

## Report on the school evaluation

<b>Name of head of school</b>		Hugh Burke																		
<b>Name of school</b>		Meadowridge School					<b>IB school code</b>			2444										
<b>Date</b>		8 March 2017					<b>IB programme</b>			PYP, MYP, DP										
Student ages in which all students are engaged in PYP	<input type="checkbox"/>	3-4	<input checked="" type="checkbox"/>	4-5	<input checked="" type="checkbox"/>	5-6	<input checked="" type="checkbox"/>	6-7	<input checked="" type="checkbox"/>	7-8	<input checked="" type="checkbox"/>	8-9	<input checked="" type="checkbox"/>	9-10	<input checked="" type="checkbox"/>	10-11	<input type="checkbox"/>	11-12		
	<b>MYP years offered at the school</b>			<input checked="" type="checkbox"/>	Y1			<input checked="" type="checkbox"/>	Y2			<input checked="" type="checkbox"/>	Y3			<input checked="" type="checkbox"/>	Y4			<input checked="" type="checkbox"/>

Dear Head of School,

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

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

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

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

The report includes the following:

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

### Outcome of the evaluation process of your school

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

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

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

The report notes that some of the recommendations have been repeated from a previous report. The school must follow up on these recommendations in the same way as any other recommendation. The repetition of recommendations in consecutive evaluation cycles or from authorization will be considered as an indication of the level of the school's commitment to meeting all the programme standards and practices.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read "Adrian Kearny". The signature is written in a cursive, flowing style.

**Adrian Kearny**  
**Director of IB Worlds Schools**

## Process of the school's self-study

PYP	Visiting Team
<b>Timeline:</b> The self-study took place over at least 12 months.	20
<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

MYP	Visiting Team
<b>Timeline:</b> The self-study took place over at least 12 months.	18
<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

DP	Visiting Team
<b>Timeline:</b> The self-study took place over at least 12 months.	12
<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.

<b>Practice 1</b>	The school's published statements of mission and philosophy align with those of the IB.
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<b>Findings of the team</b>	PYP	The Meadowridge School mission statement reads as follows: "Learning to live well, with others and for others, in a just community". The visiting team observed that the school has made efforts to align its mission statement with the philosophy and values of the IB, but at the moment the mission statement and the companion vision statements do not explicitly reference international-mindedness. The school has published statements of mission and philosophy on its website, in brochures or promotional literature and around school common areas.
	DP	The school was authorized with the present mission statement, found in the foyer of the school, on the website and in the information brochure.  However, the mission and vision do not make reference to international-mindedness or a global perspective.  In the action plan the school has indicated the intention of revisiting the mission statement on an annual basis.
<b>Recommendation(s)</b>	PYP	The school should continue to discuss their mission and vision statements in order to ensure that those statements clearly communicate the school's commitment to international mindedness.
	DP	The school should consider including reference to international-mindedness in the next review.
<b>Recommendation(s) repeated from previous report</b>	PYP	Yes
	DP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
	DP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 2</i>
	DP	<i>"The philosophy of the continuum of international education" in Towards a continuum of international education, pp. 2–5</i>  <i>The Diploma Programme: From principles into practice</i>

<b>Practice 2</b>		The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
<b>Findings of the team</b>	PYP, DP	Conversations with the governing body, administrative and pedagogical leadership team and staff show deep understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. The school's action plan is driven by the IB standards and practices document.
	MYP	Conversations with the governing body, administrative and pedagogical leadership team and staff show deep understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.
<b>Commendation(s)</b>	PYP, DP, MYP	The entire school community values the IB philosophy and strives to embody it.

<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, p. 2</i>
	DP	<p><i>Towards a continuum of international education</i></p> <p><i>“Philosophy and principles of the Diploma Programme” and “Making the decision to introduce the Diploma Programme” in The Diploma Programme: From principles into practice, pp. 3–9, 10–1</i></p> <p><i>IB videos available at <a href="http://blogs.ibo.org/ibtv/">http://blogs.ibo.org/ibtv/</a> or <a href="http://www.ibo.org/programmes/profile/">http://www.ibo.org/programmes/profile/</a></i></p>

<b>Practice 3</b>		The school community demonstrates an understanding of, and commitment to, the programme(s).
<b>Findings of the team</b>	PYP, MYP	Conversations with teachers and with the pedagogical leadership team demonstrate their understanding of the IB programmes and their implications for the school. The school is deeply committed to strengthening the IB continuum.
	DP	<p>Conversations with the pedagogical leadership team and staff show that they understand:</p> <ul style="list-style-type: none"> <li>° the structure of the DP</li> <li>° the role that each plays in its implementation</li> <li>° the student-centered concept of the DP</li> <li>° the implications of the implementation of the DP for the school.</li> </ul>
<b>Commendation(s)</b>	PYP, MYP	All groups within the school community demonstrate a thorough understanding of, and commitment to, the IB continuum.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, p. 2</i>
	DP	<p><i>Towards a continuum of international education</i></p> <p><i>The Diploma Programme: From principles into practice</i></p> <p><i>IB videos available at <a href="http://blogs.ibo.org/ibtv/">http://blogs.ibo.org/ibtv/</a> or <a href="http://www.ibo.org/programmes/profile/">http://www.ibo.org/programmes/profile/</a></i></p>

<b>Practice 3b</b>		The school as a community of learners is committed to a collaborative approach to curriculum development.
<b>Findings of the team</b>	PYP	Teachers describe a collaborative approach to curriculum development in day-to-day planning and discussions as well as long-term policies that have been put in place.
<b>Commendation(s)</b>	PYP	The school has developed a highly collaborative approach to curriculum requirements.
<b>Support in IB Documentation</b>	PYP	<p><i>Making the PYP happen: A curriculum framework for international primary education, pp. 12, 14, 28</i></p> <p><i>Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–12</i></p>

<b>Practice 3c</b>		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>	PYP	Through conversations, members of the school pedagogical leadership team express understanding of the constructivist, inquiry-based approach to teaching and learning and they can give examples of how they have supported this. Classroom observations show that students are engaged in inquiry and critical thinking. Planned learning engagements and class discussions show evidence of the school's commitment to a constructivist, inquiry-based approach to teaching and learning.
<b>Commendation(s)</b>	PYP	The school is committed to an inquiry based approach to teaching and learning evident in documentation and during classroom observations.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 28</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–12</i>

<b>Practice 4</b>		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>	PYP, MYP	Conversations with teachers show they understand and promote international-mindedness and the development of the IB learner profile. The IB learner profile is a natural part of the school discourse.
	DP	Though international-mindedness is not in the mission statement it is prevalent in the school and in curricula as explained by teachers interviewed.  The IB learner profile is evident everywhere in the school, in DP unit planners and in classrooms.  Conversations with the pedagogical leadership team show they understand what actions need to be taken to promote international-mindedness and the development of the IB learner profile in the context of the DP. Examples of these actions are discussed.  Parents understand and value the development of the IB learner profile and are aware of the importance of international-mindedness.  Students are familiar with the concepts of international-mindedness and the development of the attributes of the IB learner profile.
<b>Commendation(s)</b>	PYP, DP, MYP	The IB learner profile is embedded in all aspects of school life.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, pp. 25–27</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, p. 8</i>

	DP	<p><i>Towards a continuum of international education</i></p> <p><i>“Education for intercultural understanding” and “Developing the IB learner profile” in The Diploma Programme: From principles into practice</i></p> <p><i>IB learner profile booklet</i></p> <p><i>IB videos available at <a href="http://blogs.ibo.org/ibtv/">http://blogs.ibo.org/ibtv/</a> or <a href="http://www.ibo.org/programmes/profile">http://www.ibo.org/programmes/profile</a></i></p> <p><i>“Towards a profile of a holistically educated student—the student profile” in the position paper Holistic education: An interpretation for teachers in the IB programme by John Hare</i></p> <p><i>The IB learner profile in review: Resources for reflection</i></p>
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<b>Practice 5</b>		The school promotes responsible action within and beyond the school community.
<b>Findings of the team</b>	PYP, MYP	Conversations with the school stakeholders show that the school is committed to responsible action within and beyond its own community as evidenced in activities such as the Autumn Harvest dinner that students host for seniors and the Kinder buddies system (Kn and Grade 12).
	DP	<p>Conversation with the CAS coordinator shows understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and the reflection. Examples of these actions are discussed.</p> <p>Conversations with parents show that the school is committed to responsible action within and beyond its own community.</p> <p>Students spoke with enthusiasm about their CAS activities.</p>
<b>Commendation(s)</b>	PYP, MYP	The focus on responsible action is a natural extension of the school’s mission statement and is consistently and actively promoted.
<b>Support in IB Documentation</b>	PYP	<p><i>Making the PYP happen: A curriculum framework for international primary education, pp. 25–27</i></p> <p><i>Making the PYP happen: Pedagogical leadership in a PYP school, p. 10</i></p>
	DP	<p><i>“Creativity, action, service in the DP” in Towards a continuum of international education, pp. 35–6</i></p> <p><i>“Breadth and balance” and “A holistic educational experience” in The Diploma Programme: From principles into practice, pp. 5, 7</i></p> <p><i>Creativity, action, service guide</i></p> <p><i>Learning stories—A global learning story about responsible action.</i></p>

<b>Practice 6</b>		The school promotes open communication based on understanding and respect.
<b>Findings of the team</b>	PYP, DP, MYP	All community stakeholders express themselves openly and respectfully. Parents and teachers state they are able to voice their concerns freely and those are addressed in an appropriate and timely manner.
<b>Commendation(s)</b>	PYP, DP, MYP	The school values all its stakeholders and seeks their input in school life.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 4</i>  <i>Making the PYP happen: Pedagogical leadership in a PYP school, p. 5, 17</i>  <i>IB learner profile booklet</i>
	DP	<i>"The learning environment: Active learning in a supportive school culture" in Towards a continuum of international education, pp. 16–7</i>

<b>Practice 7</b>		The school places importance on language learning, including mother tongue, host country language and other languages.
<b>Findings of the team</b>	PYP	There is some support for students who are not proficient in the language of instruction. The Transition Learning Programme (TLP) is limited to a maximum of one year. Students in grade 4 and 5 receive this support as a pull out or in class as appropriate. While there are a variety of events that celebrate the different cultures present at the school, there is not direct academic support for mother tongue other than the language of instruction.
	DP	Language development is very important in all classes. There is no dedicated ESL service, however students who lack proficiency in the language of instruction have assistance through a special year with the school transitional learning program, supplemented by tutors. Students are encouraged to pursue their mother tongue but there is nothing available in the school. Credit is available through the provincial system and the library is stocked with books in many languages.
	MYP	There is some support for students who are not proficient in the language of instruction. The Transition Learning Programme (TLP) provides a maximum of one year of support to a student. Students in grade 4 and 5 receive this support as a pull out or in class service, as appropriate.  While there are a variety of events that celebrate the different cultures present at the school, there is not direct academic support for mother tongue other than the language of instruction.
<b>Recommendation(s)</b>	PYP	The school should investigate strategies to further emphasize the importance of mother tongue language learning, other than the language of instruction.
	MYP	The school should investigate strategies to further emphasize the importance of mother tongue language learning, other than the language of instruction. The school should develop further strategies to support students who are not proficient in the language of instruction.

