



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Evaluation report

IB World Schools Department



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Education for a better world

Report on continuum visit programme evaluation

Name of head of school	Mr Mark Beach		
Name of school	Discovery College	IB school code	003544
Date	16 January 2019	IB programmes	PYP, MYP, DP

PYP ages offered at the school	<input checked="" type="checkbox"/>								
	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
MYP years offered at the school			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
			Y0	Y1	Y2	Y3	Y4	Y5	

Dear Mr Beach,

Thank you for completing the self-study for programme evaluation and for welcoming the visiting team to your school. The IB recognizes that this process requires the collaboration of the whole school community. We appreciate the time and effort made and hope that the insights gained along the way will be valuable in further developing your programmes.

The aim of school evaluation is for the IB to ensure that the standards and practices of each programme are being maintained, to acknowledge accomplishments and to provide guidance for school improvement. 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. A continuum visit is also an opportunity to consider the development and impact of the IB programmes across the whole school.

The report that follows is based on the analysis of the self-study questionnaires and supporting documents, together with the findings from the school visit.

The report is structured as follows:

- an executive summary, which references the IB's continuum standard and related practices
- feedback on the self-study
- notice of matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of a programme and the authorization status of that programme
 - indication of the evidence to be provided by the school in the case of MTBAs and the deadline for its submission
- whole-school findings, and commendations and recommendations for the common practices in standards A and B
- findings, commendations and recommendations for programme-specific requirements in standards A and B
- findings, commendations and recommendations by programme for standards C1-C4
- a conclusion for each standard

Executive summary

A continuum visit gives both the school and the IB visiting team the opportunity to look at the school as a whole rather than as three (four) separate programmes. To support this approach, the IB's continuum practices provide a focus for schools that offer three or more programmes. These practices are:

Continuum standard

Practice 1: The school communicates and affirms the value of the IB to the whole community.

Practice 2: The school's leadership and administrative structures support the implementation of the IB continuum.

Practice 3: The school develops and implements policies and procedures that support the programmes from a whole-school perspective.

Practice 4: The school has structures, procedures and resources to support students and their families to transition across the IB programmes.

Practice 5: The school provides opportunities for planning and reflection across the IB continuum.

Practice 6: The school's written curriculum identifies the knowledge, concepts and skills to be developed across the IB continuum.

Over the course of the visit to your school the IB visiting team found the following to be the key strengths of the IB across your school:

- There is a strong sense of community and connectedness to a common purpose. The school's vision - Grow, Discover and Dream - is owned by students, teachers, leadership and the school board alike. Students are as much a part of ensuring the guiding statements are lived as are teachers, leadership and members of the school council.
- Voices in the community are heard. Various avenues, both formal and informal, exist for the collection of data, feedback and opinions of the members of the school community. This reflects the school's intention to undertake a data driven approach to decision making where possible and appropriate.
- The entire school community, students in particular, strongly value the cultural diversity as well as the harmonious multicultural existence of the school.
- Strategic planning and annual planning are not limited to the leadership team. All teachers are actively encouraged to contribute, leading to a collective sense of ownership.
- The organizational structure within the school and within the ESF group both effectively support the ongoing development of the school. Action research initiatives led by teachers from different ESF schools, inter-school collaboration on standardization and moderation, DP languages across schools and systems for teachers to access pedagogical support within the school are some examples of how programme implementation is supported.
- Students at Discovery College are the centre of everything! The school's vision provides an apt umbrella for the holistic development of learners at the school.
- The focus on visible wellbeing is showing effect as evident from conversations with students. Students from both primary and secondary sections articulate how the school's efforts in this area are benefitting them and their relationships within the community. A PYP student said, "there is a teacher made for all these problems – problems at home, school fights, friendship problems, not just math problems".
- Student agency, voice and choice are encouraged and nurtured both within the formal and informal curriculum in the school. One of the PYP students said, "everybody gets a chance to do things even if you are not good at it" while another said, "Discovery College is a try-first" school. Articulating the difference between an IB and non-IB school, a student said, "in Discovery College you get to push yourself, in other schools, teachers push students".
- Culminating projects at the end of each programme, exhibition, personal project and extended essays, are well established and well supported.
- The focus on character strengths has helped in creating greater self-awareness among students of their strengths and areas for development. However, students may need further help in understanding what they can do with this awareness.
- Numerous leadership opportunities exist for students at all levels. Student councils, ambassadors and the opportunity to run clubs and activities are some examples.

