

PSP 2014

# Evaluation report

IB World Schools Department

## Report on Programme Evaluation

**Head of school:** Mr. Kent Favel

**School:** St Mark's Church School

**IB school code:** 003552

**IB programme:** Primary Years Programme

**Evaluation visit date(s):** Friday 5 March 2021

**Student ages in which all students are engaged in PYP:** 3–4, 4–5, 5–6, 6–7, 7–8, 8–9, 9–10, 10–11, 11–12

Dear Mr. Kent Favel,

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

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

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

The report includes the following:

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

## **Outcome of the evaluation process of your school**

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

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

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

Yours sincerely,



Adrian Kearney

Director of IB World Schools

## Process of the school's self-study

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

## Section A: Philosophy

### Standard A

The school's educational beliefs and values reflect IB philosophy

### Practice 1

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

<b>Findings of the Team</b>	The school has published statements of its mission and philosophy: <ul style="list-style-type: none"> <li>○ in shared areas around the school</li> <li>○ in every classroom</li> <li>○ on the website</li> <li>○ in student diaries</li> <li>○ in marketing material and brochures</li> </ul> The school's statements of mission and philosophy include references that the school: <ul style="list-style-type: none"> <li>○ values education that goes beyond academic development</li> <li>○ encourages awareness beyond the individual and his or her immediate community</li> <li>○ aligns with other elements of the IB mission statement.</li> </ul>
<b>Commendation</b>	To the school for aligning Anglican virtues with that of family values and the IB Learner Profile

## Practice 2

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

<b>Findings of the Team</b>	<p>Conversations with the governing body, administrative and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.</p> <p>Conversations with parents and students confirm their understanding of the philosophy of the IB and compare the mission statement of the school to the same philosophy</p>
<b>Commendation</b>	<p>The governing body, administration and pedagogical leadership contribute to an environment which promotes strong programme implementation, innovative practice and learning, across staff and within the broader school community.</p>

## Practice 3

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

<b>Findings of the Team</b>	<p>Beliefs and values are shared with/by all sections of the school community through assemblies, school functions, parent meetings, workshops, publications, parent volunteer opportunities, etc.</p> <p>Conversations with teachers and the pedagogical leadership team demonstrate their understanding of the programme and its implications for the school.</p> <p>Conversations with parents, students and other members of the school community demonstrate an understanding of the programme.</p> <p>Conversations with members of the parent body and the SMILE initiative (St. Mark's Initiatives and Little Extras) confirm and applaud the philosophy of the programme</p>
<b>Commendation</b>	<p>To the school for bringing together parents, staff and students in an inclusive setting which supports the philosophy of the Primary Years Programme</p>

## Practice 3a

The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision-making and functioning of the school.

<b>Findings of the Team</b>	<p>Pedagogical leaders and teachers are able to explain how the values of the PYP have impacted on the decision-making and functioning of the school.</p> <p>Pedagogical leaders are able to explain how the decision-making and functioning of the school is based upon the provision of opportunities for students to engage fully in the programme through school-related events and activities as shown in curriculum documents and the school calendar.</p> <p>School schedules, the whole school calendar and school academic and social policies reflect how decision making at the school determines the provision of opportunities for students to engage fully in the programme</p>
<b>Commendation</b>	<p>Documentation, strategies engaged and discussions with pedagogical leaders and staff, reveal how the programme and decision making at the school, is guided by the PYP. Documents and resources are consulted to support implementation.</p>

### Practice 3b

The school as a community of learners is committed to a collaborative approach to curriculum development.

<b>Finding of the Team</b>	<p>Conversations with teachers show that the documents submitted are not a product of a sustained collaborative effort: planning by single subject teachers is not always evident.</p> <p>Teachers describe how the POI and policies are developed collaboratively with homeroom teachers.</p> <p>Teachers confirm that some single subject specific teachers do not plan collaboratively with homeroom teachers.</p> <p>PYP planners do not describe a collaborative approach to planning with single subject teachers.</p>
<b>Recommendations</b>	<p>The school should continue to explore ways of ensuring the school community's commitment to a collaborative approach to curriculum development.</p> <p>The school should continue to explore ways of incorporating the single subject teachers into the continued development of the programme</p>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

### Practice 3c

The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

<b>Findings of the Team</b>	<p>Through conversations, members of the school pedagogical leadership team express understanding of the constructivist, inquiry-based approach to teaching and learning and they are able to give examples of how they have supported this.</p> <p>Planned learning engagements and class discussions show evidence of the school's commitment to a constructivist, inquiry-based approach to teaching and learning.</p> <p>Classroom observations show that students are engaged in inquiry and critical thinking.</p> <p>Students are able to share experiences that indicate they have participated in inquiry and are developing critical-thinking skills.</p> <p>Some teachers utilise visible thinking skills such as 'Solo Taxonomy'.</p>
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### Practice 3d

The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.

<b>Findings of the Team</b>	<p>The PYP is used as the framework for teaching and learning in all subject areas; in particular, inquiry-based learning engagements are introduced across the curriculum.</p> <p>The PYP framework is particularly evident in the early year's area of the school which demonstrates an IBPYP rich language environment where the pedagogy of inquiry and agency is demonstrated throughout the school day</p>
<b>Commendation</b>	<p>To the school for demonstrating an effective and engaging atmosphere within the PYP framework</p>

### Practice 3e

The school demonstrates a commitment to transdisciplinary learning.