<b>Recommendation(s) repeated from previous report</b>	PYP	Yes
	MYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP, MYP	Yes
<b>Support in IB Documentation</b>	DP	<p><i>"The language continuum" in Towards a continuum of international education, pp. 25–7</i></p> <p><i>"Education for intercultural understanding", "Language options and language support" and "Supporting the mother-tongue language and the language of instruction" in The Diploma Programme: From principles into practice, pp. 6–7, 22, 27</i></p> <p><i>Guidelines for developing a school language policy</i></p> <p><i>Learning in a language other than mother tongue in IB programmes</i></p> <p><i>Learning stories–Involving parents in the maintenance and development of students' mother tongues and Learning stories–A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</i></p>
	MYP	<i>Learning in a language other than mother tongue in IB programmes, pp. 1–5</i>

<b>Practice 7b</b>		The school supports mother tongue and host country language learning.
<b>Findings of the team</b>	PYP	The school provides limited support to students who are not proficient in the language of instruction, however the admissions policy clearly states that they do not accept students whose level of English is not strong enough to access the curriculum. Conversations with parents and the leadership team show the school encourages mother tongue maintenance at home. However, the school does not provide or encourage opportunities for maintaining mother tongues either within or outside the regular class time.
<b>Recommendation(s)</b>	PYP	The school should further develop support for mother tongue language learning and develop further strategies to support students who are not proficient in the language of instruction, per needs.
<b>Recommendation(s) repeated from previous report</b>	PYP	Yes
<b>School included appropriate action(s) in Action Plan</b>	PYP	Yes
<b>Support in IB Documentation</b>	PYP	<p><i>Learning in a language other than mother tongue in IB programmes, pp. 1–5</i></p> <p><i>Guidelines for developing a school language policy</i></p>

<b>Practice 8</b>		The school participates in the IB world community.
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<b>Findings of the team</b>	PYP, MYP	Meadowridge teachers have opportunities to meet with other IB teachers at IB workshops. The school is an active member of the IB regional association. Meadowridge also opens their doors to other IB educators from the local area to visit their school and share experiences. Eight PYP, one MYP and one DP are trained as IB educators. Six DP teachers are examiners. The school supports opportunities for teachers to lead workshops and participate in verification and evaluation visits to other schools.
	DP	The school is a member of the regional association and has been in contact with other IB schools in the area. Several teachers serve as examiners or monitors of the IA's.
<b>Commendation(s)</b>	PYP	The school is making an extensive contribution to the IB community.
	MYP	The school actively participates in and contributes to the IB community.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp. 20–24</i>
	DP	<p><i>“Professional development opportunities offered by the IB” in The Diploma Programme: From principles into practice, pp. 40–1</i></p> <p><i>Learning stories—A learning story about inclusive education, global engagement and schools working together to create a better world</i></p> <p><i>IB World, and virtual resources such as IB Global Engage and the IB blogs available at ibo.org</i></p>

<b>Practice 9+9a+9b</b>		<p>The school supports access for students to the IB programme(s) and philosophy.</p> <p>a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual diploma courses.</p> <p>b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.</p> <p>c. The school has strategies in place to encourage students to attempt the full diploma.</p>
<b>Findings of the team</b>	DP	<p>The school's admission policy is for entrance into the PYP. Entry into the DP is automatic after completion of the MYP at grade 10.</p> <p>Conversations with parents and students show their awareness of the benefit that the DP brings to the students. All students are strongly encouraged to take the full diploma.</p> <p>Some DP graduates' parents shared their experiences and showed appreciation for the education their children have received.</p>
<b>Support in IB Documentation</b>	DP	<i>“Access” and “Building an accessible programme” in The Diploma Programme: From principles into</i>

		<i>practice, pp. 8, 20–3</i> <i>Rules for IB World Schools: Diploma Programme</i> <i>Guide to school authorization: Diploma Programme, p. 7</i> <i>Current Handbook of procedures for the Diploma Programme</i>
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**Conclusion of the IB**

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

<b>Standard A</b>			
<b>The school's educational beliefs and values reflect IB philosophy.</b>			
		School's conclusion	IB conclusion
PYP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
DP			The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
PYP, MYP, DP	Conclusion	Shows satisfactory development	Shows satisfactory development

## Section B: Organization

### Standard B1: Leadership and structure

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

<b>Practice 1</b>		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>	DP	Conversations with the governing body and with the leadership of the school demonstrate the close relationship and the ease of contact one with the other by email, personal meetings and through the Dashboard (a system of two-way communication between the bodies) regarding the development of the IB at the school.

<b>Practice 2</b>		The school has developed a governance and leadership structure that supports the implementation of the programme(s).
<b>Findings of the team</b>	PYP	Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programmes. Conversations with the governing body, pedagogical leadership team, and staff reflect the support given to teachers in implementing the programmes. Members of the pedagogical leadership team express that they are empowered by the school in making decisions for the proper implementation of the programmes.
	MYP	The school has developed a leadership structure that has included both programme directors and programme coordinators. Conversations with the governing body, pedagogical leadership team, and staff reflect the support given to teachers in implementing the programmes. Members of the pedagogical leadership team express that they are empowered by the school in making decisions for the effective implementation of the programmes.
	DP	Conversations with the governing body, leadership team, coordinator and staff reflect the strong support given to the implementation of the DP.
<b>Commendation(s)</b>	PYP, MYP	The school has developed a highly collaborative governance and leadership structure that supports all aspects of the implementation of the programmes.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp. 8–18</i>
	DP	<p><i>“Leading the development of the continuum: Pedagogical leadership” in Towards a continuum of international education, pp. 22–4</i></p> <p><i>“What can schools do to support and develop the IB learner profile?” in The Diploma Programme: From principles into practice, pp. 31–4</i></p>

<b>Practice 3</b>		The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
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<b>Findings of the team</b>	PYP, DP	The head of school, programme coordinators and teachers show a deep understanding of the programmes, IB philosophy and requirements. The head of school, programme coordinators and teachers discuss the collaborative method by which whole school decisions are reached. A distributed framework for leadership is in place where all voices come together to discuss IB programming.
	MYP	The school's leadership team shows a deep understanding of the programmes, IB philosophy and requirements. The head of school, programme directors, the newly appointed coordinators, and teachers discuss the collaborative method by which whole school decisions are reached. A distributed framework for leadership is in place where all voices come together to discuss IB programming.
<b>Commendation(s)</b>	PYP, DP, MYP	The head of school and programme directors demonstrate pedagogical leadership aligned with the philosophy of the programmes and a strong commitment towards the IB continuum.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18</i>
	DP	<p><i>“Leading the development of the continuum: Pedagogical leadership” in Towards a continuum of international education, pp. 22–4</i></p> <p><i>“The role of the Diploma Programme coordinator” in The Diploma Programme: From principles into practice, pp. 16–9</i></p>

<b>Practice 4</b>		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>	PYP	Programme coordinators have recently been appointed for each of the three programmes and have job descriptions. Since those positions are very recent, IB programme coordinators are working alongside programme directors and their roles overlap now. The coordinator combines her PYP coordinator position with that of the teacher- librarian role.
	MYP	Two programme coordinators have recently been appointed (PYP and MYP) and both have job descriptions. Currently the programme coordinators are working alongside programme directors and there is some overlap in their roles.
	DP	The school has recently restructured the leadership team. The present director of DP and the coordinator will now have a distinct role. At present the coordinator is on leave so all conversations were with the director who had been the coordinator up until this year and who had prepared the evaluation documents. With this new structure the coordinator and director will have ample time for their respective duties. There is strong support from the head of school.

