importance of promoting responsible action within and beyond the school community. She is leading the implementation of the community project which has involved teacher and student discussions about the MYPs approach to service as action in general. The coordinator explains recent work done with the MYP teachers to develop further opportunities for service arising from the subject curriculum and she provides a Service as Action Handbook (2021) that has been produced as a starting point.

## **Practice A.6: The school promotes open communication based on understanding and respect.**

### **Findings of the Visiting Team:**

Parents and students indicate that they can communicate openly with the school leadership team and with teachers. They speak highly of the supportive relationships they experience. Teachers refer to the importance placed on social well-being and positive education in general. Parents, teachers and students express themselves openly and supportively during meetings. They provide examples of students' involvement in leadership through the house system and describe opportunities for student agency. Conversations and class visits show that students speak confidently and are able to articulate their own thoughts, as well as listening respectfully to the views of others. Parents identify the respectful open communication of the school as a factor in their decision to enrol their children.

Documents and personal accounts show that communication within the school community is open and frequent through events, newsletters, meetings, publications, learning management applications, the school website, email and social media. The quality of the schools documentation illustrates the importance placed upon this aspect of the schools culture. Teachers report that the technology behind the school newsletter allows it to be produced in multiple languages.

### **The IB commends:**

The school has developed an obvious culture of open communication based on mutual understanding and respect. The school's approach to communication is consistent and effective and takes into account the ethos of the school community, the relationships between parents, students, teachers and school leaders, and their need for accurate and plentiful information.

**Practice A.7:** The school places importance on language learning, including mother tongue, host country language and other languages.

### **Findings of the Visiting Team:**

Conversations with the pedagogical leadership team and teachers show awareness of the importance of language learning and of the plans and policies of the school in this regard. The range of languages offered in the MYP (English, plus German, French, Spanish, Japanese and Latin) reflects the needs and interests of the student body. Teachers convey their understanding that language learning contributes to the development of international-mindedness and intercultural awareness within the school community. Teachers, students and parents also refer to ways that language is promoted across the school community (for example, during Harmony week) and the opportunities that students have had to connect with cultural communities outside the school through language-related activities.

The MYP action plan shows that this practice is being developed through the course of this school year. The school's language policy states that the school has examined the language profile of its student population and acknowledges that our students communicate in over fifty mother tongue languages and that the majority of students are multilingual with different language backgrounds. The language policy includes undertakings to support students' language development across a diverse range of profiles and needs. Conversations with teachers indicate that after-school mother tongue language clubs can be arranged to supplement the subject curriculum. A senior language teacher explains her designated role as a champion for this aspect of the MYP; she notes that the school has already celebrated International Mother Language Day and that a one-day workshop is being planned to encourage parents to promote mother tongue languages at home.

School documentation, in addition to conversations with the MYP coordinator, language teachers and the head of the language and literature department, also provides information about the school's initiatives to promote high levels of literacy and to support students as they develop their proficiency in academic and communicative English in preparation for the Diploma Programme.

**Practice in Place?** *Yes*

**Practice A.8:** The school participates in the IB world community.

### **Findings of the Visiting Team:**

Teachers explain that they have communicated with colleagues in other IB World Schools and participated in job-alikes and local school networks for the MYP and/or the Diploma Programme. Teachers also mention online contact with MYP colleagues in other schools through social media networks and forums via My IB.

Some teachers also report that they access the IB's online curriculum resources. An item on the MYP action plan indicates some planned actions between now and December 2025 to increase the extent to which teachers will take advantage of this support.

**Practice A.9:** The school strongly encourages participation for all students.

### **Findings of the Visiting Team:**

All students are involved in the MYP.

**Practice in Place?** *Yes*

## **Section B: Organization**

### **Standard B1: Leadership and structure**

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

**Practice B1.1:** The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

#### **Findings of the Visiting Team:**

Members of the school council can explain their representative function on behalf of the various stakeholder groups at the school and their role in supporting the introduction of the MYP. The conversation with members of the council shows that it is aware of IB philosophy and has participated in the implementation and development of the MYP at the school. They explain that the council receives information from the school leadership team and the MYP coordinator directly, as well as being well-informed through their roles as parents, teachers, members of staff and students.

The Assistant Regional Director of the Queensland Department of Education meets face-to-face with the school's principal regularly to discuss the progress of the MYP and other school-related matters. The formal reporting mechanisms between the school and the department are described and those present confirm that information about the MYP implementation is included.

**Practice B1.2:** The school has developed a governance and leadership structure that supports the implementation of the programme(s).

#### **Findings of the Visiting Team:**

The schools organisation chart and discussions with the school leadership team demonstrate a collaborative and distributed leadership structure whereby all stakeholders are accountable and responsible for the implementation of the Middle Years Programme at the school.

Conversations with members of the school council and the representative of the education department, the school leadership team, MYP coordinator and teachers reflect the support given to teachers in the implementation of the MYP programme.

#### **Practice in Place? *Yes***

**Practice B1.3:** The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

#### **Findings of the Visiting Team:**

Conversations with the principal and the pedagogical leadership team emphasise the schools determination to only offer the Middle Years Programme in alignment with the Queensland Certificate of Education and Australian curriculum requirements. The schools organization chart and the MYP coordinators job description show defined roles and responsibilities

to fully lead and support all staff, students, and parents in the implementation of the programme. Individuals from each of these groups refer to the considerable information and the transparent plans and processes that the pedagogical leadership team has provided to help establish the new school section in line with IB philosophy and MYP requirements.

The principal and members of the pedagogical leadership team provide examples of how they work as a collaborative team. They appear familiar with the nature and substance of one another's roles. Accounts of their approach to MYP implementation demonstrate that they have adopted a strategic approach and established systems to ensure its uptake.

Conversations with teachers and students reflect the comprehensive guidance, support and feedback the MYP coordinator and the pedagogical leadership team provide on a frequent and regular basis. Documents produced by the MYP coordinator and materials from professional development sessions include references to educational research and authoritative sources. Observations of the MYP coordinator during filmed visits to classrooms show that she is well-connected to students, teachers and learning activities.

### **Practice in Place? *Yes***

#### **The IB commends:**

The principal, the pedagogical leadership team and especially the MYP coordinator demonstrate collaborative, systematic and knowledgeable pedagogical leadership, specifically aligned with the philosophy of the IB and related to the implementation and teaching and learning of the programme.

**Practice B1.4:** The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

**a:** The MYP coordinator is part of the school pedagogical leadership team.

#### **Findings of the Visiting Team:**

The school organization chart demonstrates that the MYP coordinator is part of the school pedagogical leadership team. The job description of the MYP coordinator includes release time, support, and resources to carry out the MYP responsibilities.

### **Practice in Place? *Yes***

**Practice B1.5:** The school develops and implements policies and procedures that support the programme(s).

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

#### **Findings of the Visiting Team:**

The school's language policy includes support for mother tongues, language acquisition courses (German, French, Japanese, Latin) that reflect the needs of students, and strategies to support all teachers in their contribution to the language development of students.

Conversations with the educational support team and teachers demonstrate their awareness and understanding of the language policy and the support processes and strategies the school provides to support students in the development of language and mother tongue.

Conversations with the leadership team and teachers indicate the language policy is currently undergoing a review process by all stakeholders in order to better align with both MYP and DP programme requirements.



**Practice in Place?** *Yes*

**Practice B1.5b:** 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.

**Findings of the Visiting Team:**

The school's inclusion policy includes services provided, staff responsible, admission entry identification procedures and exit support structures in line with the admissions policy.

Conversations with the educational support team and teachers outline the use of internal school resources such as teacher aides, online literacy and numeracy support programmes, and peer and teacher mentoring programmes provided to support student learning needs.