<b>Finding of the Team</b>	<p>The programme of inquiry and Unit planners show evidence of a transdisciplinary approach to teaching and learning, however, a number of single subject teachers do not contribute to Units</p> <p>Timetables show adequate time for Unit of Inquiry development</p>
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### Practice 4

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

<b>Findings of the Team</b>	<p>There is evidence of the use of the IB learner profile in school policies (student code of conduct, teacher appraisal, etc).</p> <p>Conversations with teachers show understanding of how they develop and promote international-mindedness and the attributes of the IB learner profile.</p> <p>Parents understand and value the development of international-mindedness and have an acute awareness of the IB learner profile.</p> <p>Visits to classrooms and conversations with students demonstrate an understanding of the concept of international-mindedness and the attributes of the IB learner profile.</p> <p>The IB learner profile is a natural part of the school discourse.</p>
<b>Commendation</b>	<p>The school promotes an atmosphere of respect for and understanding of the IB Learner Profile in every setting in the school</p>

## Practice 5

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

<p><b>Findings of the Team</b></p>	<p>Conversations with teachers, students and parents reveal that students are given various opportunities and the power to choose to act; students decide on their actions; and time is allocated to reflect on these actions.</p> <ul style="list-style-type: none"> <li>○ action is modelled by the adults in the community</li> <li>○ action in which the school engages is based on the needs of the school and the local community</li> <li>○ action is voluntary and involves students in exercising their own initiative (with appropriate adult support)</li> <li>○ action is based on students' concrete experiences</li> <li>○ students are able to describe and reflect on their personal action</li> <li>○ student action is recognized and is recorded in newsletters and assemblies when appropriate</li> </ul> <p>The programme 'SeeSaw' is a platform to share action</p>
<p><b>Commendation</b></p>	<p>The school and the school community; the church, parents, students and friends cooperatively show action in its various forms</p>

## Practice 6

The school promotes open communication based on understanding and respect.

<p><b>Findings of the Team</b></p>	<p>Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email, etc.</p> <p>Parents are comfortable during the meeting and voice their questions and concerns.</p> <p>Teachers express themselves openly during meetings.</p> <p>Students express themselves openly and respectfully.</p> <p>Newsletters, publications, website, emails, etc are made for and by students, parents and staff.</p> <p>Essential agreements on the use of these modes of communication are agreed upon and understood by all.</p> <p>Parents express that they are encouraged to be in close contact with their child's classroom teacher and are welcomed into the school.</p>
<p><b>Commendation</b></p>	<p>Conversations with parents confirm they are encouraged to be in close contact with the school and enjoy the friendship of other parents and students</p>

## Practice 7

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

<b>Finding of the Team</b>	<p>The school has appointed an ESOL and mother tongue coordinator.</p> <p>Te reo Māori, the host language, is used by some teachers as part of their teaching.</p> <p>The Central Idea and classroom signage is written in English, Te reo Māori and Spanish</p>
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## Practice 7a

The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of 7. Schools with two languages of instruction are not required to offer an additional language.

<b>Finding of the Team</b>	<p>Class timetables show that additional language learning is offered regularly (once a week) to all classes.</p> <p>The language offered in the PYP reflect the needs and interests of the student and parent body.</p> <p>The school has developed curriculum documents for the teaching of an additional language.</p>
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## Practice 7b

The school supports mother tongue and host country language learning.

<b>Findings of the Team</b>	<p>Teachers are able to share ways in which mother tongue and host country or regional languages are supported within the curriculum and throughout the school.</p> <p>Observations of homeroom lessons demonstrate that the host country language (Māori) is valued and taught in some contexts.</p> <p>The Preschool/Early learning area incorporate Māori language in a number of activities in the school.</p> <p>Primary classes incorporate activities associated with Māori culture in the transdisciplinary framework of their units</p>
<b>Commendation</b>	<p>The school effectively supports student language learning through supporting the development of students' mother tongues and the acquisition of other languages, including the host country or regional language and culture.</p>

## Practice 8

The school participates in the IB world community.

<b>Findings of the Team</b>	<p>School leaders have developed connections with other IB schools and/or regional associations of IB World Schools.</p> <p>Teachers have communicated with other IB World Schools.</p> <p>Some staff members indicate they access MYIB and blogs to enhance their IB knowledge and appreciation.</p> <p>The principal has attended a number of IB Heads meetings in the period of the evaluation.</p>
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## Practice 9 + 9a

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

<b>Findings of the Team</b>	<p>The school provides opportunities for students to be grouped and regrouped but does not practise streaming or setting of students (eg gifted classes).</p> <p>The PYP is implemented as an inclusive programme for students.</p> <p>The school has a dedicated Learning Support Associate Dean to support teachers and students.</p> <p>The school has adopted the Arrowsmith programme which provides paid therapy for students who experience learning difficulties and who meet the criteria for inclusion into this programme</p>
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## Conclusion of the IB

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

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Section B: Organization

### Standard B1: Leadership and structure

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

#### Practice 1

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

<b>Findings of the Team</b>	<p>Conversations with the governing body show that:</p> <ul style="list-style-type: none"><li>○ it is aware of the implementation and development of the programme at the school</li><li>○ systems are in place to keep the governing body informed about the ongoing implementation of the programme.</li></ul> <p>Conversations with the pedagogical leadership team show that:</p> <ul style="list-style-type: none"><li>○ it has kept the governing body informed about implementation and development of the programme at the school</li><li>○ systems are in place to keep the governing body informed about the ongoing implementation of the programme.</li></ul> <p>A meeting with the Board confirms their dedication to the ongoing success of the programme and their appreciation of the way the PYP Coordinator keeps them informed of the additions (Enhancements etc.) to the programme</p>
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#### Practice 2

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

<b>Finding of the Team</b>	Members of the pedagogical leadership team express that they are empowered by the school in making decisions for the proper implementation of the programme.
<b>Commendation</b>	The school has developed a governance and leadership structure that supports all aspects of the implementation of the programme.

#### Practice 2a

The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.

<b>Finding of the Team</b>	The pedagogical leadership team meets regularly and works collaboratively. The structure of the leadership team is such that aspects of the programme are supported by dedicated leaders
<b>Commendation</b>	The school has invested in its leaders to promote and support the implementation of the programme

## Practice 2b

The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.