<b>Recommendation(s)</b>	PYP, MYP	The leadership team should ensure that job descriptions are reviewed to ensure that the responsibilities of programme director and programme coordinators are clearly defined so that collaboration is meaningful, yet both roles are distinct.
<b>Recommendation(s) repeated from previous report</b>	PYP, MYP	Yes
<b>School included appropriate action(s) in Action Plan</b>	PYP, MYP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18</i>
	DP	<i>“The role of the programme coordinator” in Towards a continuum of international education, p. 23</i>  <i>“The role of the Diploma Programme coordinator” in The Diploma Programme: From principles into practice, pp. 16–9</i>
	MYP	<i>MYP: From principles into practice</i>

<b>Practice 5a</b>		The school develops and implements a language policy that is consistent with IB expectations.
<b>Findings of the team</b>	PYP	The school has a language policy that was developed collaboratively across the three IB programmes. Practices in the school include host country language and culture, and take into account student’s language learning needs in the language of instruction. The school leadership encourages parents to maintain mother languages at home. The library/media center has a collection of resources in the mother tongue languages of students represented in the community. The school does not encourage the use of mother tongue, different than the language of instruction, in or outside the classroom and actively discourages such practice.
	MYP	The school has a continuum language policy that is generally consistent with IB expectations, though practices in the school are not consistently aligned with the school’s language philosophy. There is very limited support for students who are not strongly proficient in English, the language of instruction, and the admissions policy acknowledges this. Many international students attend the school and while other cultures are clearly valued, there is no support for mother tongue development.
<b>Recommendation(s)</b>	PYP	The school should further develop support for mother tongues.
		The school should further develop support for mother tongues. The school should further develop support for students who are not completely proficient in the language of instruction.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
	PYP	No

<b>School included appropriate action(s) in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	PYP, MYP	<i>Guidelines for developing a school language policy</i> <i>Learning in a language other than mother-tongue in IB programmes</i>

<b>Practice 5a</b>		The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
<b>Findings of the team</b>	DP	There is an admission policy for entrance into the school. There are no specific criteria for entrance into the DP.  General admission to the school includes age appropriate academic standing, social and emotional development, co-curricular involvement, family commitment, previous school records, recommendations and an interview.
<b>Recommendations</b>	DP	The school might consider an admission policy to the DP which could include successful completion of the MYP and the Personal project.
<b>Recommendation repeated from previous report</b>	DP	No
<b>School included appropriate action in Action Plan</b>	DP	No
<b>Support in IB Documentation</b>	DP	<i>"Student selection process" in The Diploma Programme: From principles into practice, pp. 20–1</i>  <i>"Access" and "Building an accessible programme" in The Diploma Programme: From principles into practice, pp. 8, 20–3</i>

<b>Practice 5b</b>		The school develops and implements a language policy that is consistent with IB expectations.
<b>Findings of the team</b>	DP	The school language policy includes: the school language philosophy, the school language profile, a selection of group 1 & 2 languages.  However, there is limited support for students who are not proficient in the language of instruction beyond one year of assistance during the class which would be their language B course and extra tutoring provided by parents.  There is no further support at the DP level beyond what teachers provide in classes.

		There is assistance in learning the customs of the host country.  The policy is regularly reviewed.
<b>Recommendations</b>	DP	The school should further develop support for students who are not proficient in the language of instruction.
<b>Recommendation repeated from previous report</b>	DP	No
<b>School included appropriate action in Action Plan</b>	DP	No
<b>Support in IB Documentation</b>	DP	<p><i>"Learning in a language other than a mother tongue in IB programmes" and "Developing a school language policy" in Towards a continuum of international education, pp. 25–7</i></p> <p><i>"Language options and language support" in The Diploma Programme: From principles into practice, p. 22</i></p> <p><i>Guidelines for developing a school language policy</i></p> <p><i>Learning in a language other than mother tongue in IB programmes</i></p> <p><i>Guidance for the support of mother tongue in the Diploma Programme.</i></p> <p><i>Learning stories—A learning story about how a school's language policy supports multilingualism in a culturally diverse community</i></p>

<b>Practice 5b</b>		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.
<b>Findings of the team</b>	MYP	Admission to the school is restricted to highly able applicants. Teachers in the school provide some support to students with identified educational needs, but no specialized training or resources are provided.
<b>Recommendations</b>	MYP	The school should investigate the provision of further resources and training for teachers to support its inclusion/special educational needs policy.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	No
<b>Support in IB Documentation</b>	MYP	MYP: From principles into practice

<b>Practice 5c</b>		The school has developed and implements an assessment policy that is consistent with IB expectations.
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<b>Findings of the team</b>	MYP	The school has an assessment policy that is a continuum document. The following agreements are established and understood by all members of the pedagogical leadership team and teachers: structure of assessments, frequency of assessments, what will be assessed, responsibility for assessment, recording, analysis, reporting of and access to assessment information, review cycle for the assessment policy. The assessment policy has not yet been published for the community, but is expected to be placed on the school's website.
<b>Recommendations</b>	MYP	The school should take actions so that all teachers and parents are aware of the assessment policy.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	MYP	MYP: From principles into practice

<b>Practice 5c</b>		The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
<b>Findings of the team</b>	DP	<p>Conversations with the DP coordinator and teachers indicate that they are aware of the support the IB gives to students with special needs and where to find the information.</p> <p>Accommodations are available to students with special educational needs. However, there is no special education staff or department in the school.</p>
<b>Recommendations</b>	DP	The school should consider providing teachers with professional development support to successfully work with students with special needs.
<b>Recommendation repeated from previous report</b>	DP	No
<b>School included appropriate action in Action Plan</b>	DP	No
<b>Support in IB Documentation</b>	DP	<p><i>"Special educational needs" in Towards a continuum of international education, pp. 28–32</i></p> <p><i>Special educational needs within the International Baccalaureate programmes</i></p> <p><i>Candidates with special assessment needs</i></p> <p><i>Teaching students with particular special educational and learning needs—a resource for schools</i></p> <p><i>Current Handbook of procedures for the Diploma Programme</i></p> <p><i>Support areas in the OCC</i></p>

<b>Practice 5d</b>		The school has developed and implements an assessment policy that is consistent with IB expectations.
<b>Findings of the team</b>	DP	Teachers apply the assessment policy and they have contributed to its development or revision.  Students are aware of the school assessment policy.  The assessment policy is consistent with IB expectations.
<b>Support in IB Documentation</b>	DP	<i>"The principles of IB assessment", "Assessment in the DP" and "Developing an assessment policy" in Towards a continuum of international education, pp. 19–21</i>  <i>"Assessment policy" in The Diploma Programme: From principles into practice, p. 13</i>  <i>Diploma Programme assessment: Principles and practice</i>  <i>Guidelines for developing a school assessment policy in the Diploma Programme</i>

<b>Practice 5e</b>		The school has developed and implements an academic honesty policy that is consistent with IB expectations.
<b>Findings of the team</b>	DP	Conversations with teachers and other staff show that:  ° they apply the academic honesty policy in the school  ° they identify its IB-specific elements and understand that the responsibility to detect academic dishonesty lies with them and not with the IB  ° the school supports the implementation of the policy through the use of IT (turnitin.com) resources.  Discussion of academic honesty and its implications begin at the PYP. The qualities of honesty are reinforced throughout the IB continuum.  Conversations with students show that they are aware of the academic honesty policy and its consequences.
<b>Support in IB Documentation</b>	DP	<i>"Academic honesty" in The Diploma Programme: From principles into practice, p. 12</i>

<b>Practice 5f</b>		The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.
<b>Findings of the team</b>	DP	<p>Conversations with the DP coordinator reveal that she:</p> <ul style="list-style-type: none"> <li>° knows the IB requirements and expected conduct related to all forms of assessment</li> <li>° informs candidates about the conduct of all forms of assessment in meetings, individual interviews, etc.</li> </ul> <p>Conversations with teachers reveal that they:</p> <ul style="list-style-type: none"> <li>° know the IB requirements and expected conduct related to all forms of assessment</li> <li>° apply the rules of conduct to their assessment activities, as applicable.</li> </ul> <p>Conversations with students reveal that they are aware of the IB regulations and procedures related to the conduct of all forms of assessment.</p>
<b>Support in IB Documentation</b>	DP	<p>Current Handbook of procedures for the Diploma Programme</p> <p>"Academic honesty" in <i>The Diploma Programme: From principles into practice</i></p>

<b>Practice 6</b>		The school has systems in place for the continuity and ongoing development of the programme(s).
<b>Findings of the team</b>	PYP, MYP	The head of school and the pedagogical leadership team describe plans for the ongoing development of the programme. The school's continuum action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the programme
	DP	The pedagogical leadership team describes the systems in place to ensure the ongoing development of the DP.
<b>Commendation(s)</b>	PYP, MYP	The school has developed a comprehensive continuum action plan that will support programme development over the next five years.
<b>Support in IB Documentation</b>	PYP	<i>Developing a transdisciplinary programme of inquiry, pp. 6–8</i>
	DP	<i>"Consolidation phase" and "Continuous improvement" in The Diploma Programme: From principles into practice, pp. 14–5</i>

<b>Practice 6a</b>		The school's organizational structures support the implementation of all subject groups offered by the
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		school, approaches to learning, service and the personal project.
<b>Findings of the team</b>	MYP	Conversations with teachers indicate that they are supported by the organizational structure in the implementation of their subject group, service and the personal project. The school's action plan outlines plans to develop the implementation of the approaches to learning.
<b>Recommendations</b>	MYP	The school should review the organizational structure to ensure support for the implementation of approaches to learning.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	MYP	MYP: From principles into practice

<b>Practice 7</b>		The school carries out programme evaluation involving all stakeholders.
<b>Findings of the team</b>	PYP, MYP	The school self - study was carried out from a continuum perspective, ensuring requirements from each programme were met. The school also completed a reflection on the continuum standard that is not a requirement at this point. The self-study process, which involved a collaborative, reflective process was described in detail in both documentation and during discussions. The school developed a comprehensive survey for parents and students based on the IB standards and practices.
	DP	All teaching and support staff were involved in all aspects of the review.
<b>Commendation(s)</b>	PYP	The pedagogical leadership team and the teachers have carried out a comprehensive self-study process involving all stakeholders.
	MYP	The pedagogical leadership team and the teachers have carried out a comprehensive self- study process involving all stakeholders.