Conversations with the educational support team and teachers outline the use of external specialists and organisations such as state government psychologists, counselling agencies, and inclusive educational programmes to support student learning needs.

**Practice in Place?** *Yes*

**Practice B1.5.c:** The school has developed and implements an assessment policy that is consistent with IB expectations.

**Findings of the Visiting Team:**

The school assessment policy includes a philosophy of assessment that supports student learning, common practices in using the MYP assessment criteria and determining achievement levels, frequency of formative and summative assessment, and common practices in recording and reporting MYP assessment.

The school assessment policy and conversations with the pedagogical leadership team and teachers outline how the school combines MYP assessment with the Queensland Department of Education and Australian curriculum outcomes and assessment requirements.

**Practice in Place?** *Yes*

**Practice B1.5.d:** The school has developed and implements an academic honesty policy that is consistent with IB expectations.

**Findings of the Visiting Team:**

The school academic integrity policy includes appropriate references to the IB learner profile, IB definitions of academic misconduct and its different categories, and advice on and examples of what constitutes academic misconduct, intellectual property, and authentic authorship. The policy and conversations with teachers and students explain the school's use of American Psychological Association (APA) conventions for citing and acknowledging original authorship. They also outline the use of TurnItIn plagiarism software to monitor and record academic integrity processes and practices.

Conversations with teachers and students show that they are aware of the academic integrity policy and the consequences of not adhering to it.

**Practice in Place?** *Yes*

**Practice B1.6:** The school has systems in place for the continuity and ongoing development of the programme(s).

**Findings of the Visiting Team:**

Conversations with the Queensland Department of Education Assistant Regional Director, the school council, and the pedagogical leadership team describe plans for the ongoing development of the MYP at the school. The school has developed several action plans in alignment with the Queensland Department of Education including the whole-school strategic plan, annual implementation plan, and the explicit improvement agenda, all of which outline clear timelines, accountabilities, and outcomes regarding the ongoing development of the MYP at the school.

The MYP action plan that specifically addresses the IB standards and practices reflects the school's implementation to date and includes further development over the coming years. Most of the intentions mentioned by the MYP coordinator and the pedagogical leadership team, regarding the MYP, are expressed in the MYP action plan.

**Practice in Place?** *Yes*

**Practice B1.6.a:** 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).

**Findings of the Visiting Team:**

The schools organization chart and descriptions of various roles demonstrate support for the implementation of all MYP year 2 to 4 (year 7 to 9) subject groups, the approaches to learning skills, service as action and the MYP year 4 community project.

Conversations with teachers indicate that these organizational structures associated with the MYP complement other structures in the school such as the house groups and the co-curricular programme.

Teachers and the pedagogical leadership team can describe how IB philosophy and the MYP is implemented across all of these structures, in various ways.

**Practice in Place?** *Yes*

**Practice B1.7:** The school carries out programme evaluation involving all stakeholders.

**Standard B2: Resources and support**

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

**Practice B2.1:** The governing body allocates funding for the implementation and ongoing development of the programme(s).

**Findings of the Visiting Team:**

The budget outline included in the Application for Authorization includes appropriate allocated funds for MYP fees and IB professional development.

Further exploration of funding with the Assistant Regional Director, Metro region, of the Queensland Department of Education provides an explanation of the school funding system and assurance of the ability of the principal and school council to communicate the school's needs. Teachers and members of the school leadership team confirm that a budgeting system for staffing and resources is in place.

**Practice in Place?** *Yes*

**The IB commends:**

The school has developed a comprehensive system and a team approach based on collective responsibility to provide social, emotional and learning support to students throughout the programme (see also B2.8).

**Practice B2.2:** The school provides qualified staff to implement the programme(s).

**Findings of the Visiting Team:**

Conversations with the pedagogical leadership team show that teachers have the qualifications required locally to be in charge of their subjects. The school succeeds in maintaining qualified staff and addressing any turnover issues.

**Practice in Place?** *Yes*

**Practice B2.3:** 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

**Findings of the Visiting Team:**

The school demonstrates that staff participation in IB-recognized professional development meets the requirements for authorization. Each subject group includes teachers that have recently attended an MYP subject-specific workshop. Documentation confirms that the required programme leadership professional development has been completed. Teachers explain that the school endeavours to provide either MYP or Diploma Programme professional development as soon as possible after they are appointed, as appropriate.

**Practice in Place?** *Yes*

**Practice B2.4:** The school provides dedicated time for teachers' collaborative planning and reflection.

**Findings of the Visiting Team:**

Conversations with teachers show that the school allocates time for collaborative planning. Teachers refer to regular meetings of different types that are designated for particular planning purposes. Conversations with the pedagogical leadership team and teachers confirm the structure of the meeting schedule provided in the Application for Authorization and highlight the schools staffing allocation that allows teachers to have a substantial meeting of their professional learning community every week.

Conversations with some teachers and with the MYP coordinator indicate that most of the curriculum-focused meetings involve collaborative planning in vertical teams. There is less evidence that available time is allocated to horizontal planning and alignment of the curriculum across year levels.

### **Practice in Place?** *Yes*

**Practice B2.5:** The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

### **Findings of the Visiting Team:**

Photographic evidence from school publications, video introductions and tours, filmed classroom visits and conversations with teachers, students and parents provide a good overview of the school's learning environments. They indicate excellent facilities, set up and used in ways that enhance student engagement, agency and learning. In conversations with the visiting team, teachers and members of the pedagogical leadership team generally associate learning environments and their resourcing with the STEM focus of the school and with a goal of providing students with university-level science facilities. Teachers confirm that facilities and resources for other areas of the curriculum, such as the arts and physical and health education, are also well beyond adequate for the needs of students aiming to achieve the MYP subject objectives.

General learning areas are flexible and readily adapted for group size, type of collaboration, activity, preference and level of interaction. Filmed class visits show combinations of individual workspaces, groups, informal learning areas and specific classroom zones. Virtual learning environments are well-supported by infrastructure. Online collaborative spaces support programme development as well as teaching and learning; principally, Daymap, OneNote and ManageBac. Teachers and students, as well as the staff involved with the digital library and the research centre, describe a variety of ways that information technology supports learning and their ability to communicate learning to others.

### **Practice in Place?** *Yes*

### **The IB commends:**

The school has allocated funding to facilities that enhance the implementation of the MYP at the school beyond the requirements for authorization and enable students to have authentic learning experiences in specialized learning environments.

**Practice B2.6:** The library/multimedia/resources play a central role in the implementation of the programme(s).

### **Findings of the Visiting Team:**

The school's digital library is complemented by the central research centre area, providing accessible support for research, flexible learning spaces and staff to assist students and teachers. The digital library and research centre is supported by several staff members with responsibilities for developing the digital library resources, for e-learning, for facilitating the research centres operations and for supporting student research. There is a distributed approach to the role of a specialist librarian and an emphasis on students being independent and self-directed users of the digital library and research centre.

The digital library is curated on the LearnPath platform, is integrated with the Oliver catalogue software and incorporates databases such as EBSCO and Gale, Wheelers Books and OneDrive. Teachers confirm that the school has access to research subscriptions including JStor, PressReader and ProQuest Central, as well as resources suitable for students in the early

years of the MYP such as the Newsademic online newspaper. A demonstration of the functionality of the digital library shows that students can engage directly with texts, including highlighting, recommendation algorithms and reviewing. The team responsible for the digital library explain their intention that teachers will increasingly curate their own collections of resources and recommendations to complement the subject curriculum.

The digital library team explain that it has only been operational for several months. English language and literature teachers describe how they are incorporating the digital library into the MYP students independent reading programme. Students describe their experience of using the digital library in positive terms although they note that they also enjoy reading physical books that are provided by the English department. Students description of their digital library use so far focuses only on fiction.