<b>Findings of the Team</b>	<p>Through conversations with the pedagogical leadership team, it is evident that they demonstrate an understanding of the benefits and challenges of programme implementation.</p> <p>The governance and leadership structure supports teachers in the implementation of the programme.</p>
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## Practice 3

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

<b>Findings of the Team</b>	<p>Teachers discuss the support and guidance that the PYP coordinator and members of the pedagogical leadership team extend.</p> <p>The pedagogical leadership team demonstrate an understanding of the benefits and challenges of programme implementation.</p> <p>The head of school/school principal and the PYP coordinator are involved in meetings to inform the community about the programme.</p> <p>The head of school/school principal and the PYP coordinator lead or are involved in planned activities to support teachers.</p>
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## Practice 4

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

<b>Findings of the Team</b>	<p>Conversations with the PYP coordinator indicate sufficient time and resources are allocated in order for him or her to carry out the responsibilities of the role.</p> <p>Conversations with teachers indicate that the PYP coordinator devotes time to support them, particularly through the collaborative planning process.</p> <p>The PYP coordinator ensures that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.</p>
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## Practice 5

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

<b>Finding of the Team</b>	<p>School policies and practices have been refined or developed to reflect the values of, and support the implementation of, the PYP (where these are not part of a and b below, for example, appraisal procedures, recruitment, student council, etc).</p>
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### Practice 5a

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

<b>Findings of the Team</b>	<p>Practices in the school support mother tongues, include host country or regional languages and culture, and take into account student's language learning needs.</p> <p>Conversations with the leadership team and teachers reflect the process by which the language policy review/development took place and how different stakeholders were involved.</p> <p>The library/media centre has a collection of resources in the mother tongue languages of students represented in the community.</p> <p>The librarian has developed a system of daily provocations to inspire students to inquire.</p> <p>Students speak of their excitement when they utilise the library at lunchtimes to engage in various inquiry activities.</p>
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### Practice 5b

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

<b>Finding of the Team</b>	<p>The following agreements are established and understood by all members of the pedagogical leadership team and teachers:</p> <ul style="list-style-type: none"><li>○ structure of assessment</li><li>○ frequency of assessment</li><li>○ what will be assessed</li><li>○ responsibility for assessment</li><li>○ recording, analysis, reporting of and access to assessment information</li><li>○ review cycle for assessment policy.</li></ul>
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### Practice 6

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

<b>Finding of the Team</b>	<p>The pedagogical leadership team describes plans for the ongoing development of the programme.</p>
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### Practice 7

The school carries out programme evaluation involving all stakeholders.

<b>Finding of the Team</b>	<p>Conversations with stakeholders demonstrate their involvement in, and understanding of, the self-study process.</p> <p>Conversations with teachers and evidence shown in the self study confirm that all teachers, school leaders, the Board and some parents were actively involved in the self study.</p> <p>The school used parent, student and teacher surveys to add to the information gained for the self study.</p>
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## Conclusion of the IB

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

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	N/A	Shows Satisfactory Development

## Standard B2: Resources and support

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

### Practice 1

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

<b>Findings of the Team</b>	<p>Conversations with the governing body show understanding and support of the financial requirements of the programme.</p> <p>Documents shown to the visiting team confirm the budget is set for the ongoing support of the programme</p> <p>Conversations with teachers show that resources to implement the programme are in place or there are plans to put them in place.</p> <p>A virtual tour of the school by students shows significant resources to support the programme.</p> <p>Conversations with students confirm they are able to perform experiments in the Science room and can access single subjects in the Art Room, Music room, Multi Purpose Hall and greenspaces which are shared with the neighbouring school.</p>
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## Practice 2

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

<b>Findings of the Team</b>	<p>Conversations with the pedagogical leadership team indicate that systems are in place for ongoing development and training of teachers to ensure that they are qualified to teach the programme.</p> <p>The school provides support for teachers to gain recognized qualifications.</p> <p>The school succeeds in maintaining qualified staff and addressing any turnover issues.</p> <p>The leadership team continue to seek opportunities for staff to engage in 'job a like' sessions with other IB schools and to engage in on-line IB PD during this time.</p>
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## Practice 3 + 3a

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

<b>Finding of the Team</b>	<p>The teaching staff have access to PYP documents and are able to avail themselves of relevant professional development opportunities to allow for a greater understanding of a constructivist, inquiry-based approach to teaching and learning.</p> <p>The PYP Coordinator confirm that staff attend in-school workshops and on-line courses.</p>
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## Practice 4

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

<b>Finding of the Team</b>	<p>Homeroom teachers do not meet regularly with all single subject teachers Teachers comment on planning meetings for collaboration among all teachers being difficult to organize.</p> <p>Conversations with some teaching staff show concern that some single subject teachers do not value collaboration time with the homeroom teacher to support the Programme of Inquiry</p>
<b>Recommendations</b>	<p>The school should provide meeting time to allow for planning in vertical teams.</p> <p>The school should provide meeting time to allow for planning with single-subject teachers and teacher-librarian(s).</p> <p>The school should develop and implement collaborative planning structures that will provide all teachers with the opportunity for ongoing collaboration on the transdisciplinary programme of inquiry and units of inquiry.</p>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

## Practice 5

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

<b>Findings of the Team</b>	<p>There is space for students to work independently, in small groups or as a whole class.</p> <p>Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration.</p> <p>A tour of the facilities and conversations with teachers, the PYP coordinator and the pedagogical leadership team confirms the descriptions in the self-study.</p>
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## Practice 6

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

<b>Findings of the Team</b>	<p>The librarian's role includes responsibilities with respect to the programme.</p> <p>The librarian has attended an IB workshop to become familiar with the programme.</p> <p>The librarian demonstrates understanding of his or her role in the programme.</p> <p>A visit to the library shows:</p> <ul style="list-style-type: none"><li>○ the set-up of the library allows for students to work independently and for teachers to work with groups of students (if applicable)</li><li>○ library resources are catalogued to allow easy access to all students and teachers</li><li>○ the schedule promotes the ongoing use of the library during school time, and sometimes beyond</li><li>○ the library environment reflects the philosophy of the PYP in displays, books, audio-visual materials and in a physical layout that promotes inquiry.</li></ul> <p>A virtual visit to the library shows a student friendly environment where students are encouraged to independently research material and are given agency to choose from Ebooks, Audio books and fiction/non-fiction material.</p> <p>Students demonstrate understanding of the role of the library in the school and use the library actively.</p> <p>Students discuss their enthusiasm for attending the library at lunchtimes when there is an array of activities to provoke inquiry.</p>
<b>Commendations</b>	<p>The librarian/teacher-librarian and information technology (IT) specialist actively participate in regular collaborative meetings at grade levels.</p> <p>The librarian's role includes responsibilities related to the development and support of the programme.</p> <p>The librarian is actively involved in the progression of the programme and encourages students to openly inquire by facilitating opportunities to explore possibilities in their learning.</p>