### Conclusion of the IB

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

Standard B1			
The school's leadership and administrative structures ensure the implementation of the IB programme(s).			
		School's conclusion	IB conclusion

PYP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
DP			• No recommendations were made from the previous evaluation process or from authorization.
DP, PYP, MYP	Conclusion	Shows satisfactory development	Shows satisfactory development

**Section B: Organization**

**Standard B2: Resources and support**

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

<p><b>Practice 1+1a+1b</b></p>		<p>The governing body allocates funding for the implementation and ongoing development of the programme(s).</p> <p>a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.</p> <p>b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.</p>
<p><b>Findings of the team</b></p>	<p>DP</p>	<p>Conversation with the governing body shows understanding of, and support for, the financial requirements of the DP. The governing body takes care of capital expenditures and student fees and fund-raising looks after teachers and all other items related to the IB continuum.</p> <p>Conversation with the TOK teacher shows that the course is implemented over two years.</p> <p>Funds required for CAS activities are available on request.</p> <p>Teachers have the resources necessary to deliver their curriculum and when other resources are needed, they can request funds from the leadership.</p>
<p><b>Support in IB Documentation</b></p>	<p>DP</p>	<p><i>Current Handbook of procedures for the Diploma Programme</i></p> <p><i>DP subject guides</i></p> <p><i>Creativity, action, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p> <p><i>IB professional development calendar at <a href="http://www.ibo.org">www.ibo.org</a></i></p>

<b>Practice 3+3a</b>		<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation. / a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation.</p>
<b>Findings of the team</b>	DP	All DP teachers have received IB-recognized professional development with the exception of one TOK teacher, who will be trained in February 2017.
	MYP	The school meets IB professional development requirements at the time of the evaluation visit, with the exception of one PYP teacher, the MYP coordinator, MYP arts and MYP design, as well as one DP theory of knowledge teacher. The above teachers, with the exception of an MYP design teacher, have already been registered to attend a workshop in the following months. The school's professional development plan demonstrates ongoing commitment to professional development.
<b>Recommendation</b>	MYP	The school will need to develop a professional learning plan based on guidance that IB will provide in 2017. The plan needs to ensure that the school meets the requirements as per the revised professional development requirements in place from 2017.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	DP	<p>"Supporting ongoing professional development" in Towards a continuum of international education, p. 24</p> <p>IB professional development calendar at <a href="http://www.ibo.org">www.ibo.org</a></p>
	MYP	<p>MYP: From principles into practice</p> <p>Guide to school authorization: Middle Years Programme,</p>

<b>Practice 4</b>		The school provides dedicated time for teachers' collaborative planning and reflection.
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<b>Findings of the team</b>	PYP	Conversations with teachers show that the school allocates time for collaborative planning. The school has developed policies that promote a collaborative approach to curriculum development across the school. There is an opportunity for teachers to address transition and curriculum development concerns across the programmes. The school's meeting schedule shows: collaborative planning times for PYP teachers in horizontal and vertical teams, whenever appropriate, single-subject teachers are involved in collaborative planning and reflection on the units of inquiry and the PYP coordinator is present at collaborative planning meetings.
	MYP	Conversations with teachers show that the school allocates time for collaborative planning. The school has policies that promote a collaborative approach to curriculum development across the school. There is an opportunity for teachers to address transition and curriculum development concerns across the programmes.  In the MYP some teachers in physical and health education, design, and the arts are not able to attend all the meetings for the grade levels they teach.
	DP	Conversations with teachers show that the school allocates time for collaborative planning during the school day.
<b>Commendation(s)</b>	PYP	The school has established a highly collaborative culture and provided dedicated time for teacher's collaborative planning.
<b>Recommendation</b>	MYP	The school should provide further meeting time to allow for vertical and horizontal planning for all MYP teachers.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 28</i>  <i>Developing a transdisciplinary programme of inquiry, pp. 6–11</i>
	MYP	MYP: From principles into practice

<b>Practice 5+5a+5b+5c</b>		<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <p>a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.</p> <p>b. There are appropriate information technology facilities to support the implementation of the programme.</p> <p>c. The school provides a secure location for the storage of examination papers and examination</p>
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		stationery with controlled access restricted to senior staff.
<b>Findings of the team</b>	PYP, MYP	Facilities (and plans for facilities) as described in the school self-study and as observed in the tour of the school allow for the aims and objectives, and programme needs to be met. There is a 27 acre campus that includes multiple buildings, gardens, greenhouse and a forest with an amphibian pond.
	DP	<p>Facilities have been visited.</p> <p><b>LABORATORIES FOR GROUP 4</b></p> <ul style="list-style-type: none"> <li>• Visit to laboratories for group 4 validates documents.</li> </ul> <p>The laboratories are equipped to ensure that students can work individually and in groups.</p> <ul style="list-style-type: none"> <li>• The laboratories are equipped with basic safety measures that are known by all staff and students.</li> <li>• The group 4 subjects are provided with IT resources to ensure that they can comply with IB expectations.</li> <li>• Teachers consider the laboratories appropriate to offer group 4 subjects.</li> </ul> <p><b>STUDIOS FOR GROUP 6</b></p> <ul style="list-style-type: none"> <li>• The art teacher considers the facilities appropriate to offer the group 6 subject</li> </ul> <p><b>IT EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• Conversations with teachers whose subjects have IT requirements consider that the resources ensure the implementation of their courses.</li> <li>• Conversation with DP coordinator shows that IT resources are available for her role.</li> </ul> <p><b>SECURE LOCATION OF EXAM PAPERS AND STATIONERY</b></p> <ul style="list-style-type: none"> <li>• Identification of location indicates that the school provides a safe location for examination papers.</li> <li>• Conversation with DP coordinator indicates the importance given to the safe location of the examination papers.</li> </ul> <p><b>OTHER SPECIALIZED EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• Group 1 and 2 teachers consider that the school provides resources to comply with their requirements.</li> <li>• Mathematics teachers describe the policy of the school to align with IB regulations related to calculators.</li> </ul>
<b>Commendation(s)</b>	PYP, MYP	The school has allocated funding to facilities that enhance the implementation of the programmes at the school beyond the requirements for evaluation. The environment is stimulating and promotes inquiry learning.

<b>Support in IB Documentation</b>	DP	<p>Relevant DP subject guides and teacher support materials</p> <p>Current Handbook of procedures for the Diploma Programme</p>
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<b>Practice 6+6a</b>		<p>The library/multimedia/resources play a central role in the implementation of the programme(s).</p> <p>a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.</p>
<b>Findings of the team</b>	PYP, MYP	<p>The library plays a central role in all 3 IB programmes and teacher librarians play an active role in planning and supporting the programmes, including the areas of academic honesty and research. A visit to the library shows the set-up of the library allows for students to work independently and for teachers to work with groups of students (if applicable), library resources are catalogued to allow easy access to all students and teachers, the schedule promotes the ongoing use of the library during school time, the library environment reflects the philosophy of IB programmes in displays, books, audio-visual materials and in a physical layout that promotes inquiry and there are updated books, materials and subscriptions that deal with different perspectives, global issues, etc. Students have internet access throughout the school. Teachers find that resources in the library are satisfactory to implement the programmes. Acquisition of resources is done systematically, taking into account the needs of the students.</p>

	DP	<p>The librarians have attended IB-recognized professional development to better assist the teachers and the extended essay process.</p> <p>Visit to the library shows that:</p> <ul style="list-style-type: none"> <li>° the librarian is available she plays an active role in planning and supporting the DP, including the area of academic honesty and research</li> <li>° there are agreements with other nearby libraries (Simon Fraser University library cards)</li> <li>° library resources are catalogued to allow easy access for all students and teachers</li> <li>° there are library resources in different languages that cater for the needs of the DP languages, language of instruction, etc</li> <li>° the set-up of the library allows students to work independently and for teachers to work with groups of students</li> <li>° the schedule promotes the ongoing use of the library during school time, and sometimes beyond.</li> </ul> <p>Conversations with teachers reveal that:</p> <ul style="list-style-type: none"> <li>° the resources are sufficient to offer the programme, and the school improves them as needed</li> <li>° they fully understand that textbooks are only one of the many resources available and limiting teaching to a textbook is not acceptable.</li> </ul>
<b>Commendation(s)</b>	PYP, MYP	The librarians attend IB workshops and play a vital role across the continuum
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 43</i>
	DP	<p><i>Relevant DP subject guides and teacher support materials</i></p> <p><i>Learning stories—An IB educator's story about the role of librarians in multilingual learning communities.</i></p>

<b>Practice 7</b>		The school ensures access to information on global issues and diverse perspectives.
<b>Findings of the team</b>	DP	<p>Visit to the library shows that there are updated books, materials and subscriptions that deal with different perspectives, global issues, etc.</p> <p>Conversations with teachers indicate that there are resources on global issues and different perspectives.</p> <p>Students have internet access throughout the school.</p>

<b>Practice 8</b>		The school provides support for its students with learning and/or special educational needs and support for their teachers.
<b>Findings of the team</b>	PYP, MYP	The school's admission policy ensures that those students who are admitted are very likely to succeed. The school has chosen not to hire additional staff to provide individualized support for special education learning needs. Conversations with teachers indicate that when special education needs emerge, those are dealt with, by teachers in the school or by external practitioners hired by the parents. Teachers have not yet received training on special education needs.
<b>Recommendation(s)</b>	PYP, MYP	The school should consider an increased level of support for its students with learning and/ or special educational needs which might include specialized training or additional hiring.
<b>Recommendation(s) repeated from previous report</b>	PYP, MYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP, MYP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: Pedagogical leadership in a PYP school, p. 11</i>
	MYP	<i>MYP: From principles into practice</i>

<b>Practice 9+9a</b>		The school has systems in place to guide and counsel students through the programme(s).  a. The school provides guidance to students on post-secondary educational options/counsellor.
<b>Findings of the team</b>	PYP	Counseling within the PYP is offered by the teachers and the director of the PYP. Teachers are aware that they currently have the responsibility to support each student's personal and social development. The school has systems in place to guide and counsel students through the MYP and toward further studies in the DP. Academic counseling begins at grade 10 and continues through grade 12. Students receive systematic advice on the choices for the DP.
	DP	Students receive systematic advice on the choices for the DP.  The school has systems in place to advise students on post-secondary educational options and DP recognition.
<b>Recommendation(s)</b>	PYP	The school should review the need to better support systems for providing social, emotional counselling which might include specialized training or additional hiring.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	Yes

<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 112</i>
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<b>Practice 10+10a+10b+10c</b>		<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule provides for the recommended hours for each standard and higher level subject.</p> <p>b. The schedule provides for the development of the theory of knowledge course over two years.</p> <p>c. The schedule respects concurrency of learning in the Diploma Programme.</p>
<b>Findings of the team</b>	DP	<p>The school has recently moved to a six day rotation which permits some longer classes and allows for teacher collaboration within the school day.</p> <p>Hours of instruction for HL and SL subjects are respected and TOK is taught over the two years of the diploma.</p> <p>Concurrency of learning is respected.</p>
<b>Support in IB Documentation</b>	DP	<p>"Schedules and course offerings" in The Diploma Programme: From principles into practice, pp. 21–2</p> <p>"The Diploma Programme and the school schedule" in The Diploma Programme: From principles into practice, p. 25</p> <p>Current Handbook of procedures for the Diploma Programme</p> <p>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman</p>

<b>Practice 11</b>		The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
<b>Findings of the team</b>	DP	Conversations with teachers include references to the resources that can be found in the community, especially in group 6 subjects and CAS. Group 4 visits Pearson College for the group 4 project work in conjunction with other schools.