Conversations with the digital library team indicate that the resources developed so far have been in English only. Teachers explain that some reading material for students in language acquisition subjects is available through the language teachers.

The research centre provides a range of flexible spaces for students to use throughout the day. The member of staff responsible describes how she accommodates a wide range of users, some without booking.

### **The IB commends:**

The schools digital library evidences an extensive and accessible range of digital resources, well above the requirements of the MYP, with the opportunity for ongoing co-construction and curation by teachers and students to enhance its role within the programme.

**Practice B2.7:** The school ensures access to information on global issues and diverse perspectives.

### **Findings of the Visiting Team:**

Description of the schools information technology provisions (B2.5) and its digital library resources (B2.6) enable students to access a wide range of information on global issues and resources that provide diverse perspectives. Some unit plans include resource lists that show teachers looking widely for stimulus and research material to share with students. Samples of assessed student work demonstrate that many subjects design assessment tasks that require or encourage students to draw on the range of diverse resources that is available.

**Practice B2.8:** The school provides support for its students with learning and/or special educational needs and support for their teachers.

### **Findings of the Visiting Team:**

The school has an established system of student support, including support for students with significant needs as described in the inclusion policy. Structures and processes are as required by the Department of Education Queensland Inclusive Education Policy.

Members of the student support team describe processes that include regular meetings to monitor students progress and wellbeing, identify those that need additional support and to develop a support strategy that demonstrates collective responsibility. Explanations from the team concerning individual learning plans, in-class support, extension and enrichment and collaboration between support staff and subject teachers all align with information in the inclusion policy. Guidance officers can explain their role within the structure of the team.

Conversations with teachers and students confirm that students are well-supported and that subject teachers are provided with guidance and professional development from time to time to better equip them to differentiate learning and to meet all students needs.

**Practice B2.9:** The school has systems in place to guide and counsel students through the programme(s).

**Findings of the Visiting Team:**

Students and teachers can describe the systems involved in pastoral care, student wellbeing, personal counselling and academic counselling. Members of the student support team explain how various aspects of counselling such as the INSTEP house system with its deans and mentors, career and academic counselling and the positive education programme provide students with broad-based social and emotional education and support. They reflect on the distinct and generalized needs of students at the school and highlight specific areas that they have addressed in programmatic ways (for example, buddy systems, programme transitions, career profiles, the Young Einstein programme).

Students and parents do not highlight these provisions in conversations with the visiting team but they comment on the caring nature of the school and the support afforded students in general. Students do mention exploring the IB learner attributes as part of their positive education programme and the approaches to learning planning chart shows that the positive education programme will play a significant role in the development of several clusters of approaches to learning skills.

**Practice B2.10:** The student schedule or timetable allows for the requirements of the programme(s) to be met.

**Findings of the Visiting Team:**

Conversations with the teachers, MYP coordinator and pedagogical leadership team confirm that MYP requirements above are met for the subject groups involved. Students learn the same language in their language acquisition course in each year of the MYP or achieve a satisfactory proficiency in phase 4 in order to transfer to another language. MYP physical and health education courses engage students in physical education activities for at least 50% of the total teaching time allocated to this subject.

**Practice in Place?** *Yes*

**Practice B2.10.a:** The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.

**Findings of the Visiting Team:**

The school schedule shows that in MYP years 2 and 3 all students take at least one course from each of the eight subject groups. With subject-group flexibility in MYP year 4 (year 9), the MYP coordinator and teachers confirm that all students take courses, some of which are electives, that are organized according to the six subject-group requirements.

**Practice in Place?** *Yes*

**Practice B2.10.b:** The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.

**Findings of the Visiting Team:**

Conversations with teachers and the MYP coordinator confirm the appropriate time allocation for the subject groups. MYP year 2 and 3 level timetables show at least 50 hours of teaching for each subject group.

**Practice in Place?** *Yes*

**Practice B2.10.c:** The schedule or timetable promotes concurrency of learning.

**Findings of the Visiting Team:**

Conversations with teachers, the MYP coordinator, and the pedagogical leadership team confirm that concurrency requirements for the subject groups are being met.

**Practice in Place?** *Yes*

**Practice B2.11:** The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

**Findings of the Visiting Team:**

Conversations with students, parents, teachers, and members of the pedagogical leadership team, along with school publications such as the school newsletter, Instagram, the prospectus and the website, demonstrate that the school is proactive regarding its links to sources of expertise and resources in the community.

Multiple examples are shared to show how these projects, events, guest speakers and presentations and activities enhance student experiences of the MYP subject curriculum. Examples are also provided of co-curricular opportunities and events that the school facilitates in order to extend students and to enhance the holistic nature of their MYP experience. Teachers refer to ongoing partnerships with several universities and can point to units where there are extensive and authentic links; students and parents highlight the immersion programmes available to older students. Some examples are integral to the MYP year 4 (year 9) STEM futures courses but teachers can discuss initiatives underway to draw similar connections down into MYP years 2 and 3. Materials associated with the community project and discussions regarding service as action indicate that the school is developing relationships with some relevant community organizations to support these elements of the programme.

Students and parents speak positively of these authentic opportunities that the school provides.

**The IB commends:**

The school has actively planned for multiple sustainable opportunities to share resources of the community so as to enhance teaching and learning in the MYP.

**Practice B2.12:** 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 CP reflective project for all students, depending on the programme(s) offered.

**Findings of the Visiting Team:**

The schools description of its community project process includes resources for supervising the community project.

The MYP coordinator indicates that separate leadership will be allocated once the project is established. This is not included in the MYP action plan and the coordination role is currently included in the MYP coordinators workload, although not documented in her job description.

The schools process respects IB requirements and allows time for groups of students to discuss the progress of their community projects with their supervisors. Conversations with teachers show that they are aware of the requirements of the community project. Plans for a showcase event are indicated for the sharing and celebration of students achievements when the project reaches its conclusion.

**Practice in Place?** *Yes*

## **Section C: Curriculum**

### **Standard C1: Collaborative planning**

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

Note: “Collaborative planning and reflection” is used as a single concept as the two processes are interdependent.

**Practice C1.1:** Collaborative planning and reflection addresses the requirements of the programme(s).

**a:** The school has an approach to curriculum planning that involves all MYP teachers.

#### **Findings of the Visiting Team:**

The schools meeting schedule shows that all MYP teachers are involved in weekly whole-school synergy meetings to collaboratively plan MYP units of inquiry and curriculum requirements. Discussions with subject group teams describe how they meet at least 4-5 times per term to plan the MYP units of inquiry and curriculum.

Samples of MYP unit plans and conversations with subject group teams explain that all teachers utilise Managebac to collaboratively plan unit plans according to the MYP unit planning process; accordingly, teachers also utilise Microsoft OneNote Online to collaborate and reflect on lessons and teaching and learning.

**Practice in Place?** *Yes*

**Practice C1.1.b:** Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

#### **Findings of the Visiting Team:**

The schools submitted samples of MYP unit plans show that the MYP unit planning process is used and that disciplinary understanding is included and assessed. Interdisciplinary unit plans have been planned and submitted for years 7 and 8; however, interdisciplinary units for year 9 are yet to be finalised. (See C2.1e).

Discussions with several subject group teams explain how disciplinary and interdisciplinary unit plans reflect the collaborative planning process, particularly for the inquiry stage of the MYP unit planners.



**Practice C1.2:** Collaborative planning and reflection takes place regularly and systematically.

**Findings of the Visiting Team:**

The schools description and planning of meetings include a systematic approach to the development of the MYP curriculum. The meeting schedule and description of professional learning outline whole-staff synergy meetings devoted to the implementation and planning of the MYP curriculum. Meeting minutes and discussions with teachers indicate bi-weekly meetings are used for collaborative planning within subject groups.