## Practice 7

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

<b>Findings of the Team</b>	There is a statement of the school's philosophy for the use and provision of IT. Teachers and students demonstrate the use of a variety of resources on global issues and diverse perspectives.
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## Practice 8

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

<b>Finding of the Team</b>	Conversations with teachers and the PYP coordinator indicate awareness of the special educational needs of students and the support offered by the school. There is a dedicated team of special needs support teachers. Teachers speak of how students are referred to specialist support.
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## Practice 9

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

<b>Findings of the Team</b>	The student handbook or pastoral care policy identifies support services available to guide and counsel students through the programme. Teachers are aware that they have the responsibility to support each student's personal, social and physical development through all learning engagements. Students attend Chapel once a week and may engage with the Chaplain should they require counselling
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## Practice 10 + 10a

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

<b>Findings of the Team</b>	The student schedule or timetable enables teachers to focus on both the transdisciplinary and disciplinary areas of the programme. Teachers express that the student schedule enables them to focus on both the transdisciplinary and disciplinary areas of the programme.
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## Practice 11

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

<b>Findings of the Team</b>	Teachers and students can give examples of using expertise found in the community within the curriculum. Conversations with the parents and the school board confirm their involvement in the ongoing development of the PYP Parents and the wider community describe how they are valued as contributors to the teaching and the learning at St Mark's
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## Practice 12

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

<b>Findings of the Team</b>	<p>Conversations with teachers show that they:</p> <ul style="list-style-type: none"> <li>○ are aware of the requirements of the PYP exhibition</li> <li>○ have discussed and understand the process to support the PYP exhibition.</li> </ul> <p>Conversations with the PYP coordinator show understanding of the process of the PYP exhibition and the resources required.</p> <p>Conversations with students who were at St Mark's the previous year, and completed their Exhibition, describe how the experience was extremely valuable and how it gave them confidence and provided opportunities to work both collaboratively and independently.</p> <p>Students describe an atmosphere of support, where action is undertaken as a natural consequence of the unit studied.</p>
<b>Commendation</b>	<p>Teachers empower students in the last year of the PYP to actively take action through the Exhibition and its associated learnings.</p>

## Conclusion of the IB

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

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	N/A	Shows Satisfactory Development

## Section C: Curriculum

### Standard C1: Collaborative planning

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

#### Practice 1

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

<b>Findings of the Team</b>	Teachers are not able to explain how they plan and reflect collaboratively in order to meet the requirements of the programme.  After the planning process is completed, teachers do not reflect on how effective their planning is.  Conversations with the PYP Coordinator and single subject teachers confirm single subject teachers do not attend collaborative planning meetings regularly.
<b>Recommendations</b>	The school should facilitate collaborative planning meetings for the development of the programme of inquiry and corresponding units of inquiry.  The school should ensure that all members of the teaching staff attend collaborative planning when it is appropriate.
<b>Action Plan</b>	School included appropriate actions in Action Plan.

#### Practice 1a

The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.

<b>Finding of the Team</b>	Teachers are not able to explain how the programme of inquiry and PYP planners are a product of sustained collaborative work.  Some teachers are able to explain how the programme of inquiry and PYP planners are a product of sustained collaborative work with all teachers, however, single subject teachers choose not to be involved fully in the process.
<b>Recommendations</b>	The school should ensure the programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.  The school should provide opportunities for all single-subject teachers (including teachers in physical education, the arts, religious studies) to have input into the programme of inquiry and to negotiate the timing of units in order to work around their own curriculum.
<b>Action Plan</b>	School included appropriate actions in Action Plan.

#### Practice 1b

b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.

<b>Finding of the Team</b>	Unit planners are used by classroom and single-subject teachers.
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### Practice 1c

- c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

<b>Finding of the Team</b>	Planning is structured around the exploration of a central idea and lines of inquiry. Samples of completed planners show that the essential elements of learning—knowledge, concepts, skills, attitudes and action—are identified.
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### Practice 2

Collaborative planning and reflection take place regularly and systematically.

<b>Findings of the Team</b>	Allocated meeting time is used systematically for collaborative planning and reflection.  The PYP Coordinator meets regularly with grade level teachers.  Conversations with homeroom teachers confirm they are given release time during school hours to meet with their team.  Teachers are able to explain how expected objectives are achieved through meetings.
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### Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

<b>Finding of the Team</b>	Teachers are able to describe how the planning process allows them to collaborate and reflect on the vertical and horizontal articulation of the programme.
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### Practice 3a

There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

<b>Findings of the Team</b>	Teachers are not able to describe the process by which the subject-specific scope and sequence documents are integrated with the programme of inquiry.  The integration of the subject-specific scope and sequence documents and the programme of inquiry (for example, a curriculum map) has not been documented.
<b>Recommendation</b>	The school should further develop a systematic approach to integrate the subject-specific scope and sequence expectations with the programme of inquiry.
<b>Action Plan</b>	School included appropriate actions in Action Plan.

### Practice 3b

The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

<b>Finding of the Team</b>	Teachers are not able to discuss how their current programme of inquiry reflects balance and articulation between the transdisciplinary units of inquiry and additional single subjects.
<b>Recommendation</b>	The school should develop a process that will ensure balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.
<b>Action Plan</b>	School included appropriate actions in Action Plan.