<b>Practice 12</b>		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.
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<b>Findings of the team</b>	PYP	Conversations with the programme coordinators show understanding of each programme's culminating activity (PYP exhibition, MYP personal project and DP extended essay) and the resources required. The PYP exhibition is a very important event in the life of the school.
	DP	Conversations with teachers show that they are familiar with the EE and its requirements and have received detailed instruction and documentation from the EE coordinator.  The EE process has been well thought out and implemented.
<b>Commendation(s)</b>	PYP	The school allocates a variety of resources to implement the PYP exhibition and this event has significant importance to the whole community.
<b>Support in IB Documentation</b>	DP	DP subject guides Extended essay guide

### Conclusion of the IB

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

<b>Standard B2</b>			
<b>The school's resources and support structures ensure the implementation of the IB programme(s).</b>			
		School's conclusion	IB conclusion
PYP, DP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
PYP, DP, MYP	Conclusion	Shows satisfactory development	Shows satisfactory development

### Section C: Curriculum

#### Standard C1: Collaborative planning

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

<b>Practice 1+1a+1b+1c</b>		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.  b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
<b>Findings of the team</b>	PYP	The director of the PYP, PYP coordinator and teachers discuss the ongoing opportunities that occur for collaborative planning and reflection during the school year and at the end of the school year. Class schedules explicitly indicate when this planning occurs during the school day. All PYP teachers, and additionally teachers through the IB continuum collaborate frequently

	MYP	Teachers are not yet able to explain how samples of completed interdisciplinary unit plans reflect the collaborative planning process.
	DP	<p>Conversations with teachers show that:</p> <ul style="list-style-type: none"> <li>° They meet within subjects to plan</li> <li>° When they plan, they take into consideration input from other subjects.</li> </ul> <p>Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines and levels of the continuum.</p> <p>However, TOK is yet to be integrated into the collaborative meetings. The school is aware that more effort needs to be put to explicitly integrate TOK into their courses. In conversation with students they indicated a desire to have more open discussion in TOK. The school indicated a relatively low level of implementation.</p>
<b>Commendation(s)</b>	PYP	The school has dedicated regular and frequent opportunities for collaboration between classroom teachers and single-subject teachers. It has also provided opportunities for collaboration among programmes.
<b>Recommendations</b>	DP	The school should ensure that the TOK teachers have an opportunity to help all DP staff integrate TOK into their respective subjects.
	MYP	The school should investigate ways to ensure that collaborative time focuses on the development of meaningful interdisciplinary units based on the interdisciplinary unit planner.
<b>Recommendation Repeated from previous report</b>	DP	No
	MYP	Yes
<b>School included appropriate action in Action Plan</b>	DP	No
	MYP	Yes
<b>Support in IB Documentation</b>	PYP	<p><i>Making the PYP happen: A curriculum framework for international primary education, p. 41</i></p> <p><i>Developing a transdisciplinary programme of inquiry, pp. 6–11</i></p>
	DP	<i>"Planning a Diploma Programme course" in The Diploma Programme: From principles into practice, pp. 35–6</i>
	MYP	MYP: From principles into practice

<b>Practice 2</b>		Collaborative planning and reflection takes place regularly and systematically.
<b>Findings of the team</b>	DP	Conversations with teachers show that meetings of DP teachers aimed at collaborative planning

		and reflection take place regularly and systematically. Meetings to plan collaboratively are structured with agendas and outcomes.
	MYP	Experiences related by teachers indicate that meetings scheduled by the school are not consistently used for MYP collaborative planning and reflection.
	Recommendations	The school further should develop the planning of meetings to ensure clear MYP related goals and timelines.
<b>Recommendation repeated from previous report</b>	MYP	Yes
<b>School included appropriate action in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	MYP	MYP: From principles into practice

<b>Practice 3</b>		Collaborative planning and reflection addresses vertical and horizontal articulation.
<b>Findings of the team</b>	PYP	The Director of the PYP and PYP coordinator organize a day-long vertical and horizontal planning session with teachers in June. In addition, as new units are developed, the PYP coordinator works to ensure alignment. Teachers and coordinators also have opportunities to participate in whole school curriculum articulation discussions.
	MYP	Teachers' experiences show that vertical and horizontal planning of the curriculum have been developed collaboratively and that allocated meeting time is beginning to focus on the vertical and horizontal planning of approaches to learning skills.
	DP	Conversations with teachers indicate the presence of vertical and horizontal articulation in the planning meetings. However, teachers stated that backward design for subjects requiring better preparation for the DP subject content needed more attention.
<b>Commendation(s)</b>	PYP	Collaborative planning and reflection includes a systematic approach to ensuring balance and articulation within the transdisciplinary programme of inquiry.
<b>Recommendations</b>	DP	The school should consider more concentration on backward design in their collaborative planning, for subjects requiring better preparation for the DP course content.
	MYP	The school should further use allocated meeting time to plan and reflect upon the vertical and horizontal planning of approaches to learning skills.
<b>Recommendation(s) repeated from previous report</b>	PYP, DP, MYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP, MYP	Yes
	DP	No

<b>Support in IB Documentation</b>	PYP	<i>Developing a transdisciplinary programme of inquiry, pp. 8–9</i>
	MYP	<i>MYP: From principles into practice</i>
	DP	<i>“Induction of students: Providing students with a smooth transition into the Diploma Programme” in The Diploma Programme: From principles into practice, pp. 15–16</i>

<b>Practice 3a</b>		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>	PYP	The school, at this point, is not using the PYP scope and sequence documents and these have not yet been linked to the units of inquiry. The school is solely focusing on the new British Columbia Ministry of Education curriculum expectations (June 2016). Discussions with the Director of the PYP and PYP coordinator disclosed that plans to integrate PYP scope and sequences would be the next step.
<b>Recommendation(s)</b>	PYP	The school should further develop a systematic approach to incorporate the PYP subject-specific scope and sequence documents alongside the British Columbia Ministry of Education curriculum expectations
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>Developing a transdisciplinary programme of inquiry, pp. 8–9</i> <i>Subject-specific scope and sequence documents</i>

<b>Practice 4</b>		Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.
<b>Findings of the team</b>	DP	Conversations with the DP coordinator and teachers demonstrate that they take each student's needs into consideration when planning and reflecting.

<b>Practice 5</b>		Collaborative planning and reflection is based on agreed expectations for student learning.
<b>Findings of the team</b>	PYP	Expectations for student learning come from the BC curriculum. Those are taken into consideration during planning meetings. At this point, not all planners are linked to the new British Columbia Ministry of Education curriculum expectations (June 2016) or the PYP scope and sequence.
<b>Recommendation(s)</b>	PYP	The school should continue the process of developing and updating their scope and sequence documents to better support common understanding of overall expectations for student learning.

<b>Recommendation(s) repeated from previous report</b>	PYP	Yes
<b>School included appropriate action(s) in Action Plan</b>	PYP	No

<b>Practice 6</b>		Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
<b>Findings of the team</b>	PYP	Teachers explain the collaborative planning process by which they design learning experiences to differentiate for students with various learning needs and styles. Because of the school's admission process, students with severe learning differences are not admitted to the school. Teachers therefore indicate that learning needs within the classrooms were minimal. Examples of differentiation during class visits were not evident, except by individual teacher support. Due to small classes, it is clear teachers can provide some support and guidance to students as required. Completed PYP planners do not contain reference to planned differentiation except by outcome. Students can select different ways to show their understanding during summative assessment tasks.
	MYP	Teachers are able to offer some examples of how they use the collaborative planning process to develop ways to differentiate for students' learning needs and styles.
	DP	Conversations with teachers show that they try to incorporate differentiation in their planning process and teaching as much as possible.
<b>Recommendation(s)</b>	PYP, MYP	The school should further incorporate differentiated practices for students learning needs and styles into collaborative planning and reflection.
	DP	The school should consider implementing actions to ensure that DP teachers take each student's needs into consideration when planning and reflecting.
<b>Recommendation(s) repeated from previous report</b>	PYP, DP, MYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP, DP, MYP	No
<b>Support in IB Documentation</b>	PYP	<i>The Primary Years Programme as a model of transdisciplinary learning, pp. 16–19</i>
	MYP	<i>MYP: From principles into practice</i>

<b>Practice 7</b>		Collaborative planning and reflection is informed by assessment of student work and learning.
<b>Findings of the team</b>	DP	Results are analyzed to inform curriculum changes and improvements.