**Practice in Place?** Yes

**Practice C1.3:** Collaborative planning and reflection addresses vertical and horizontal articulation.

**Findings of the Visiting Team:**

The schools meeting schedule, meeting minutes, and discussions with teachers show there has been time scheduled for developing MYP unit plans within subject groups. Work has been done to collate a vertical alignment overview of the MYP years 2-4 (years 7-9) by using the subject-group overview format. A horizontal overview of the MYP curriculum has been collated in a chart that shows topics, concepts, global contexts and statements of inquiry. These overviews are the result of planning done in collaborative subject-group teams and are published in the whole-school curriculum plan.

Discussions about the vertical articulation of learning through subjects refer to the content structure provided by the Australian curriculum. Teachers show awareness of the alignment between MYP and the IB Diploma Programme, which MYP students will go on to study, but few subject-group teams mention backward planning from the Diploma Programme as part of their curriculum planning process. Teachers refer, instead, to building up the curriculum year by year in line with the schools progressive model for MYP implementation.

Conversations with the MYP coordinator and subject-group teams, as well as subject-group overviews and samples of MYP unit plans, indicate that further time is required to plan and reflect on MYP units across subject groups and year levels. The meeting schedule provided emphasizes the student wellbeing and support perspective of horizontal meetings rather than subject curricula. Teachers describe making special arrangements for interdisciplinary collaboration.

**The IB recommends that:**

The school should further use allocated meeting time to plan and reflect upon the vertical and horizontal articulation of the subject curriculum and approaches to learning skills.

**Practice C1.4:** Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

**Findings of the Visiting Team:**

The school has developed work programmes to articulate an overview of student learning experiences across each year level of the MYP programme. All MYP teachers have access to the live curriculum on ManageBac. Conversations with each subject-group team outline how teachers plan and reflect on students learning experiences through their collaborative online OneNote system.

**Practice C1.5:** Collaborative planning and reflection is based on agreed expectations for student learning.

### **Findings of the Visiting Team:**

Curriculum planning documentation and subject-group overviews show that agreed expectations for student learning are collaboratively planned according to the year-level learning outcomes and requirements of the Queensland Department of Education and Australian curriculum.

**Practice C1.6:** Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

### **Findings of the Visiting Team:**

Discussions with the educational support team and teachers describe the collaborative planning process by which they have incorporated differentiation for students learning needs and styles.

**Practice C1.7:** Collaborative planning and reflection is informed by assessment of student work and learning.

### **Findings of the Visiting Team:**

The pedagogical leadership team and teachers provide examples of how assessment data is used to personalise learning and cater to the needs of individual students and the development of the schools MYP curriculum.

The schools strategic planning documentation and discussions with the pedagogical leadership team highlight the schools focus on the evaluation of assessment data via the Queensland Department of Educations OneSchool system for teachers to reflect on assessment in order to improve student learning outcomes. (See C4.7).

**Practice C1.8:** Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

### **Findings of the Visiting Team:**

Discussions with subject groups and samples of assessed student work show how teachers are jointly responsible for the development of language and literacy skills across and within subject groups.

**Practice C1.9:** Collaborative planning and reflection addresses the IB learner profile attributes.

### **Findings of the Visiting Team:**

Samples of MYP unit plans and descriptions by teachers show how the IB learner profile attributes are included in collaborative planning and reflection. Teachers describe how they select learner profile attributes to be the focus for units, based on the content or context of the unit.

## **Standard C2: Written curriculum**

The school's written curriculum reflects IB philosophy.

**Practice C2.1:** The written curriculum is comprehensive and aligns with the requirements of the programme(s).

### **Findings of the Visiting Team:**

Conversations with the MYP coordinator and teachers confirm that the school has planned to meet the Queensland and Australian curriculum requirements in combination with MYP requirements. Unit plans and other curriculum documentation give clear indications of the alignment.

**Practice C2.1.a:** The curriculum fulfills 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).

### **Findings of the Visiting Team:**

Subject-group overviews, as well as unit plans, show that the published MYP objectives are used for each subject group in each year of the programme. This is confirmed by data analytics generated from ManageBac. Appropriate objectives are also evident in interdisciplinary units and for the community project.

Conversations with teachers and students, as well as a review of the criteria used in assessment materials, also confirm that MYP objectives are in place across the curriculum.

**Practice in Place?** *Yes*

**Practice C2.1.b:** The written curriculum includes an approaches to learning planning chart for all years of the programme.

### **Findings of the Visiting Team:**

The school has developed a whole-school overview approaches to learning skills chart for years 7-12, indicating a progression of learning across the grades and designating certain skills as essential across all subjects or specific to certain subject groups. Accompanying documentation describes the collaborative process by which this chart was devised and articulates the expectation that faculties will continue to review the vertical and horizontal articulation of skills, as well as their implementation through unit planning.

Conversations with teachers and the MYP coordinator confirm that this focused development was a valuable process and that the approaches to learning chart is used during unit planning. Teachers explain that existing units will gradually be adjusted to align with the planning chart.

Unit plans shared with the visiting team include sections for approaches to learning where the skills are specified and there is a general description of how they will be developed throughout the unit. Some unit plans contain details about learning experiences or assessment tasks that clearly link to the focus approaches to learning skills; in others the links can be inferred.

**Practice in Place?** *Yes*

**The IB commends:**

The school has collaboratively developed an extensive approaches to learning chart that links the MYP to the Diploma Programme in a coherent progression of learning. This planning of approaches to learning skills is used by teachers in all subject groups in planning their units.

**Practice C2.1.c:** The written curriculum includes subject-group overviews for each subject group offered for each year of the programme.

**Findings of the Visiting Team:**

The subject-group overview for each subject group identifies the units to be taught in each year of the MYP. Published as work plans for each subject, they are published individually and collected together as a whole school curriculum plan.

Samples of unit plans, samples of assessed student work, conversations with teachers, and class visits confirm that the taught curriculum aligns with the subject-group overviews.

**Practice in Place?** *Yes*

**Practice C2.1.d:** Unit plans are documented according to the MYP unit planning process.

**Findings of the Visiting Team:**

Unit plans are documented according to the unit planning process for units in all subjects and all years of the programme implemented at the time of authorization. Teachers explain that the MYP year 4 units (year 9) are in the process of being planned during the year, in line with the school's implementation plan. The MYP coordinator has produced a detailed planning guide for MYP units on ManageBac that incorporates guidance from the IB document Evaluating MYP unit plans.

Samples of units from ManageBac show that all of the elements of the MYP unit planning process are in place to a certain extent. Conversations with teachers demonstrate that they understand the process. Viewing of the units shows that there is thoughtful and intentional design in the inquiry sections of the units. Statements of inquiry and inquiry questions are clearly linked to one another and are readily understood. Units often reflect a real-world context that is reflective of the chosen global context and its exploration. Conversations with the MYP coordinator and evidence from professional development sessions confirm that the faculty has considered this aspect of MYP unit planning in some depth.

The learning experiences and teaching strategies section of sample unit plans shows an inconsistent approach across the subjects. Some unit plans provide enough details to allow the unit to be taught by another teacher, whereas some teachers refer to detailed planning on separate OneNote documents with the unit plan providing a link. The MYP coordinator explains that teachers have been given several options during this stage of implementation. Only some unit plans have information about how the inquiry design of the unit will be played out through the planned sequence of learning experiences and teaching strategies. Although formative and summative assessment documents are attached to the unit plan, it is not always possible to see how the complete design resolves beyond the first stage.

**Practice in Place?** *Yes*

**The IB recommends that:**

The school should further develop and strengthen the use of the MYP unit planning process by consistently articulating how the inquiry design is advanced through the sequence of learning experiences and teaching strategies.