### Practice 4

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

<b>Findings of the Team</b>	Annual curriculum maps or electronic systems are available, and teachers can explain how these were developed collaboratively.  Teachers can explain how they are able to have an overview of students' learning experiences.
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### Practice 4a

The school provides for easy access to completed Primary Years Programme planners.

<b>Findings of the Team</b>	Teachers describe how and where they can access completed PYP planners.  Teachers express a common, established system for storing, updating and retrieving planners.
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### Practice 4b

The school ensures that Primary Years Programme planners are coherent records of student learning.

<b>Findings of the Team</b>	Teachers explain how the unit planners are used to ensure that student learning is recorded.  Teachers have an agreed process for updating unit planners in order to record ongoing student learning.  Unit planners are used as records of planning, assessment, reflection and recommendations for revision.
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## Practice 5

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

<b>Findings of the Team</b>	<p>Teachers describe agreed expectations of student learning (in terms of formative and summative assessment and learning outcomes) and are able to explain how these are used in collaborative planning.</p> <p>Teachers describe how established learning outcomes as published on scope and sequences documents are used as a basis for collaborative planning and reflection.</p>
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## Practice 6

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

<b>Findings of the Team</b>	<p>Teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles.</p> <p>Visits to classrooms and conversations with teachers describe how learning is differentiated to accommodate students' learning styles and differences.</p> <p>Some planners shown to the visiting team confirm differentiation when appropriate.</p> <p>Observations show students completing different worksheets according to their grouping.</p>
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## Practice 7

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

<b>Finding of the Team</b>	<p>Teachers are able to explain how assessed student work informs the refinement and revision of the programme of inquiry and corresponding unit planners.</p> <p>Discussions with teachers describe how previous planners provide information for future planning.</p> <p>Grade 8 teachers describe The Exhibition process and additional information (videos, interviews etc.) which is accessed on the teacher portal as providing historical information and ideas with which to plan future exhibitions.</p>
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## Practice 8

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

<b>Finding of the Team</b>	<p>The school's language policy aligns with the expectations of the PYP curriculum framework and identifies all teachers as teachers of language. The school collaboratively reviewed and updated their language policy in 2019.</p> <p>Conversations with teachers confirm that they were involved in the creation of the language policy.</p> <p>Observations of classrooms show a language rich environment where English, Spanish and National language</p>
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## Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

<b>Finding of the Team</b>	Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and reflection.
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## Conclusion of the IB

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

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

## Practice 1

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

<b>Findings of the Team</b>	Subject-specific scope and sequence documents address all the elements of the PYP.  All units have been documented according to the PYP unit planning process.  Supporting curriculum documents have been developed in order to have an overview of the vertical and horizontal articulation of the programme.  The Science Scope and Sequence documents for Year 7 & 8 link to the New Zealand curriculum
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### Practice 1a

The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.

<b>Finding of the Team</b>	The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.
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### Practice 1b

The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.

<b>Finding of the Team</b>	Horizontal and vertical articulation of the essential elements of the PYP is reflected in the programme of inquiry. Discussions with the PYP Coordinator describe each unit being framed in terms of the transdisciplinary theme with global significance. Discussion with teachers show they have knowledge of the previous year level's unit and build on knowledge and skills.
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### Practice 1c

The Primary Years Programme exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

<b>Finding of the Team</b>	The programme of inquiry indicates that the PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme. Discussions with students indicate the exhibition is a well organised and effective learning experience, culminating in authentic action.
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### Practice 1d

There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.

<b>Findings of the Team</b>	Unit planners and other curriculum documents explicitly state how each of the essential elements are addressed through students' learning experiences. The PYP coordinator can explain how the essential elements are addressed through the programme of inquiry and other single subjects. Teachers and students are able to present student work that provides further information on how past units of inquiry have addressed the five essential elements.
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## Practice 2

The written curriculum is available to the school community.

<b>Findings of the Team</b>	<p>Parents confirm that they know where to access the programme of inquiry. Conversations with the parent group confirm they have attended information sessions on inquiry and the written curriculum.</p> <p>Parents know where to access information on the general learning outcomes for their child's year/grade level.</p> <p>Parents speak enthusiastically of how they access their childrens' achievements on 'see-saw' - an app that sends information via the teacher/student to parents.</p> <p>The programme of inquiry is visible in the school.</p> <p>A virtual tour of the school shows the Programme of Inquiry is visible in some shared areas around the school.</p>
<b>Commendation</b>	<p>The PYP Coordinator regularly updates the community on aspects of the written curriculum and the Programme of Inquiry.</p>

## Practice 3

The written curriculum builds on students' previous learning experiences.

<b>Finding of the Team</b>	<p>Some teachers do not show examples of differentiation in the written curriculum to take into account students' previous learning experiences.</p> <p>Few unit planners indicate pre-assessments to support teachers' understanding of students' previous learning experiences.</p> <p>Conversations with students describe how some teachers take into account prior learning and previous learning experiences, however, visits to classrooms show this is not universal.</p>
<b>Recommendation</b>	<p>The school should further develop ways to ensure the curriculum builds on students' previous learning experiences.</p>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

## Practice 4

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

<b>Findings of the Team</b>	<p>Curriculum overviews are based on PYP unit planners and show progression of knowledge, concepts, skills and attitudes to be developed over time.</p> <p>Teachers are able to point out the knowledge, concepts, skills and attitudes to be developed over time in their written curriculum.</p> <p>Scope and sequence documents clearly indicate progression of skills to be developed over time.</p>
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#### Practice 4a

The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area.

<b>Findings of the Team</b>	<p>The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each of the following PYP subject areas:</p> <ul style="list-style-type: none"><li>○ language</li><li>○ mathematics</li><li>○ science</li><li>○ social studies</li><li>○ personal, social and physical education</li><li>○ arts (dance, drama, music, and/or visual arts).</li></ul> <p>The scope and sequence documents for each of the subject areas describe learning outcomes for all ages in the school.</p>
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#### Practice 4b

The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.