- Community engagement is valued and schools' work and experience from the past several years in this area is being crystalized with initiatives such as the Big Week and No Boundaries Trip. The "box of hope", recycling and reusing movements within the school, peer support programmes, student mentor programmes and newsletters advocating for local and global issues, are some other examples of how community engagement is ingrained into students' day-to-day experience.
- The school facilitates strong and systematic community partnerships with initiatives such as Social Careers, databases of community organizations, and access to parent expertise.
- The school uses a community engagement framework as part of the Curriculum Analysis Tool (CAT) that identifies the different types of roles students can play indicating the depth of involvement, ownership and leadership for various community engagement activities.
- Significant commitment to teacher professional development has led to the development of a culture of reflection and an intrinsic desire to constantly improve practice. Professional learning pathways is a widely appreciated initiative across both sections of the school.
- Collaborative planning and reflection is highly valued by the leadership and teachers alike. Teachers view each other as experts and show willingness to share and learn from each other. Initiatives at the school begin as social movements rather than as mandates.
- We recognize and applaud the school's commitment to develop the Curriculum Analysis Tool and the system for Assessment Recording and Reporting to enhance the effectiveness and efficiency with which teaching, learning and assessment data is documented, analysed and used to improve practice.
- Collaborative planning and reflection in the PYP enhances the cohesive learning experience of students.
- Policy understanding and implementation is strong across the whole school
- The school contributes to the IB by allowing a significant number of teachers to serve in the roles of examiners, workshops leaders, consultants and site visitors.

The strengths noted above are reinforced in commendations in the body of the report that follows.

Areas that the school may wish to focus on during the next review period include:

- While several conversations with MYP and DP teachers showed an awareness of, and efforts to effectively bridge, the vertical and horizontal gaps and overlaps in the curriculum, the school could benefit from further exploration of the effectiveness of its current vertical and horizontal articulation. The visiting team does, however, acknowledge that the completion of curriculum documentation on CAT will facilitate this further.
- Based on classroom observations and conversations with teachers, we note that a shared and consistent understanding and practice of inquiry-based pedagogy and other pedagogical constructs such as differentiation are more pronounced in the PYP compared to MYP and DP. A consistent understanding among staff can further enhance the cohesiveness of students' learning experience and will support the school's efforts to promote the implementation of student agency.
- We acknowledge and endorse the school's intention to integrate the aspects of well-being, community engagement and international mindedness in its formal curriculum to ensure a more systematic, "by-design" approach to further enhance the effectiveness of their implementation.
- There are a range of initiatives that are currently underway. While we have generally noted that teachers are enthusiastic, it is important to consider the aspects of scope, manageability, teacher well-being, sustainability and quality of outcomes.

The areas noted above are reinforced in recommendations in the body of the report that follows.

We hope that the findings of the visiting team provide opportunities for reflection as the school moves through its next review cycle. We thank the school for their efforts and hospitality over the course of the visit.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Feedback on the self-study process

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

Matters to be addressed

No matters to be addressed have been identified

Commendation(s) and recommendations for the common practices in standard A: Philosophy

Commendation(s)

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	<ul style="list-style-type: none"> The school's vision statement and guiding principles articulated as "Grow, Discover, Dream" closely aligns with the educational beliefs and values of the IB programmes. In all interactions with the school community, the visiting team experienced a strong sense of community and connectedness to a common purpose. Conversations with teachers, parents and students indicated that the school's mission statement is highly valued and effectively operationalized through both the formal and informal curriculum.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school is commended for demonstrating a strong school-wide alignment and commitment to its mission and philosophy.

Practice 3	The school community demonstrates an understanding of, and commitment to, the programmes.
Findings of the team	<ul style="list-style-type: none"> Conversations with the governing body, pedagogical leadership teams, teachers, parents and students demonstrate their strong commitment to and deep understanding of IB philosophy.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The IB programmes are deeply valued and supported by all members of the school community.

Practice 4	The school promotes open communication based on understanding and respect.
Findings of the team	<ul style="list-style-type: none"> • The school as a community values and practices the principles of openness, respect and transparency. • Students, parents and teachers have several opportunities and channels to share feedback and express concerns. • Various avenues, both formal and informal, exist for the collection of data, feedback and opinions of the members of the school community. This reflects the school's intention to undertake a data driven approach to decision making where possible and appropriate. • The entire school community, students in particular, strongly value the cultural diversity as well as the harmonious multicultural existence of the school.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school is commended for its success in building an open and respectful culture which celebrates commonalities as well as individual differences.