**Practice C2.1.e:** The curriculum fosters disciplinary and interdisciplinary understanding.

### **Findings of the Visiting Team:**

There is at least one collaboratively planned interdisciplinary unit that includes more than one subject group in the first two years of the schools Middle Years Programme. Sample units are provided for MYP year 2 (year 7) and MYP year 3 (year 8). Teachers and students can discuss these units and reflect on their benefits and challenges.

MYP year 4 (year 9) is in the process of implementation over the course of this school year. Discussions about the curriculum with teachers and the MYP coordinator indicate that there is already a strong emphasis on cross-curricular connections and contexts within a group of integrated STEM Futures subjects but that units are not yet organized according to the MYP interdisciplinary objectives or criteria, or set out on the MYP interdisciplinary unit plan. Teachers and students accounts of some of these MYP year 4 units, as well as examples of the units in their existing documentation, indicate that they are highly engaging and fit well within the MYP in their current disciplinary-but-integrated form, while also having potential for further conceptual integration if revised.

Conversations with the MYP coordinator and teachers indicate that they are considering future developments for this practice although the MYP action plan does not include any specific actions.

### **The IB recommends that:**

The school should further develop interdisciplinary units for MYP year 4.

**Practice C2.1.f:** There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

### **Findings of the Visiting Team:**

Discussions with the MYP coordinator and other members of the pedagogical leadership team indicate that there is a formalized two-year review cycle for the curriculum involving the approval of new work programmes for each subject and updating of the existing curriculum. Department heads and subject coordinators are involved in leading the process. The MYP coordinator also refers to the periodic documentation and review of whole-school vertical and horizontal curriculum overviews and the progression of approaches to learning skills; processes that she leads.

Conversations with teachers confirm that subject units are regularly reviewed with department teams deciding their own methods for doing so as part of their collaborative planning and reflection routines. Samples of unit plans show that some subject groups summarize group discussions in the reflection sections, some subject groups include individual comments and some unit plans have no reflection comments yet.

**Practice C2.2:** The written curriculum is available to the school community.

### **Findings of the Visiting Team:**

School publications and the school website give the school community access to the written curriculum. A whole-school curriculum plan is available as a comprehensive document, there are curriculum handbooks for year levels available on the school website and work programmes (subject-group overviews) for each subject, all published for the current school year. Other publications, such as the schools prospectus, provide broader explanations of the MYP curriculum model.

Parents also describe other sources of information about the school curriculum such as open days, numerous parent nights and email communications. Other sources of information, such as the e-Zine digital newsletter and the schools Instagram site, provide stories that illustrate the curriculum. Parents comment that the school provides very comprehensive information so they do not often need to follow up but if they do have questions about the curriculum, subject teachers provide prompt and satisfactory responses.

**Practice C2.3:** The written curriculum builds on students' previous learning experiences.

### **Findings of the Visiting Team:**

Curriculum documents are aligned with the progression of the Australian curriculum. Teachers refer to strategies and forms of assessment they use early in units to ascertain students prior knowledge and level of skills. Teachers can point to some examples of differentiation in the written curriculum where students previous learning experiences are taken into account.

**Practice C2.4:** The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

### **Findings of the Visiting Team:**

Subject-group overviews include the knowledge, concepts and skills to be developed over time. The work programme documents include lists of knowledge and skills from the Australian curriculum (ACARA) and these are cross-referenced to units. The whole-school curriculum plan includes documentation of the positive education programme that includes content related to attitudes and which aligns with the core of the MYP.

**Practice C2.4.a:** The written curriculum includes the prescribed key concepts and related concepts in each subject group.

### **Findings of the Visiting Team:**

The subject-group overviews and unit plans demonstrate the use of key and related concepts, and indicate how the school intends to include all prescribed concepts for each subject group. Data analytics from ManageBac show that the school monitors key concepts and can ensure that all are addressed over the years that the programme is implemented.

**Practice in Place?** *Yes*

**Practice C2.5:** The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

### **Findings of the Visiting Team:**

The service as action handbook (2021) includes a brief explanation of this aspect of the programme and lists several units for each year level that feature curriculum-based service learning. Four subject groups are involved: language and literature, science, design and individuals and societies. Conversations with students, parents and teachers do not refer to these units as meaningful examples when the students experiences of service are discussed.

Conversations with teachers provide some examples of other units where there are aspects of service that are not highlighted in relation to this practice. Teachers are aware that this practice is under discussion across the faculty; the MYP coordinator indicates that further consultation is planned amongst the teachers to collect feedback about how to integrate service as action elements more explicitly within the subject curriculum. The MYP action plan indicates that this process will be completed by December 2021.

### **The IB recommends that:**

The school should further explore ways to allow for meaningful opportunities for student service as action to arise from the written curriculum in each year of the MYP.

**Practice C2.5.a:** The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

**Findings of the Visiting Team:**

Conversations with the MYP coordinator, teachers and students confirm information in the service as action handbook (2021) that outlines the schools current opportunities for students to experience service as action. This evidence indicates that the school has a commitment to service and that there are some limited opportunities for every year of the programme.

Conversations indicate that the school has begun to organize opportunities into curriculum-related and extra-curricular categories. There is also considerable evidence concerning the MYP year 4 community project that is being implemented for the first time. Apart from the community project, students and parents refer to house charities and whole-school service events when asked about service as action.

The MYP learning outcomes for service are mentioned in the service as action handbook but not yet directly associated with service activities in the documentation or in practice. The documentation refers to student reflections in OneNote but there is limited evidence of systematic organization of this aspect of service learning or of their alignment with the MYP learning outcomes for service. Student reflections were not available to the visiting team.

**The IB recommends that:**

The school should plan for opportunities for student involvement in service to be aligned with the MYP learning outcomes.

**Practice C2.6:** The written curriculum incorporates relevant experiences for students.

**Findings of the Visiting Team:**

Unit plans include examples of learning experiences related to students own experiences. Conversations with teachers and the MYP coordinator indicate awareness of the use of global contexts to incorporate relevant experiences for students. In its publications and in conversations with the school leadership team and teachers, it is evident that the school is proactive about its relationships with organizations in the community that can facilitate learning opportunities relevant to the real world of science, mathematics, engineering and technology. This is most evident in the year 9 STEM futures units that are being incorporated into the MYP over the course of this year. (See also B2.11).

**Practice C2.7:** The written curriculum promotes students' awareness of individual, local, national and world issues.

**Findings of the Visiting Team:**

Teachers can explain how unit plans include learning experiences that promote students awareness of individual, local, national and world issues. Examples of unit plans include learning experiences that promote students awareness of issues on a range of levels. These examples include units that focus on issues personal to students or particular to the local environment, along with some that incorporate the United Nations Sustainable Development Goals as a framework for social action.

**Practice C2.8:** The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

**Findings of the Visiting Team:**

Teachers can explain how unit plans include learning experiences that provide reflection on human commonality, diversity and multiple perspectives. Some examples of unit plans include learning experiences that provide reflection on human commonality, diversity and multiple perspectives; students and teachers provide examples of how they support diversity and multiple perspectives through their selection of content. Teachers mention strategies they use to encourage students to consider multiple perspectives towards problems, issues or situations.

When asked about this practice, students, parents and teachers referred to the schools Harmony week and the various activities that occur during that event to promote awareness of human commonality and celebrate diversity.

**Practice C2.9:** The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

#### **Findings of the Visiting Team:**

Unit plans and curriculum documents reflect awareness of current IB publications. The MYP coordinator and the teachers are familiar with and use the IBs online curriculum resources and are aware of recently published guides. Their descriptions of curriculum and policy review processes include reference to updating in relation to new IB publications.