<b>Finding of the Team</b>	<p>The overall expectations outlined in the scope and sequence documents are developmentally appropriate.</p> <p>Conversations with teachers describe how they refer to the national curriculum to confirm the outcomes of the school's scope and sequence are appropriate</p>
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#### Practice 5

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

<b>Finding of the Team</b>	<p>Teachers can demonstrate how the school's expectations for service involvement are rooted in the curriculum.</p> <p>Conversations with students, teacher and parents describe a school where service is at the core of their belief system.</p> <p>Students describe their authentic action and service.</p> <p>Parents describe 'action' as being part of the school culture which emanates from the teachings at the school.</p>
<b>Commendation</b>	<p>PYP unit planners include diverse opportunities for student action.</p>

#### Practice 6

The written curriculum incorporates relevant experiences for students.

<b>Finding of the Team</b>	<p>Teachers can explain how unit planners incorporate relevant experiences for students.</p>
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## Practice 6a

The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

<b>Finding of the Team</b>	Teachers are able to describe how previous units of inquiry have been significant, relevant, engaging and challenging.  Conversations with the parent community indicate a written curriculum which is relevant to their children and is robust in its challenges.
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## Practice 7

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

<b>Finding of the Team</b>	Teachers can explain how unit planners include learning experiences that promote students' awareness of individual, local, national and world issues.  Students speak of how their experiences through the units of inquiry develop skills of empathy, awareness and knowledge about the world and its conflicts.  Observations, conversations and classroom displays indicate an acute awareness of local, national and world issues and the action taken by students in this regard.
<b>Commendation</b>	The school promotes students' awareness of individual, local, national and world issues through explicit links with central ideas and lines of inquiry in the school's programme of inquiry.

## Practice 7a

The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.

<b>Findings of the Team</b>	Teachers can relate learning experiences that focused on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems.  Classroom displays and student work show information on how students have focused on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems.  Students can relate personal experiences on how they have been able to share their own culture and belief systems with their peers through the units of inquiry.
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## Practice 8

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

<b>Finding of the Team</b>	The programme of inquiry has central ideas and lines of inquiry that focus on commonality, diversity and multiple perspectives.
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## Practice 9

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

<b>Findings of the Team</b>	<p>The school has established a curriculum review cycle or policy that aligns with the IB's published curriculum cycle.</p> <p>Teachers are familiar with MYIB and some speak of utilising blogs which help with their teaching and learning</p>
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## Practice 9a

There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

<b>Finding of the Team</b>	<p>The PYP coordinator and teachers are able to explain the system for the regular review and refinement of the programme of inquiry, units of inquiry and the subject-specific scope and sequences.</p> <p>The school has developed curriculum teams which have responsibility for areas within the curriculum - STEAM, Language, The Arts, PSPE, Social Studies, Religious Education, Service Learning, ICT and Sport</p>
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## Practice 10

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

<b>Finding of the Team</b>	<p>The pedagogical leadership team can explain plans made and actions taken to incorporate the policies into the written curriculum.</p> <p>There is a policy committee.</p> <p>Conversations with the pedagogical team outline the organisation of reviews through the policy committees which incorporate Health and Safety, Appraisal, PCT, Learning Support, Pastoral Care, international students and PC School as well as curriculum leaders.</p>
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## Practice 11

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

<b>Finding of the Team</b>	<p>Reflections on unit planners include thoughts on how the unit has fostered the development of the IB learner profile attributes.</p> <p>Samples of PYP unit planners include learning experiences that foster the development of the IB learner profile attributes.</p> <p>Conversations with students and teachers describe how the learner profile attributes are applauded through house points, certificate and general discourse.</p> <p>Parents confirm that the learner profile has fostered good habits with their children.</p> <p>The visiting team confirm the students' portrayal of learner profile characteristics</p>
<b>Commendation</b>	<p>The school for acknowledging and incorporating the learner profile attributes in daily discourse and the written curriculum</p>

## Conclusion of the IB

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

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

### Practice 1

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

<b>Findings of the Team</b>	<p>Samples of student work confirm that PYP units of inquiry have been taught.</p> <p>Classroom observations confirm that PYP units of inquiry are being taught.</p> <p>Classroom displays and samples of assessed student work demonstrate that teaching and learning align with the requirements of the programme.</p>
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### Practice 1a

The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.

<b>Findings of the Team</b>	Students are able to display coherence in learning when they share their understandings of the units of inquiry.  Teachers are able to describe ways in which students have been involved in learning engagements that provide them with an opportunity to experience coherence in their learning.
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### Practice 1b

The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.

<b>Finding of the Team</b>	The school demonstrates commitment to transdisciplinary learning by ensuring that each unit of inquiry is collaboratively designed, planned and facilitated between the classroom teachers and some specialist teachers to deliver the subjects included in each unit of inquiry.
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### Practice 1c

The school ensures that personal and social education is the responsibility of all teachers.

<b>Findings of the Team</b>	The pedagogical leadership team and teachers describe how they, in their various roles in the school, support the students' personal and social education.  Personal and social education activities are evidently taking place throughout the school.  Parents describe how the mission is lived and breathed throughout the school
<b>Commendation</b>	To the whole school community for ensuring that student welfare is at the centre of the mission and vision of the school

### Practice 2

Teaching and learning engages students as inquirers and thinkers

<b>Findings of the Team</b>	Displays and samples of student work give examples of how PYP unit questions provide a framework for student inquiry and critical thinking.  Teachers and students can give examples of learning experiences that encourage students to be inquirers and thinkers.  Classroom observations demonstrate engagement of students as inquirers and thinkers.
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## Practice 2a

The school ensures that inquiry is used across the curriculum and by all teachers.