<b>Practice 8</b>		Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
<b>Findings of the team</b>	PYP	Single-subject teachers are involved in collaborative planning with classroom teachers, conversations with staff indicate some teachers understand that all teachers have a collective role in the student's development of language but it was noted that teachers do not refer to the language policy during collaborative planning and reflecting.
	DP	The school has indicated a relatively low level of implementation. Teachers recognize that more work is required to address language development of students in their classes.
<b>Recommendation(s)</b>	PYP	The school should continue reflecting on the teacher's responsibility and role in the language development of their students and how to incorporate this aspect into collaborative planning and reflection.
	DP	The school should consider implementing actions to ensure that DP teachers take each student's language needs into consideration when planning and reflecting.
<b>Recommendation(s) repeated from previous report</b>	PYP, DP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
	DP	Yes

<b>Practice 9</b>		Collaborative planning and reflection addresses the IB learner profile attributes.
<b>Findings of the team</b>	PYP	Teachers give examples of how the IB learner profile attributes are included in collaborative planning discussions and reflection meetings. Essential agreements based on the IB learner profile are used during planning and reflection meetings.
	MYP	Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and reflection.
	DP	Conversations with teachers show that they actively contribute to the development of the IB learner profile attributes and include this when planning and reflecting. The learner profile is a living document throughout the school.
<b>Commendation(s)</b>	PYP	The school has ensured that teachers systematically address the development of the IB learner profile attributes in collaborative planning and reflection.
	MYP	Teachers systematically address the development of the IB learner profile attributes in collaborative planning and reflection.
<b>Support in IB Documentation</b>	PYP	<i>IB learner profile booklet</i>
	DP	<i>IB learner profile booklet</i>  <i>The IB learner profile in review: Resources for reflection</i>

## Conclusion of the IB

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

<b>Standard C1</b>			
<b>Collaborative planning and reflection supports the implementation of the IB programme(s).</b>			
		School's conclusion	IB conclusion
PYP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
DP			No recommendations were made from the previous evaluation process or from authorization
PYP, DP, MYP	Conclusion	Shows satisfactory development	Shows satisfactory development

## Section C: Curriculum

### Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

<b>Practice 1+1a+1c+1d</b>		<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <p>a. The curriculum fulfills the aims and objectives of each subject group and the core.</p> <p>c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.</p> <p>d. The school develops its own courses of study for each subject on offer and for theory of knowledge.</p>
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<b>Findings of the team</b>	PYP	A new British Columbia curriculum was just developed by the local Ministry of Education. The school is currently in the process of adapting all their curriculum documentation to ensure all requirements are met and are in line with PYP requirements as well. Supporting curriculum documents are being developed to have an overview of the vertical and horizontal articulation of the programme. The British Columbia curriculum expectations (June 2016) have all been uploaded to ManageBac and are available to the teachers. Links between those and PYP units of inquiry are still being made as the year progresses. All units have been documented according to the PYP unit planning process, including some single-subject units.
	DP	<p>The school is very small and has an adequate number of subject choices to answer student needs.</p> <p>Though the school has had only three graduating classes results have been good.</p> <p>Conversations with teachers validate conclusions submitted in the self-study questionnaire.</p> <p>CAS is fully established.</p> <p>The school has developed its own courses of study and is using the Unit Planner provided on ManageBac to log their units.</p>
<b>Recommendation(s)</b>	PYP	The school should continue to develop its written curriculum through a collaborative approach to ensure that it is comprehensive and aligned with the requirements of the PYP and the BC Ministry of Education.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<p><i>Developing a transdisciplinary programme of inquiry</i></p> <p><i>Subject-specific scope and sequence documents</i></p>
	DP	<p><i>“Curriculum design and scheduling” in The Diploma Programme: From principles into practice, pp. 24–9</i></p> <p><i>“Creative teacher professionalism” in The Diploma Programme: From principles into practice, p. 9</i></p> <p><i>DP subject guides</i></p> <p><i>Creativity, action, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p>

<b>Practice 1b</b>		The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
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<b>Findings of the team</b>	PYP	Each unit contributes to a coherent, school-wide programme of inquiry that is framed in terms of transdisciplinary themes of global significance. Now, there is some unnecessary repetition across the programme of inquiry, and some units appear to be placed under the incorrect transdisciplinary theme.
	MYP	Conversations with teachers indicate that they have not contributed to the planning of approaches to learning skills for all of the 10 MYP approaches to learning clusters.
<b>Recommendation(s)</b>	PYP	The school should continue collaboratively reviewing their programme of inquiry to ensure that the school has a coherent, horizontally and vertically articulated programme of inquiry.
	MYP	Teachers should further develop the planning of approaches to learning skills to include skills from all of the 10 MYP approaches to learning skill clusters.
<b>Recommendation(s) repeated from previous report</b>	PYP, MYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
	MYP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 56</i>  <i>Developing a transdisciplinary programme of inquiry, pp. 6–11</i>
	MYP	<i>MYP: From principles into practice</i>

<b>Practice 1c</b>		The written curriculum includes subject group overviews for each subject group offered for each year of the programme.
<b>Findings of the team</b>	MYP	The school has not yet begun the transition from vertical planners to subject group overviews, but is aware of the need to do so.
<b>Recommendations</b>	MYP	The school must ensure that a subject group overview is developed for each course that is part of an MYP subject group. The overview will need to identify the key and related concepts, global contexts, statement of inquiry, MYP subject group objectives, approaches to learning skills and content (topics, knowledge, skills ) to be taught in each year of the MYP.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	No
<b>Support in IB Documentation</b>	MYP	MYP: From principles into practice

<b>Practice 1f</b>		There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.
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<b>Findings of the team</b>	MYP	The school is using the building quality curriculum mechanism as a tool for feedback on the unit planning process. The school is just beginning to develop a scope and sequence for the approaches to learning.
<b>Recommendations</b>	MYP	The school develop a system for the regular review of the planning of approaches to learning skills.
<b>Recommendation repeated from previous report</b>	MYP	No
<b>School included appropriate action in Action Plan</b>	MYP	Yes
<b>Support in IB Documentation</b>	MYP	MYP: From principles into practice

<b>Practice 2</b>		The written curriculum is available to the school community.
<b>Findings of the team</b>	DP	Conversations with the DP coordinator and teachers make reference to the procedures by which the written curriculum is made available to the school community.
<b>Support in IB Documentation</b>	DP	DP subject guides Creativity, action, service guide Theory of knowledge guide Extended essay guide

<b>Practice 3</b>		The written curriculum builds on students' previous learning experiences.
<b>Findings of the team</b>	DP	Teachers have met collaboratively to consider developing backward design in order to ensure that the DP builds on students' previous learning.
<b>Support in IB Documentation</b>	DP	DP subject guides Creativity, action, service guide Theory of knowledge guide Extended essay guide

<b>Practice 4</b>		The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
<b>Findings of the team</b>	DP	The school has indicated a relatively high level of implementation.
<b>Support in IB Documentation</b>	DP	DP subject guides Creativity, action, service guide Theory of knowledge guide

		Extended essay guide
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<b>Practice 4a</b>		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>	PYP	Curriculum documents such as unit plans and the BC curriculum indicate the development of conceptual understanding, knowledge and skills for different subject areas. The school has plans for the development of a whole school scope and sequence document for approaches to learning.
<b>Recommendation(s)</b>	PYP	The school should continue the development of scope and sequence documents in line with the new BC curriculum and PYP expectations. These documents should indicate the development of conceptual understanding, knowledge and skills.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Subject-specific scope and sequence documents</i>

<b>Practice 4b</b>		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>Findings of the team</b>	PYP	The new BC curriculum has many commonalities with the PYP philosophy; at this point teachers are in the process of mapping those connections and there are plans for developing their own documents based on the BC and PYP scope and sequence documentation.
<b>Recommendation(s)</b>	PYP	The school should continue the development of scope and sequence documents in line with the new BC curriculum and PYP expectations.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>Subject-specific scope and sequence documents</i>

<b>Practice 5</b>		The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
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<b>Findings of the team</b>	PYP	Across the curriculum there are multiple opportunities for student initiated action. Those are being recorded in unit planners and many examples are visible on bulletin boards around the school.
	DP	Conversation with the CAS coordinator included discussion of opportunities for students to act in response to their own needs and the needs of others.
<b>Commendation(s)</b>	PYP	The curriculum and the school include meaningful opportunities for student action.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, pp. 25–27</i>
	DP	<i>Creativity, action, service guide</i>

<b>Practice 6</b>		The written curriculum incorporates relevant experiences for students.
<b>Findings of the team</b>	DP	The school has indicated a relatively high level of implementation.
<b>Support in IB Documentation</b>	DP	DP subject guides  Creativity, action, service guide  Theory of knowledge guide  Extended essay guide

<b>Practice 6a</b>		The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
<b>Findings of the team</b>	PYP	Central ideas outlined in the programme of inquiry relate to concepts that are significant, relevant, engaging and challenging. Reflections recorded on individual unit planners indicate how past units offered significant, relevant, engaging and challenging learning opportunities. Documentation in the PYP Standards and Practices Evidence binder at the school shows examples of student learning opportunities that are significant, relevant, engaging and challenging.
<b>Commendation(s)</b>	PYP	The written curriculum provides many opportunities for student learning that is significant, relevant, engaging and challenging.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 5</i>

<b>Practice 7</b>		The written curriculum promotes students' awareness of individual, local, national and world issues.
<b>Findings of the team</b>	DP	Conversations with teachers reveal that they are working hard to incorporate topics to promote awareness of individual, local, national and world issues.
<b>Recommendations</b>	DP	The school should further develop the written curriculum to promote individual, national and world issues.
<b>Recommendation repeated from previous report</b>	DP	No
<b>School included appropriate action in Action Plan</b>	DP	No
<b>Support in IB Documentation</b>	DP	DP subject guides Creativity, action, service guide Theory of knowledge guide Extended essay guide

<b>Practice 7a</b>		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>	PYP	The programme of inquiry shows units with lines of inquiry that focus on the study of the host or home country, the culture of individual students and the culture of others, including their belief systems. Conversations with students and teachers revealed that some opportunities to make authentic links to the diverse cultural heritage of the community and to positively acknowledge and value individual differences are currently being missed. The BC curriculum mandates a greater focus on first nations people, an area mentioned to need improvement during the self-study. The school is currently reviewing their programme of inquiry to ensure those requirements are consistently met throughout the programme.
<b>Recommendation(s)</b>	PYP	The school should further identify units and lines of inquiry where authentic and relevant links could be made to incorporate the study of host or home country, the culture of individual students, and the culture of others, including their belief systems.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No

<b>Practice 8</b>		The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
<b>Findings of the team</b>	DP	Reflection is an integral part of all courses. Opportunities are provided for students to reflect on their progress and on work done in class.
<b>Support in IB Documentation</b>	DP	DP subject guides Creativity, action, service guide Theory of knowledge guide Extended essay guide

<b>Practice 9</b>		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>	DP	Teachers consult the OCC regularly to stay up to date in changes and developments in their subjects.
<b>Support in IB Documentation</b>	DP	Current Coordinator's notes to be aware of DP courses' review cycle

<b>Practice 9a</b>		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>Findings of the team</b>	PYP	The PYP coordinator and teachers are actively engaged in the review and refinement of the curriculum documents on a yearly basis. Documents reviewed during the visit show the way in which the programme of inquiry and scope and sequence documents were reviewed over the past few years.
<b>Commendation(s)</b>	PYP	The school has a regular and effective system in place to review and refine the programme of inquiry and individual units of inquiry.
<b>Support in IB Documentation</b>	PYP	<i>Developing a transdisciplinary programme of inquiry, p. 10</i>

<b>Practice 10</b>		The written curriculum integrates the policies developed by the school to support the programme(s).
<b>Findings of the team</b>	PYP	The school has continuum policies in place. Conversations with teachers show that the academic honesty and assessment policies are used and referred to when planning units of inquiry. These are reflected in PYP unit planners. The language policy is quite new and it is not considered by all teachers when planning and discussing individual student needs.
	MYP	Teachers can provide some examples of how their subject curriculum reflects the different policies.