**Practice in Place?** *Yes*

**Practice C2.10:** The written curriculum integrates the policies developed by the school to support the programme(s).

#### **Findings of the Visiting Team:**

Examples of unit plans make reference to aspects of the schools assessment policy and language policy. Unit plan examples do not include reference to the schools academic integrity policy but a summary statement is clearly and uniformly included on the template for the MYP assessments that are associated with each unit plan.

Unit plans make reference to aspects of the inclusion policy in their section on differentiation.

**Practice C2.11:** The written curriculum fosters development of the IB learner profile attributes.

#### **Findings of the Visiting Team:**

There is a section on the ManageBac unit planner that requires teachers to nominate an attribute of the IB learner profile as the focus on the unit; some units identify more than one. Data analytics generated by ManageBac indicate that all subject groups focus on all ten attributes at some point in their three-year programme, apart from the balanced attribute which is less evident than any of the other attributes and not evident at all in any design, arts or mathematics units.

Because some unit plans are limited in the extent to which they explain learning experiences and teaching strategies, it is not usually possible to see how the learner profile attributes are included in the unit. Some teacher reflections refer to the learner profile or its attributes, either in retrospect or as potential for future development.

#### **The IB recommends that:**

Learning experiences and teacher reflections on unit plans should further demonstrate how the development of the IB learner profile is fostered through the units.



## **Standard C3: Teaching and learning**

Teaching and learning reflects IB philosophy.

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

**Practice C3.1:** Teaching and learning aligns with the requirements of the programme(s).

### **Findings of the Visiting Team:**

Discussions with teachers and samples of unit plans show that teachers planning for teaching and learning reflects an understanding of the requirements of the Middle Years Programme and aligns with the requirements of the Queensland state and Australian curricula.

The schools submitted videos, filmed class visits and samples of assessed student work confirm MYP units of inquiry are being taught in each year level and subject group across the programme.

**Practice C3.1a:** Teaching and learning at the school uses global contexts as contexts for inquiry.

### **Findings of the Visiting Team:**

Conversations with teachers and discussions with students during classroom observations emphasize the use of global contexts, statements of inquiry, and student-directed learning experiences that reflect inquiry-based learning. Teachers mention collaboratively reflecting on global contexts and their explorations to develop their relevance and provide examples of how they intentionally use the global contexts to frame and guide the inquiry.

Displays of student work and samples of assessed student work show the use of global contexts for inquiry-based learning.

**Practice C3.1b:** Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.

### **Findings of the Visiting Team:**

Each subject group has produced work programmes as their subject-group overviews, indicating the MYP objectives, concepts and assessment students will work toward for each subject in each year of the MYP programme.

Presentation of student work during classroom observations and samples of assessed student work demonstrate how students are working towards the MYP subject-group objectives.

**Practice C3.2:** Teaching and learning engages students as inquirers and thinkers.

### **Findings of the Visiting Team:**

Discussions with students in meetings and during class visits and samples of assessed student work highlight how MYP statements of inquiry and inquiry questions are being utilized by all subject teachers to provide a frame for inquiry and thinking. Teachers have designed problem-solving units to engage students as inquirers and thinkers within and across subject groups, including STEM unit plans such as the physical and health education and sciences biomechanics unit.

Class visits and discussions with teachers and students show examples of learning experiences that challenge students to be inquirers and thinkers. Students are encouraged to frequently collaborate and work on investigations or design projects related to authentic real-life contexts. Teachers and the MYP coordinator refer to the schools pedagogical framework which provides guidance and justification for inquiry pedagogy, based on Kath Murdoch's work. A pedagogical toolkit that teachers are encouraged to use contains a selection of instructional strategies, many of which are designed to promote inquiry and/or extend students thinking. These pedagogical support materials include thinking routines and explicit models such as the SOLO taxonomy.

**The IB commends:**

The school utilises MYP statements of inquiry to engage students in inquiry across and within each subject group and supports teachers to do this by providing a pedagogical framework and a toolkit of strategies that are focused on inquiry and thinking.

**Practice C3.3:** Teaching and learning builds on what students know and can do.

**Findings of the Visiting Team:**

The schools work programme for each subject and MYP unit plans show that teaching and learning build on what students know and can do which is in alignment with the learning progression requirements for the Queensland state and Australian curricula. Discussions with subject-group teachers provide examples of how they have adapted teaching to build on what students know and can do in order to further align with these curricula.

Class visits show examples and the presentation of students work show opportunities for students to build on what they know and can do. Some teachers describe strategies they use early in units or courses to ascertain prior knowledge.

**Practice C3.4:** Teaching and learning promotes the understanding and practice of academic honesty.

**Findings of the Visiting Team:**

Discussions with the pedagogical leadership team and the digital learning support team members show awareness and understanding of academic integrity and how it is incorporated in teaching and learning in the schools Middle Years Programme. The assessment task template that all teachers are required to use includes a section for students to attest to the academic integrity of their work.

Samples of assessed student work and conversations with teachers and students provide examples of how they use the Turnitin plagiarism detection software and other authenticity checkpoints for all subject groups in each year of the programme. Students describe how their teachers address the skills required to maintain academic integrity while also being able to explain how issues are addressed if plagiarism does occur. The pedagogical toolbox includes note-taking strategies to help students to avoid plagiarism and teachers are able to explain how the relevant skills are built up through the MYP in preparation for the Diploma Programme.

**Practice in Place?** *Yes*

**Practice C3.5:** Teaching and learning supports students to become actively responsible for their own learning.

**Findings of the Visiting Team:**

Presentations of student work and samples of assessed student work show examples of student independent inquiry through the use of process journals, reflection tasks, collaborative investigations, and portfolios of work.

Discussions with students during class visits show examples of students being actively responsible for their own learning. Discussions with subject-group teachers describe how students are given choice to present their learning in different modes and forms, as well as negotiate areas of interest across all subject groups in each year of the MYP programme.

**Practice C3.6:** Teaching and learning addresses human commonality, diversity and multiple perspectives.

#### **Findings of the Visiting Team:**

In conversations with students and samples of assessed student work, students engage with open-ended questions and tasks in order to show an awareness of human commonality, diversity and multiple perspectives. Discussions with subject-group teachers provide examples of students being engaged in learning experiences that extend their understanding of a range of human experiences and points of view.

**Practice C3.7:** 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 Visiting Team:**

The schools language policy outlines plans to address and support the diversity of student language needs. The educational support team explain the range of approaches and strategies that support the maintenance of mother tongue language, literacy, and numeracy skills of all students in each year level of the MYP programme. Teachers mention a number of strategies they use to scaffold content and to gradually develop students academic writing skills. They also mention tools that they encourage students to use such as translating devices, bilingual glossaries and works in translation.

Students and parents have access to a diverse range of online English language and mother tongue digital resources and texts via the schools digital library. Students also mention using some of these for supplementary learning, particularly EduPerfect.

**Practice C3.8:** Teaching and learning demonstrates that all teachers are responsible for language development of students.

#### **Findings of the Visiting Team:**

Discussions with subject-group teachers and samples of assessed student work provide numerous examples of how the teachers have supported the language development of students within their lessons.

All teachers provide detailed examples and explanations of students development of subject-specific terminology, the scaffolding of written and oral assessments, templates to assist the process of investigations and research tasks, and the use of key term glossaries.

#### **The IB commends:**

The school supports the language development of students through learning experiences in every subject group.

**Practice C3.9:** Teaching and learning uses a range and variety of strategies.

### **Findings of the Visiting Team:**

Some of the schools submitted unit plans include details of learning experiences and these indicate that teachers utilise collaborative learning, group work, inquiry and problem-based learning approaches, and open-ended questioning techniques. A range of strategies can also be seen during class visits, as well as on the videos submitted prior to the visit.