<b>Findings of the Team</b>	<p>Classroom observations show students engaged in inquiry where students:</p> <ul style="list-style-type: none"><li>○ explore, wonder and question</li><li>○ experiment and play with possibilities</li><li>○ make connections between previous learning and current learning</li><li>○ make predictions and act purposefully to see what happens</li><li>○ collect data and report findings</li><li>○ make and test theories</li><li>○ research and seek information</li><li>○ solve problems in a variety of ways.</li></ul> <p>Classroom displays, learning journals, and/or portfolios provide evidence of students' engagement with inquiry cycle models.</p> <p>Students are able to share their understanding of inquiry and the inquiry cycle. Visits to the classrooms (remotely) show inquiry cycles; students are able to describe how they use the cycle in their learning.</p>
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## Practice 3

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

<b>Finding of the Team</b>	<p>Some teachers cannot give examples of how formative assessment and ongoing student reflection are used in refining their teaching.</p> <p>Some sample unit planners do not show evidence of pre-assessments taking place.</p>
<b>Recommendation</b>	<p>The school should ensure that records of pre-assessment are utilized in planning and refining learning engagements.</p>
<b>Action Plan</b>	<p>School did not include appropriate actions in Action Plan.</p>

## Practice 3a

Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

<b>Findings of the Team</b>	<p>Teachers express the ways in which they exercise differentiation in their teaching and learning.</p> <p>Students are grouped and regrouped for a variety of learning situations.</p> <p>Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities.</p>
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#### Practice 4

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

<b>Findings of the Team</b>	<p>In conversations, members of the school community show awareness and understanding of academic honesty and the associated practices.</p> <p>Conversations with students show a common understanding of and adherence to academic honesty.</p> <p>Conversations with the leadership team and the librarian confirm students are explicitly taught how to acknowledge sources of information.</p>
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#### Practice 5

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

<b>Findings of the Team</b>	<p>Displays and samples of assessed student work show examples of students' independent inquiry.</p> <p>Classroom observations show examples of students being actively responsible for their own learning.</p> <p>Exhibition teachers and students can give examples of learning experiences where students were encouraged to be actively responsible for their own learning.</p> <p>Discussions with small groups of students confirm they are given agency to be independent learners.</p> <p>Students discuss how they are able to work in teams or as individuals.</p>
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#### Practice 6

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

<b>Finding of the Team</b>	<p>In conversations with students and in classroom observations, students show an awareness of human commonality, diversity and multiple perspectives.</p> <p>Parents and the Board indicate that the school students demonstrate an awareness of others' beliefs and cultures and applaud diversity in all its forms</p>
<b>Commendation</b>	<p>To the school and students for displaying international mindedness and an awareness of multiple perspectives</p>

#### Practice 7

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

<b>Findings of the Team</b>	<p>Support structures are provided in the classroom for students working in languages other than their mother tongue.</p> <p>Teachers can give examples of how they meet the diversity of student language needs.</p> <p>A dedicated team of ESOL teachers provide support for students in the 'international hub' and within the classrooms.</p>
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### Practice 8

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

<b>Finding of the Team</b>	Teachers can give examples of how they have supported the language development of students.
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### Practice 9

Teaching and learning uses a range and variety of strategies.

<b>Findings of the Team</b>	Classroom observations show a variety of teaching and learning strategies. Teachers can give examples of a variety of strategies used in their lessons.
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### Practice 10

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

<b>Finding of the Team</b>	Some teachers and students cannot give examples of differentiated instruction. Class visits and conversations with students do not show that differentiation is used by all teachers in all contexts.
<b>Recommendation</b>	The school should further explore developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles. <ul style="list-style-type: none"><li>○ <i>Recommendation repeated from previous report.</i></li></ul>
<b>Action Plan</b>	School included appropriate actions in Action Plan.

### Practice 10a

The school provides for grouping and regrouping of students for a variety of learning purposes.

<b>Findings of the Team</b>	Teachers describe when and how they group and regroup students according to a variety of learning purposes. The PYP coordinator describes ways in which students are grouped and regrouped in the various year/grade levels.
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### Practice 11

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

<b>Finding of the Team</b>	Classroom observations confirm that learning experiences incorporate a range of resources, including specialized equipment and learning technologies. Visits to the classrooms confirm the use of technology in the classrooms; students are observed using Ipads and laptop computers and teachers utilise interactive white boards. A visit to the library shows students accessing library titles on the library computer system.
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## Practice 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.

<b>Findings of the Team</b>	<p>Samples of assessed student work demonstrate opportunities for students to develop meaningful action.</p> <p>Conversations with students confirm that action and service is active within the school.</p> <p>Exhibition students speak enthusiastically of action as a natural product of a sustained inquiry.</p> <p>Students' self-reflections show awareness of attitudes and skills that allow for meaningful action.</p>
<b>Commendation</b>	<p>To the school community for its proactive approach to taking action in the community.</p>

## Practice 13

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

<b>Finding of the Team</b>	<p>Students can give examples of reflection on their learning. Conversations with teachers describe how they ask and receive feedback and reflections on the units and general practices.</p>
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## Practice 14

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

<b>Findings of the Team</b>	<p>Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom.</p> <p>Students and teachers speak respectfully of and with each other.</p> <p>Conversations with the parent group confirm an atmosphere of respect and understanding within the school; they describe a school where diversity, empathy and consideration abound.</p>
<b>Commendation</b>	<p>The school has built a stimulating learning environment based on understanding and respect throughout the school community.</p>

### Practice 14a

The school provides environments in which students work both independently and collaboratively.

<b>Findings of the Team</b>	<p>Classrooms are arranged in such a way as to allow students to work independently and collaboratively.</p> <p>All learning areas (classrooms, library, etc) are conducive to working independently and collaboratively.</p> <p>Classroom furniture is designed in such a way that it encourages opportunities to work both independently and collaboratively.</p> <p>Classroom observations show students working both independently and collaboratively.</p> <p>Most teachers allow students the flexibility to decide whether to work independently or collaboratively, depending on the subject and the task.</p>
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### Practice 14b

Teaching and learning empowers students to take self-initiated action as a result of the learning.

