

Summary of QASMT MYP School Authorisation Report

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.

Matters to be addressed

Nil

Commendations

- 1. A.2** *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.
- 2. A.3** *The IB commends:* All groups within the school community demonstrate wide understanding of, and commitment to, the MYP.
- 3. A.6** *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.
- 4. B1.3** *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.
- 5. B2.1** *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).
- 6. B2.5** *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.
- 7. B2.6** *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.

8. **B2.11** *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.
9. **C2.1b** *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.
10. **C3.2** *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.
11. **C3.8** *The IB commends:* The school supports the language development of students through learning experiences in every subject group.
12. **C3.11** *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.
14. **C3.14** *The IB commends:* The school has built a stimulating learning environment based on understanding and respect throughout the school community.
15. **C4.2** *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.
16. **C4.7** *The IB commends:* 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
17. **C4.8** *The IB commends:* Teachers in all subject groups regularly provide opportunities for students to participate in, and reflect on, the assessment of their work.

Recommendations

1. **C1.3** *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.
2. **C2.1.d** *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.
3. **C2.1.e** *The IB recommends that:* The school should further develop interdisciplinary units for MYP year 4.
4. **C2.5** *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.
5. **C2.5a** *The IB recommends that:* The school should plan for opportunities for student involvement in service to be aligned with the MYP learning outcomes.
6. **C2.11** *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.
7. **C3.12** *The IB recommends that:* Teachers should further adapt learning experiences to develop student attitudes and skills that allow for meaningful student action.
8. **C4.5.a** *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.