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	<ul style="list-style-type: none"> • There is an impressive range of service initiatives as detailed in the school's self-study, both student led and school driven, to encourage responsible action within and beyond the school community. • Conversations with students, in particular, indicate a high level of motivation and engagement with these initiatives. • Community engagement is valued and schools' work and experience from the past several years in this area is being crystalized with initiatives such as the Big Week and No Boundaries Trip. The "box of hope", recycling and reusing movements within the school, peer support programmes, student mentor programmes and newsletters advocating for local and global issues, are some other examples of how community engagement is ingrained into students' day-to-day experience.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school is commended for developing a culture of service and action that places a strong emphasis on the motive and meaningfulness of service initiatives and goes above and beyond the IB's programme requirements.

Commendation(s) and recommendations for the programme-specific practices in standard A: Philosophy

Commendation(s)

PYP Requirement 3.d	The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum
Findings of the team	<ul style="list-style-type: none"> • Conversations with the pedagogical leadership team highlight commitment to the PYP framework • Discussions with staff demonstrate strong PYP practice • Conversations with students and parents reveal a school-wide PYP approach • Documentation shared reveals strong planning, recording and review supporting PYP practice • Work samples provided during the visit highlight aligned practice • Promotional material from ESF demonstrate a system-wide commitment to PYP • Teachers share a culture supporting discussion, collaboration and innovation • Support teachers share their understanding and experience with PYP • Single subject teachers demonstrate how they contribute to the development of units within the programme of inquiry • Teachers share the need for continued focus on standards and practices, the enhanced PYP and developments in practice within and beyond ESF. • Planners highlight the level of focus, collaboration and discussion on units of inquiry • Teachers highlight mentoring structures which support standards, collective development and personal growth • The school utilises talented and experienced staff, including IBE's to enhance the quality of PYP implementation
Commendation	The school demonstrates commitment to the PYP as a framework for all planning, teaching and learning.

PYP Requirement 3.e	The school demonstrates a commitment to transdisciplinary learning
Findings of the team	<ul style="list-style-type: none"> • Classroom observations indicate strong transdisciplinary practice • Pedagogical leadership highlight examples of improved practice in this area over the last evaluation period • Teachers describe a culture supporting transdisciplinary teaching and learning • Single subject teachers share how they make significant contributions to the construction of units within the programme of inquiry • Planners demonstrate practice which considers the input of diverse subject areas into the development of units • Teachers share further strategies and thinking supporting improved transdisciplinary practice over the next evaluation period. They highlight additional strategies for the integration of mathematics and language arts • Teachers speak with knowledge and understanding regarding transdisciplinarity. • Parents share their support for transdisciplinary learning. They highlight the benefits and compliment the skill and knowledge of teachers and leadership in this area.
Commendation	The school community understands and supports transdisciplinary teaching and learning

DP Requirement 9.b	The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide
Findings of the team	<ul style="list-style-type: none"> The school offers a wide array of subject courses, as shown in the school handbooks and also observed through the student schedules and classes observed during the visit. Conversations with students demonstrated appreciation for the wide choice of subjects that support their aspirations to a wide array of post-secondary pathways.
Commendation	The school strongly supports student access to the diploma programme.

Conclusion for standard A: The school's educational beliefs and values reflect IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's educational beliefs and values reflect IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
Explanatory comments (if required)	

Commendation(s) and recommendations for the common practices in standard B1: Leadership & Structure

Commendation(s)

Practice 2	The school has developed a leadership and governance structure that supports the implementation of the programmes.
Findings of the team	<ul style="list-style-type: none"> The school's leadership and governance structure places learning and the well-being of students, teachers and staff at the centre in all decision making. The organizational structure both within the school and within the ESF group effectively support the ongoing development of the school. Action research initiatives led by teachers from different ESF schools, inter-school collaboration on standardization and moderation, DP languages across schools and systems for teachers to access pedagogical support within the school are some examples of how programme implementation is supported. Strategic planning and annual planning are not limited to the leadership team. All teachers are actively encouraged to contribute, leading to a collective sense of ownership.
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school is commended for developing and sustaining an organizational structure that effectively supports the implementation of IB programmes.</p>

Practice 3	The head of school/school principal and programme coordinators demonstrate pedagogical leadership in line with the philosophy of the programmes.
Findings of the team	<ul style="list-style-type: none"> The school leadership demonstrates thorough understanding of the programmes and the current shifts in pedagogy required for teachers to effectively implement these in the classroom. The school has established a shared leadership model in which all pedagogical leaders share a common direction and purpose, aligned in their approach and committed to offer the best possible support to the teachers. Conversations with teachers reinforced this observation.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school is commended for establishing an effective pedagogical leadership structure.