<b>Findings of the Team</b>	<p>Classroom displays and student work show ways in which students were empowered to take self-initiated action.</p> <p>Students are able to relate instances when they took self-initiated action as a result of their own learning.</p> <p>Samples of student reflections show how students have taken self-initiated action.</p>
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### Practice 15

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

<b>Findings of the Team</b>	<p>Displays and samples of student work show that students can demonstrate their understanding in a variety of ways.</p> <p>Teachers and students can give examples of how students demonstrate their understanding in a variety of ways.</p> <p>Conversations with small groups of students confirm that they can often demonstrate their summative assessments in a variety of ways</p> <ul style="list-style-type: none"><li>○ using technology, artwork, movies, drama etc.</li></ul>
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### Practice 16

Teaching and learning develops the IB learner profile attributes.

<b>Findings of the Team</b>	<p>Students and teachers can give examples of learning experiences that develop the IB learner profile.</p> <p>Classroom observations show examples of how the IB learner profile is developed.</p> <p>Classroom observations show students being aware of others, communicating their ideas and generally displaying learner profile attributes around the school.</p>
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## Conclusion of the IB

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

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development

## Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

### Practice 1

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

<b>Findings of the Team</b>	<p>Assessments are designed to inform practice.</p> <p>The school uses standardised assessments as well as formative and summative assessment during the course of the school year; PAT Maths and PAT Maths adaptive is uses plus STAR, PAT Listening/Comprehension/Reading/Vocabulary/Punctuation and Grammar.</p> <p>'Thinking with Evidence' is used for Science assessment.</p> <p>The PYP Coordinator indicates that data from these assessments is used to inform future teaching and learning.</p> <p>Unit planners, classroom observation and conversations with teachers and students indicate a balance of formative and summative assessment.</p> <p>When necessary, individual needs are accommodated and/or alternative assessment is administered.</p>
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### Practice 1a

Assessment at the school is integral with planning, teaching and learning.

<b>Findings of the Team</b>	<p>Unit planners include assessment tasks that are specific to what is being taught and allow student learning to be continually supported.</p> <p>Summative assessment links to the central idea.</p>
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### Practice 1b

Assessment addresses all the essential elements of the programme.

<b>Finding of the Team</b>	Documentation of assessments provides examples of how the essential elements of the programme are addressed.
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### Practice 1c

The school provides evidence of student learning over time across the curriculum.

<b>Findings of the Team</b>	The PYP coordinator and teachers have collected samples of student work that provide evidence of student learning across the curriculum.  Various forms of documentation (eg portfolios and report cards) provide evidence of student learning over time across the curriculum.
<b>Commendation</b>	The school has well-established methods of documenting and providing evidence of student learning over time across the curriculum.

### Practice 2

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

<b>Findings of the Team</b>	The school has a published assessment policy.  Teachers demonstrate an understanding of the philosophy of PYP assessment.  The school community, including parents, is aware of the school's assessment policy.  Parents confirm they have attended workshops on assessment in the PYP
<b>Commendation</b>	The school uses a variety of methods to communicate its assessment philosophy, policy, and procedures to the school community.

### Practice 3

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

<b>Findings of the Team</b>	Assessment strategies and tools allow for individual differences.  Teachers and students can give examples of a variety of assessment tasks.  Displays provide evidence of the variety of assessment strategies and tools employed by teachers.
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#### Practice 4

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

<b>Findings of the Team</b>	<p>Assessments are designed to allow teachers to give feedback to students and parents.</p> <p>In conversations, students and teachers demonstrate an understanding of formative assessment.</p> <p>Samples of student work provide evidence of teacher and peer feedback.</p> <p>Teachers confirm systems for immediate feedback such as 'thumbs up' and the 'traffic light system'.</p>
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#### Practice 5

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

<b>Findings of the Team</b>	<p>Teachers use a variety of strategies and tools for recording student progress.</p> <p>Teachers follow essential agreements for the systematic process of recording student progress.</p> <p>Observations of students show they upload some completed tasks to 'seesaw' to inform parents of their progress.</p>
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#### Practice 6

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

<b>Findings of the Team</b>	<p>Teachers report on student progress in the different subject areas and the development of the attributes of the IB learner profile.</p> <p>The IB learner profile is used for self- and peer assessment, as the basis for teacher/student/parent conferences, and when reporting to parents.</p> <p>The school progress report shows a reflection from the student.</p> <p>The school calendar shows dedicated times for Student-Led and Three Way Conferences, plus Parent Teacher interviews.</p>
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#### Practice 6a

Student learning and development related to all attributes of the IB learner profile are assessed and reported.

<b>Finding of the Team</b>	<p>Samples of student work and displays provide evidence of how student learning and development related to the attributes of the IB learner profile are assessed and reported.</p> <p>The school community attend Chapel services and assemblies when the learner profile is discussed and applauded. Students speak of being proud when accepting honours for displaying learner profile attributes.</p>
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## Practice 7

The school analyses assessment data to inform teaching and learning.

### Practice 7a

The school ensures that students' knowledge and understanding are assessed prior to new learning.

<b>Finding of the Team</b>	Conversations with some students indicate that pre-assessments or prior knowledge is not taken into account
<b>Recommendation</b>	The school should explore a variety of assessment strategies and tools in order to assess students' knowledge and understanding prior to new learning.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

## Practice 8

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

<b>Findings of the Team</b>	Students can show examples of self-assessment strategies.  In conversations, students and teachers demonstrate understanding of the value of peer and self-assessment.
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## Practice 9

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

<b>Finding of the Team</b>	Students have an understanding of the purpose and requirements of the PYP exhibition.  Students who have completed the exhibition speak of it being a milestone in their education.  Teacher mentors describe how the exhibition has assisted them in understanding the PYP better, especially the key concepts.  Parents discuss the advantage they see in their students studying for the exhibition <ul style="list-style-type: none"><li>○ developing independence, taking action and being organised.</li></ul>
<b>Commendation</b>	To the school for acknowledging the PYP exhibition as being the culmination of teaching and learning at the school.

## Conclusion of the IB

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

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development