Samples of assessed student work show students are encouraged to present their knowledge, skills, and understanding in multimodal forms and modes of communication. The schools pedagogical toolbox provides numerous strategies that are aligned with the pedagogical approach of the MYP. Class visits demonstrate facilitated lessons moving through a clear sequence of strategies.

**Practice C3.10:** Teaching and learning differentiates instruction to meet students' learning needs and styles.

### **Findings of the Visiting Team:**

The schools submitted MYP unit plans show how teaching will be differentiated to meet students learning needs and preferences. Each unit plan includes a standard extract from Student Diversity and the Australian Curriculum Advice for principals, schools and teachers (2013), comprising curriculum and instructional adjustments that may be carried out according to student need.

Discussions with subject teachers explain, and class observations show, that learning is differentiated with the use of information technology, modified instructions, scaffolding, graphic organisers, visible thinking routines, extension and enrichment to meet students learning needs and styles. Conversations with the MYP coordinator reflect her particular expertise regarding strategies to support gifted and talented students; she explains her dual approach of supporting subject teachers differentiation and facilitating co-curricular enrichment such as the Young Einstein students programme.

**Practice C3.11:** Teaching and learning incorporates a range of resources, including information technologies.

### **Findings of the Visiting Team:**

The school is a bring your own device laptop school. Students and staff have 24-hour access to the school learning management system: OneNote Online, DayMap and ManageBac. Discussions with teachers and students outline the extensive use of online resources, subject-specific specialised equipment, the digital library, and OneNote Online for student and staff collaboration, inside and outside of lessons. The school has articulated its pedagogical approach to effective technology integration in various documents and provides leadership and support in the area of e-Learning.

Students and teachers provide examples of units and learning engagements that are made possible due to the availability of sophisticated resources such as 3-D printers, laser cutters and university-level laboratory equipment. Class visits confirm that learning experiences incorporate a range of online resources, collaborative and breakout learning spaces, specialised equipment and resources for STEM (Makerspace, etc), performing arts, and the school co-curricular programmes.

### **The IB commends:**

Teaching and learning incorporates a diverse range of equipment and resources that allow students to carry out authentic and sophisticated projects and investigations and that facilitate flexible, collaborative and self-paced learning.

**Practice C3.12:** 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.

### **Findings of the Visiting Team:**

The schools action plan and conversations with the MYP coordinator indicate that the school is moving toward incorporating more meaningful student action through teaching and learning in the future. Conversations with students about their experience in the MYP show that attitudes and skills related to this practice are being developed but students are focused on applying them to the community project at present.

Videos of lessons and class visits, as well as samples of assessed student work, do not yet fully demonstrate opportunities for students to develop and reflect on meaningful action arising from the classroom. The MYP coordinator reports that discussions have occurred with teachers regarding the potential to draw service as action out of planned units; teachers make fewer references to this area of future development although some can discuss it when prompted.

### **The IB recommends that:**

Teachers should further adapt learning experiences to develop student attitudes and skills that allow for meaningful student action.

**Practice C3.13:** Teaching and learning engages students in reflecting on how, what and why they are learning.

### **Findings of the Visiting Team:**

Some of the schools submitted MYP unit plans outline how teaching and learning engage students in reflecting on how, what and why they are learning. Samples of assessed student work and process journals from arts subjects, design and several other subjects demonstrate some student reflection on their learning. Reflections on students service learning from the community project are not yet available due to the early stage of the projects implementation.

Discussions with subject teachers provide more examples of how they incorporate reflection tasks before, during, and after students learning experiences in the units of inquiry across each year level of MYP programme. Some teachers can discuss the transfer of reflective thinking across the curriculum as an area they are beginning to explore.

**Practice C3.14:** Teaching and learning fosters a stimulating learning environment based on understanding and respect.

### **Findings of the Visiting Team:**

The school fosters a positive learning environment through its pastoral care and positive education programme whereby students are encouraged and supported to be independent, responsible learners and peers. The school runs numerous co-curricular and peer-mentoring programmes to encourage students to be well-rounded and balanced individuals, such as weekly homework clubs, language groups, sport, creative pursuits and STEM-based activities such as robotics. Descriptions of activities that involve students in outreach or community partnerships provide examples of the schools efforts to provide stimulating learning environments that depend on authentic, positive, relationships with members of the wider community. The school also has student and staff working groups (for example, international-mindedness, service, and multicultural groups) that meet regularly to provide student voice in the daily implementation of the programme.

Conversations with teachers, students and parents show that there are mutual attitudes of understanding and respect, both inside and outside the classroom. Teachers and students speak respectfully of one another. Observed interactions between students and students, and students and teachers, appear to be relaxed, respectful and purposeful.

### **The IB commends:**

The school has built a stimulating learning environment based on understanding and respect throughout the school community.

**Practice C3.15:** Teaching and learning encourages students to demonstrate their learning in a variety of ways.

**Findings of the Visiting Team:**

The schools submitted MYP unit plans and class visits indicate that subject teachers utilise collaborative learning, group work, inquiry and problem-based learning approaches, and open-ended questioning techniques as methods for students to prepare work for assessment. Samples of assessed work show that students are encouraged to present their knowledge, skills, and understandings in multimodal forms and modes of communication. These samples and references to summative assessment in the unit plans show that assessments are generally relevant and authentic to their discipline.

**Practice C3.16:** Teaching and learning develops the IB learner profile attributes.

**Findings of the Visiting Team:**

Video evidence of the campus and class visits show that the IB learner profile attributes are prominently displayed and referred to in each classroom. Examples of tasks used during lessons include references to learner profile attributes.

Conversations with teachers and students and school documentation explain the establishment of the IB learner profile postcards to provide encouragement and motivation with students learning inside and outside of the classroom.

**Standard C4: Assessment**

Assessment at the school reflects IB assessment philosophy.

**Practice C4.1:** Assessment at the school aligns with the requirements of the programme(s).

**Findings of the Visiting Team:**

Conversations with teachers, along with curriculum documentation and samples of assessed student work, show that assessment at the school follows all MYP guidelines. Teachers describe how they collaboratively design assessment tasks, articulate task-specific clarifications of the criteria and work together to ensure that the criteria are applied fairly and appropriately. Students and parents references to MYP assessment also confirm that MYP guidelines are being followed and that a common language about assessment has been developed across the school.

The description of the schools assessment philosophy and practices, as set out in the assessment policy, is borne out by this evidence.

**Practice C4.1.a:** The school uses the prescribed assessment criteria for each subject group in each year of the programme.

**Findings of the Visiting Team:**

Curriculum documents indicate that all the MYP assessment criteria are being used in each year of the MYP and that summative tasks are assessed accordingly. Samples of assessed student work from each subject confirm this. The schools templates for summative assessments and for examinations compel teachers to share the appropriate criteria and results summary with students in a consistent format. Teachers also confirm consistency in the application of MYP year 3 criteria for year 7 and 8 subjects and MYP year 5 criteria for year 9 subjects.

In conversations, teachers refer confidently to the criteria and criterion strands when talking about task design, frequency and application of summative assessment.

**Practice in Place?** *Yes*

**Practice C4.1.b:** Teachers standardize their understanding and application of criteria before deciding on achievement levels.

**Findings of the Visiting Team:**

Conversations with teachers demonstrate a common understanding of the application of the MYP assessment criteria. There are documented expectations for the standardization of assessment across subject groups and departments. Teachers describe the process they go through to develop common understandings of tasks and criteria while planning and developing task-specific clarifications together. They also describe a formalized process involving assessment calibration prior to marking and moderating samples afterwards to ensure consistent application of the criteria across year levels.

Heads of subject departments and the MYP coordinator also explain their roles in monitoring the standardization process, contributing to consistent assessment practices across the programme.