	DP	<p>Conversations with teachers show that they have been involved in the production or revision of the school's policies.</p> <p>However, these policies have yet to be fully integrated into written curricula.</p> <p>The school indicated a relatively low level of implementation.</p>
<b>Recommendation(s)</b>	PYP	The school should further explore ways to integrate into the written curriculum the policies developed by the school to support the programme.
	DP, MYP	The school should further explore ways to integrate policies developed by the school into the written curriculum.
<b>Recommendation(s) repeated from previous report</b>	PYP, DP, MYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP, DP, MYP	No

<b>Practice 11</b>		The written curriculum fosters development of the IB learner profile attributes.
<b>Findings of the team</b>	PYP	PYP unit planners include learning experiences that foster the development of the IB learner profile attributes. Reflections on unit planners include thoughts on how the unit has fostered the development of the IB learner profile attributes.
	DP	Conversations with teachers show that they are active in the promotion of the IB learner profile attributes.
<b>Commendation(s)</b>	PYP	The written curriculum contains multiple opportunities to foster the development of the IB learner profile attributes.
<b>Support in IB Documentation</b>	PYP	<i>IB learner profile booklet</i>
	DP	<i>IB learner profile booklet</i>  <i>The IB learner profile in review: Resources for reflection</i>

### Conclusion of the IB

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

	<b>Standard C2</b>		
	<b>The school's written curriculum reflects IB philosophy.</b>		
		School's conclusion	IB conclusion

PYP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
DP			• No recommendations were made from the previous evaluation process or from authorization.
PYP, DP, MYP	Conclusion	Shows satisfactory development	Shows satisfactory development

**Section C: Curriculum**

**Standard C3: Teaching and learning**

Teaching and learning reflects IB philosophy.

<b>Practice 1+1a</b>		Teaching and learning aligns with the requirements of the programme(s).  a. Teaching and learning at the school addresses all of the aims and objectives of each subject.
<b>Findings of the team</b>	PYP	Classroom observations show active, engaged students who approach their learning experiences through inquiry. The unit planners indicate a clear alignment with the programme requirements.
	DP	Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives. Teachers include different teaching strategies that promote independent inquiry and reflection.
<b>Commendation(s)</b>	PYP	Teaching and learning at the school clearly aligns with the requirement of the programme.
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, pp. 8, 28–30</i>
	DP	<i>“Teaching and learning” in Towards a continuum of international education, pp. 12–7</i>

<b>Practice 2</b>		Teaching and learning engages students as inquirers and thinkers
<b>Findings of the team</b>	PYP	Teachers demonstrate that they have a solid understanding of inquiry approaches to learning. Classroom observations confirm that students are actively engaged in thinking and questioning. Units plans show that inquiry approaches are being applied to many learning experiences throughout all grade levels. Teachers have received professional learning in inquiry approaches.
	DP	Teachers include different teaching strategies that promote independent thinking, inquiry, and reflection.
<b>Commendation(s)</b>	PYP	The teachers express a clear understanding of inquiry and use inquiry approaches extensively with a thorough understanding.
<b>Support in IB Documentation</b>	DP	<i>“Teaching and learning” in Towards a continuum of international education, pp. 12–7</i>

<b>Practice 2a</b>		The school ensures that inquiry is used across the curriculum and by all teachers.
<b>Findings of the team</b>	PYP	Unit planners and samples of student work provide evidence that inquiry is well used across the curriculum.
<b>Commendation(s)</b>	PYP	Students are actively engaged as inquirers across the whole school.

<b>Practice 3</b>		Teaching and learning builds on what students know and can do.
<b>Findings of the team</b>	DP	Teachers collaborate to build scope and sequence for their courses.

<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7
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<b>Practice 4</b>		Teaching and learning promotes the understanding and practice of academic honesty.
<b>Findings of the team</b>	PYP	The teacher-librarian explains how the students are provided with the guidelines regarding academic honesty during lessons on research skills. The school's academic honesty policy is referred to.
	MYP	Classroom observations and samples of assessed student work include examples of how academic honesty is put into practice.
	DP	Academic honesty is reinforced in courses throughout the continuum and for the DP core.
<b>Commendation(s)</b>	PYP	Teachers promote the understanding and practice of academic honesty through authentic and practical situations in the classroom and throughout the school.
	MYP	The librarians systematically introduce academic honesty practices that are subsequently supported by classroom teachers.
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 5</b>		Teaching and learning supports students to become actively responsible for their own learning.
<b>Findings of the team</b>	PYP	Conversations with students uncover examples of self-initiated learning. Students are fully supported by their teachers as they advocate for their own learning.
	DP	The school has indicated a high level of implementation.
<b>Commendation(s)</b>	PYP	Students are encouraged to be actively responsible for their own learning.
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 6</b>		Teaching and learning addresses human commonality, diversity and multiple perspectives.
<b>Findings of the team</b>	PYP	The programme of inquiry and unit planners provide evidence of a variety of brief inquiries into diversity, human commonality and multiple perspectives. Conversations with students who had completed the PYP exhibition confirmed this.
	DP	Teachers address multiple perspectives and are working to improve the addressing of diversity and human commonality.
<b>Recommendation(s)</b>	PYP	The school should explore ways to address diversity, understanding that there are many differences within the school community.
	DP	Teachers should further adapt learning experiences to address human commonality and diversity.
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 7</b>		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>	PYP	Students who are learning in a language other than their mother tongue, receive language support from their teachers. Additional English Language Learning (ELL) support is provided beginning in Grade 4 for one year through a Transitional Language Programme (TLP).
	DP	As indicated in B1.5b, there is limited assistance for students learning in a language other than mother tongue. Teachers endeavor to assist these students within the context of the class.  The school has indicated a relatively low level of implementation.
<b>Recommendation(s)</b>	PYP	The school should investigate ways to provide ongoing support for ELL students from an early age.
	DP	Teachers should further explore learning experiences to address the diversity of student language needs, including those for students learning in a language other than mother tongue.
<b>Recommendation(s) repeated from previous report</b>	PYP, DP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP, DP	Yes
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 9</b>		Teaching and learning uses a range and variety of strategies.
<b>Findings of the team</b>	DP	The school has indicated a high level of implementation
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 10</b>		Teaching and learning differentiates instruction to meet students' learning needs and styles.
<b>Findings of the team</b>	PYP	Teachers mention that at times they differentiate teaching according to learners' needs. Since classroom sizes are small, teachers indicated that the need to differentiate was minimal.
	DP	The school has indicated a relatively high level of implementation.
<b>Recommendation(s)</b>	PYP	The teachers further develop their understanding of differentiation and how to use differentiated strategies to enhance learning opportunities for all students.

<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	Yes
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 10a</b>		The school provides for grouping and regrouping of students for a variety of learning purposes.
<b>Findings of the team</b>	PYP	Teachers plan multiple learning experiences whereby classes are combined and students are organized into various groupings based on the nature of the learning experience. Flexible groupings were observed in many classrooms. Classroom design allows teachers from two classes at the same level to work as a whole group, providing opportunities for increased collaboration among students and the use of multiple grouping strategies.
<b>Commendation(s)</b>	PYP	Teachers use a variety of effective grouping and regrouping strategies to support learning.

<b>Practice 11</b>		Teaching and learning incorporates a range of resources, including information technologies.
<b>Findings of the team</b>	PYP	Teachers and students can give examples of how a variety of resources, including specialized equipment and learning technologies, are used in learning.
	DP	Teachers and students can give examples of how a variety of resources, including specialized equipment, learning technology and internet access, are used in learning experiences (e.g. 3D printer)
<b>Commendation(s)</b>	PYP	Teachers and students make optimal use of information technologies in teaching and learning situations.
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 12</b>		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>	PYP	Classroom observations show examples of developing student attitudes and skills that allow for meaningful action. Students discuss and describe actions arising from their learning and what makes them personally meaningful.
	DP	Students' attitudes developed in the classroom have extended into their CAS activities such as Me to WE, and Matthew's House.
<b>Commendation(s)</b>	PYP	Student attitudes and skills are well developed and lead to meaningful student action.
	DP	Teaching and learning in the classroom has influenced students beyond the school community.

<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7
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<b>Practice 13</b>		Teaching and learning engages students in reflecting on how, what and why they are learning.
<b>Findings of the team</b>	PYP	Conversations with students demonstrate that they clearly understand what they are learning and many students can articulate connections to learning goals.
	MYP	Samples of assessed student work, the personal project journal, reflections on service involvement and the arts process journal demonstrate student reflection on their learning.
	DP	The school has indicated a high level of implementation and conversations with teachers validate this.
<b>Commendation(s)</b>	PYP	Portfolios and samples of student work provide a strong indication of the value teachers place in giving students opportunities to reflect on their learning.
	MYP	Learning experiences consistently engage students in reflecting on how, what and why they are learning.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 14</b>		Teaching and learning fosters a stimulating learning environment based on understanding and respect.
<b>Findings of the team</b>	PYP	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 space.
	DP	In classes visited the students were engaged and some IB learner profile attributes were observed (communicative, caring, knowledgeable, inquiry).
<b>Commendation(s)</b>	PYP	The school has built a stimulating learning environment based on understanding and respect throughout the school community.
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 14a</b>		The school provides environments in which students work both independently and collaboratively.
<b>Findings of the team</b>	PYP	The school has been purposefully redesigned to encourage students and teachers to work both in collaborative group settings and individually. The learning spaces include sliding doors between classes and varied seating options which facilitate both independent and group work.

<b>Commendation(s)</b>	PYP	Classroom design and teacher planning allows students to work both independently and collaboratively to enhance learning opportunities.
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<b>Practice 14b</b>		Teaching and learning empowers students to take self-initiated action as a result of the learning.
<b>Findings of the team</b>	PYP	Conversations with students reveal that they believe they have a voice and are able to take action with the support of their teachers. Examples of self-initiated actions were explained by both students and teachers.
<b>Commendation(s)</b>	PYP	Students are highly empowered to take self-initiated action as a result of their learning across the PYP.
<b>Recommendation(s)</b>	PYP	Teachers should review the definition of student action in the PYP and make sure this element is not only viewed as a social responsibility but also as a way in which students put into practice the 5 essential elements.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 25</i>

<b>Practice 15</b>		Teaching and learning encourages students to demonstrate their learning in a variety of ways.
<b>Findings of the team</b>	PYP	Teachers and students can give some examples of how students can demonstrate their understanding. Classroom observations revealed few learning experiences that encourage students to demonstrate their learning in a variety of ways. Summative assessments observed were the same for all students.
	DP	The school has indicated a high level of implementation.  This practice was easily validated through visits to the visual art classes and by speaking with students about their CAS activities.
<b>Recommendation(s)</b>	PYP	The school should consider expanding their repertoire of differentiated tasks.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

<b>Practice 16</b>		Teaching and learning develops the IB learner profile attributes.
<b>Findings of the team</b>	PYP	The IB learner profile is meaningfully utilized throughout the school. Teachers discuss the many ways they develop the IB learner profile by embedding opportunities in all learning engagements. Students discuss how they use the IB learner profile to reflect on their learning and resulting actions.
	MYP	Displays and samples of assessed student work include examples
	DP	The IB learner profile attributes form the primary focus of the philosophy of the school.  It is in evidence in the classes, halls and in the student eating area.
<b>Commendation(s)</b>	PYP	The school embeds the IB learner profile in a thoughtful, meaningful way within many aspects of the PYP and throughout the school.
	MYP	Students are aware of their development according to the IB learner profile attributes.
	DP	The learner profile is in evidence in classes and throughout the school facilities.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>IB learner profile booklet</i>
<b>Support in IB Documentation</b>	DP	"Teaching and learning" in Towards a continuum of international education, pp. 12–7

### Conclusion of the IB

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

Standard C3			
Teaching and learning reflects IB philosophy.			
		School's conclusion	IB conclusion
PYP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
DP			• No recommendations were made from the previous evaluation process or from authorization
PYP, MYP, DP	Conclusion	Shows satisfactory development	Shows satisfactory development

**Section C: Curriculum**

**Standard C4: Assessment**

Assessment at the school reflects IB assessment philosophy.

<b>Practice 1+1a</b>		<p>Assessment at the school aligns with the requirements of the programme(s).</p> <p>a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.</p>
<b>Findings of the team</b>	DP	<p>Conversations with teachers show that they know the assessment requirements related to their subjects or core responsibilities.</p> <p>Parents are familiar with the assessment requirements related to the DP.</p>
	MYP	<p>Samples of assessed student work indicate that the prescribed assessment criteria are used for summative assessment in each year of the MYP.</p>
	MYP	<p>IB assessment criteria are consistently used in all subjects at all grades and teachers are routinely developing task-specific rubrics.</p>
<b>Support in IB Documentation</b>	DP	<p>"Assessment in the DP" in Towards a continuum of international education, p. 20</p> <p>Guidelines for developing a school assessment policy in the Diploma Programme</p> <p>DP subject guides</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

<b>Practice 1b</b>		Assessment addresses all the essential elements of the programme.
<b>Findings of the team</b>	PYP	Teachers can provide limited examples of ways they address the essential elements of the programme through assessments. Unit planners and some samples of student work show that assessment at the school addresses some of the elements of the programme.
<b>Recommendation(s)</b>	PYP	The school should review its assessment practices to ensure that assessment strategies and tools address all the essential elements of the programme
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	Yes

<b>Practice 1c</b>		The school provides evidence of student learning over time across the curriculum.
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<b>Findings of the team</b>	PYP	Various forms of documentation such as portfolios and report cards provide evidence of student learning over time across the curriculum. Two forms of portfolios are evident at all grade levels; ongoing learning portfolios which contain examples of learning during the current school year, and archived portfolios which provide work samples from each grade level in the PYP.
<b>Commendation(s)</b>	PYP	The teachers and students collect abundant evidence of student learning in two comprehensive portfolio formats that provide ample evidence of student learning over time.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 47</i>

<b>Practice 2</b>		The school communicates its assessment philosophy, policy and procedures to the school community.
<b>Findings of the team</b>	PYP	The school has a published assessment policy. The school community, including parents, is aware of the school's assessment policy. Teachers demonstrate an understanding of the philosophy of PYP assessment.
	DP	The policies developed in 2016 have yet to be communicated in detail to the parents. They will be posted on the redesigned website once it has been launched.
<b>Commendation(s)</b>	PYP	The school community, including parents, understands and supports the philosophy of PYP assessment.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	Yes
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, p. 54</i>

<b>Practice 3</b>		The school uses a range of strategies and tools to assess student learning.
<b>Findings of the team</b>	PYP	Unit planners indicate some student choice during assessment tasks. Teachers describe the use of a variety of strategies and tools to assess student learning. Unit planners show limited documentation of differentiated assessment tasks, although conversations with teachers indicate that these happen informally.
	DP	A range of assessment tools were observed in classroom visits.

<b>Recommendation(s)</b>	PYP	The school consider expanding their use of differentiated assessment tasks.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education, pp. 48–51</i>

<b>Practice 4</b>		The school provides students with feedback to inform and improve their learning.
<b>Findings of the team</b>	PYP	The assessment policy states how teachers provide students with feedback to inform and improve their learning. Samples of student work provide evidence of teacher and peer feedback.
	DP	There is regular feedback to students and parents regarding progress in all subjects.
<b>Commendation(s)</b>	PYP	The teachers include feedback as an effective way to inform students and improve their learning.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	PYP	<i>Making the PYP happen: A curriculum framework for international primary education</i>

<b>Practice 5</b>		The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
<b>Findings of the team</b>	DP	The assessment policy explains in detail the school systems to record student progress.
		All recording is done in IB terms.

<b>Practice 5a</b>		The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.
<b>Findings of the team</b>	MYP	The school has determined qualitative expectations for students' participation in service as action, aligned with the MYP learning outcomes for service.
<b>Commendations</b>	MYP	The MYP CAS block within the student timetable, the Gryphon Pin programme, and the Duke of Edinburgh award drive the school's focus on service learning.

<b>Practice 6</b>		The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
<b>Findings of the team</b>	DP	Teachers have systems allowing them to report on student progress in IB terms.
	MYP	Procedures for calculating MYP grades are based on criterion totals according to the MYP criteria and determined using grade boundary guidelines.
<b>Commendation</b>		The school's report card provides detailed feedback to students and parents about levels achieved on MYP assessment criteria, using the language of the learner profile.

<b>Practice 6a</b>		Student learning and development related to all attributes of the IB learner profile are assessed and reported.
<b>Findings of the team</b>	PYP	Student learning and development related to the attributes of the IB learner profile are reported. 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.
<b>Commendation(s)</b>	PYP	The school has developed effective assessment and reporting processes to determine and share student learning and development related to all attributes of the IB learner profile.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No

<b>Practice 7</b>	The school analyses assessment data to inform teaching and learning.	
<b>Findings of the team</b>	The school analyzes results in their August retreat and uses the information to inform teaching and learning.	

<b>Practice 7a</b>		The school ensures that students' knowledge and understanding are assessed prior to new learning.
<b>Findings of the team</b>	PYP	Unit planners describe pre-assessments performed for each unit of inquiry. Teachers can explain the way in which the information gathered from pre-assessments is used to plan and develop new learning.
<b>Commendation(s)</b>	PYP	The school employs a variety of strategies and tools that ensure that students' knowledge and understanding is assessed prior to new learning.
<b>Recommendation(s) repeated from previous report</b>	PYP	No

<b>School included appropriate action(s) in Action Plan</b>	PYP	No
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<b>Practice 8</b>		The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
<b>Findings of the team</b>	PYP	Samples of assessed student work contain student reflections and peer/self-assessments. In conversations, students and teachers demonstrate understanding of the value of peer and self-assessment.
	DP	Teachers promote peer assessment.
<b>Commendation(s)</b>	PYP	The school provides students with regular opportunities to participate in, and reflect on, the assessment of their work in all year/grade levels and subject areas.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>		Yes

<b>Practice 9</b>		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>Findings of the team</b>	PYP	All students in the final year of the PYP participate in the PYP exhibition. Students understand the purpose and requirements of the PYP exhibition.
	MYP	Conversations with the personal project coordinator, as well as school documentation on the personal project, indicate that procedures are in place for: standardizing assessment of the project, allocation and briefing of supervisors, providing clear timelines for students and teachers for the completion of the project, and ensuring students are prepared for the project.
	DP	There is a detailed explanation of the process for the extended essay (EE). The EE coordinator works with the librarian to teach research skills. There is a trip to a local university for further instruction on research and a thorough explanation is provided for students at the August retreat. The handbook covers all aspects of the process for EE subject supervisors and for students.
<b>Commendation(s)</b>	PYP	The school and all teachers have a strong understanding of the PYP exhibition process and the effective strategies used to ensure that the PYP exhibition is an excellent consolidation of student learning and a celebration of learning in the PYP.
	MYP	The school has developed a thoughtful and well-structured process to support students in completing the personal project.

	DP	The school has a fully detailed and well organized EE process.
<b>Recommendation(s) repeated from previous report</b>	PYP	No
<b>School included appropriate action(s) in Action Plan</b>	PYP	No
<b>Support in IB Documentation</b>	DP	Extended essay guide

**Conclusion of the IB**

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

<b>Standard C4</b>			
<b>Assessment at the school reflects IB assessment philosophy.</b>			
		School's conclusion	IB conclusion
PYP, DP, MYP	School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
PYP, DP, MYP	Conclusion	Shows satisfactory development	Shows satisfactory development