**Practice C4.2:** The school communicates its assessment philosophy, policy and procedures to the school community.

**Findings of the Visiting Team:**

The assessment philosophy, policy, and procedures have been communicated to the school community. Both the parents and students that spoke with the visiting team referred to the IB approach to assessment, the 7-point scale for grades and the MYP criteria and levels of achievement. Conversations with various stakeholders underline the importance of student achievement to the school community and therefore the high level of interest in assessment procedures.

Parents refer to a number of meetings and informal opportunities that have enabled them to learn about MYP assessment, as well as mentioning school-provided documentation and conferences with teachers that they have found useful. A detailed MYP assessment guidance handbook is available on the schools website, as is the assessment policy. Parents also express confidence in their childrens understanding of how they are assessed; students explain that teachers provide clear information and take time to discuss the criteria. Students describe how they use assessment feedback in their regular goal-setting, as part of their personal learning plan, and class visits show students reflecting on the criteria when considering how to improve their summative assessment results. Students also discuss the motivational effect of understanding the assessment system on their ability to increase their levels of achievement.

In conversations with the visiting team, teachers also demonstrate a clear understanding of MYP assessment. Members of the pedagogical leadership team share examples of the induction process for teachers new to the school and evidence from the in-school professional development provided to all teachers, both including sessions and guidelines focused specifically on assessment. Teachers show sensitivity to students and parents interest in MYP assessment and provide examples of their efforts to make it transparent and easily understood.

**Practice in Place?** *Yes*

**The IB commends:**

The school community, including parents, understand and support MYP assessment philosophy and procedures. There is a shared understanding of the role that well-informed reflection on the MYP assessment criteria plays in supporting students achievement.

**Practice C4.3:** The school uses a range of strategies and tools to assess student learning.

**Findings of the Visiting Team:**

Samples of unit plans and of assessed student work include a variety of tools and strategies for assessment. Forms of assessment are generally conventional to the subject discipline; their content indicates that teachers endeavour to provide authentic contexts. Teachers provide some examples of assessments where students have a choice over the form that they use to present their work.

**Practice C4.4:** The school provides students with feedback to inform and improve their learning.

**Findings of the Visiting Team:**

Evidence from professional development sessions run by the MYP coordinator demonstrates that the faculty has considered Hatties and Timperleys research on the effective role of feedback in learning. Teachers can explain how they give feedback informally during class and more formally as part of formative and summative assessment. Class visits provide examples of teachers giving verbal and written feedback on students groupwork and completed assessments, respectively. Samples of assessed student work include annotations and comments that focus students attention on the criteria and challenge them to extend their thinking. Parents share their perception that students get a lot of feedback from their teachers about how to improve. They comment that their children can always articulate what they need to do to reach a higher level of achievement.

Samples of unit plans contain few comments about how feedback will be provided to inform and improve student learning although most examples viewed list both formative and summative assessments.

**Practice C4.5:** The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

**Findings of the Visiting Team:**

Teachers and the MYP coordinator explain and share examples from the schools systems for recording assessment data based on MYP criteria. All samples of assessed student work show that achievement levels are identified and recorded on cover sheets in a consistent manner. The assessment policy clearly states expectations regarding teachers recording of MP assessment data so as to enable reporting to be generated by the Accelerus database.

**Practice C4.5.a:** The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.

**Findings of the Visiting Team:**

Conversations with the MYP coordinator and review of the schools service as action handbook confirm that the school is in the process of developing a method of monitoring the quality of students involvement in service, with reference to the MYP learning outcomes for service.

The MYP coordinator demonstrates awareness of the need to establish routines for collecting and monitoring students reflections on their service experiences; she can explain the various options the school is exploring for recording students experiences electronically and housing the evidence. Plans to develop the system using student reflections on OneNote are documented in the service handbook and the MYP action plan; a target date of 30 November 2022 is set down for this to be achieved. No student reflections were available at the time of the visit.



**The IB recommends that:**

The school should implement a solution that allows evidence of students service-learning experiences to be collected and monitored in relation to the MYP learning outcomes for service, as indicated on the MYP action plan.

**Practice C4.6:** The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

**Findings of the Visiting Team:**

Samples of student reports and discussions with teachers and the MYP coordinator regarding the Accelerus software that is used confirm that the school has established good reporting routines that generally conform to MYP guidelines. The academic achievement and engagement report format includes criterion levels for all MYP subjects with grades that are calculated appropriately. The narrative at the beginning of the report makes it clear that term 3 reports show achievement to date, rather than final grades which teachers confirm are calculated at the end of the year.

As well as showing students achievement in relation to MYP criterion levels, the report format includes graphs that show the students relationship to the class average grade per subject. The MYP coordinator explains that this normative measure is required by the education authorities, despite being contrary to the philosophy of MYP criterion-related assessment. Students indicate that they are aware of their position in relation to the class average.

**Practice C4.7:** The school analyses assessment data to inform teaching and learning.

**Findings of the Visiting Team:**

Conversations with the school leadership team indicate that data collection and analysis is a key aspect of the schools evidence-based approach to school improvement and the promotion of student learning. The schools Explicit Improvement Agenda includes Analysis and Discussion of Data, one of the national domains for school improvement, and lists several of the national professional standards for teachers that align with the domain. The schools key performance indicators include 100% of teachers are using Student Data Action Plans and Data Walls to improve student learning outcomes.

Representatives of the schools governing body give examples of educational data that inform their discussions, including but not limited to the data captured by the OneSchool system for Queensland state schools. The schools pedagogical framework shows that a data cycle is integral to professional learning that improves teaching and learning. Members of the pedagogical leadership team describe their regular, systematic review of assessment data and how they feed observations and queries back to teachers for use during collaborative planning. Teachers refer, unprompted, to sources of data that they consider when planning differentiated teaching and learning and developing the curriculum. They provide multiple examples of how and when they consider data as part of reflection and decision-making. Forms of data mentioned or shared with the visiting team include data walls, student data action plans, data placemats and student feedback surveys. Both quantitative and qualitative data are mentioned.

The schools MYP action plan includes further action items with a target date of December 2025, indicating that the school has strategies planned to further leverage this practice.

**The IB comments:**

The school has a well-articulated focus on looking at data as a key strategy for school improvement and the promotion of student learning, including established systems to regularly analyse assessment data to inform teaching and learning. This occurs in all subject groups across the curriculum.

**Practice C4.8:** The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

### **Findings of the Visiting Team:**

In conversations, students and teachers demonstrate understanding of the value of student peer- and self-assessment. The MYP assessment task template and the exam template both include sections for student reflection and self-assessment to provide a good basis for future goal-setting. Samples of assessed student work contain student reflections and peer or self-assessments. Conversations with students about assessment show that they feel engaged in the process.

Samples of unit plans do not show many references to self and peer assessment but conversations with teachers and samples of student work show that it is evident in practice. Class visits show teachers talking about the importance of considering the criteria and students reflecting on their assessment results.

### **The IB commends:**

Teachers in all subject groups regularly provide opportunities for students to participate in, and reflect on, the assessment of their work.

**Practice C4.9:** The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of 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 CP reflective project, depending on the programme(s) offered.

### **Findings of the Visiting Team:**

The school is in its first year of implementation of the community project. Conversations with the MYP coordinator and teachers, as well as school documentation, indicate that procedures are in place to enable students to complete the project successfully. A handbook for parents and students includes information about assessment and the MYP criteria that will apply. Clear process stages and timelines for students and supervisors are provided.

Students in MYP year 4 confidently outline the entire process and understand how they will be assessed at its conclusion. The MYP coordinator describes the training and support provided for supervisors and the plans that are in place for the exhibition of students projects in conjunction with National Science Week. The standardization process that has been planned by the coordinator is supported by a marking guide.

**Practice in Place?** *Yes*