Commendation(s) and recommendations for the programme-specific practices in standard B1: Leadership & Structure

Commendation(s)

PYP Requirement 2.a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal
Findings of the team	<ul style="list-style-type: none"> Conversations with staff reveal a culture based on shared leadership and responsibility The pedagogical leadership team are open to suggestions, collaboration and sharing There is a collaborative environment across the primary school Pedagogical leadership have the support of teacher coaches/mentors across the primary Staff feel included in decision making and policy development There are broad contributions made to strategic planning, professional learning plans and key guiding documents Staff engage in system-wide (ESF) discussion, collaboration and professional learning where appropriate Talented and experienced staff are utilised to support understanding Teachers feel empowered to share expertise and/or knowledge gained from professional learning Teachers support and lead innovative practice The team environment implemented within the primary school, contributes to a distributed leadership model which supports ongoing school improvement.
Commendation	The distributed leadership model engaged within the primary school allows for professional growth, ongoing school improvement and shared strategic direction.

Conclusion for standard B1: The school's leadership and administrative structures ensure the implementation of the IB programmes.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's leadership and administrative structures ensure the implementation of the IB programmes.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
Explanatory comments (if required)	

Commendation(s) and recommendations for the common practices in standard B2: Resources & Support

Commendation(s)

Practice 1	The governing body allocates funding for the allocation and ongoing development of the programmes
Findings of the team	<ul style="list-style-type: none"> Conversations with the members of the governing body show their deep commitment to develop the school as a place that effectively caters for the specific and individual needs of the students.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The governing body is commended for its unwavering commitment to making Discovery College a learner-centred organization through their ongoing and generous support for the development of the IB programmes.

Practice 3	The school ensures that teachers and administrators receive IB-recognized professional development
Findings of the team	<ul style="list-style-type: none"> The school provides teachers opportunities for professional development which are above and beyond the requirements mandated by the IB. Significant commitment to teacher professional development has led to the development of a culture of reflection and an intrinsic desire to constantly improve practice. Professional learning pathways are a widely appreciated initiative across both sections of the school.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school is commended for its strong commitment to provide teachers' opportunities for IB as well as non-IB professional development.

Practice 11	The school utilizes the expertise of the community to enhance learning within the programmes.
Findings of the team	<ul style="list-style-type: none"> The school facilitates strong and systematic community partnerships with initiatives such as Social Careers, databases of community organizations, and access to parent expertise to enhance learning within the programmes.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school is commended for its systematic approach to utilize expertise available within the parent body as well as the wider community in Hong Kong to enhance the quality of learning.

Commendation(s) and recommendations for the programme-specific practices in standard B2: Resources and Support

Commendation(s)

PYP Requirement 3.a	The school complies with the IB professional development requirement for the PYP at authorization and at evaluation
Findings of the team	<ul style="list-style-type: none"> • Teachers and pedagogical leadership have access to substantial and diverse professional development opportunities. • The school professional development plan aligns with the requirements of the programme. • Staff have access to IB workshops. • ESF provide significant professional learning for all staff. • Conversations with teachers highlight substantial internal/informal professional learning. • Professional learning often aligns with areas of school focus identified within strategic planning. • Teachers share the importance of professional learning. • The school and ESF provide access to external workshop providers, speakers and influencers. Teachers indicate that these opportunities serve to provoke innovation, reflection and improved practice.
Commendation	The school provides substantial professional development opportunities for staff.

Conclusion for standard B2: The school's resources and support structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> • the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's resources and support structures ensure the implementation of the IB programmes.	
The school's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
Explanatory comments (if required)	

Commendation(s) and recommendations for standard C - Primary Years Programme

Standard C1

Commendation(s)

Practice 1.1c	Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme
Findings of the team	<ul style="list-style-type: none"> • The school programme of inquiry includes knowledge, concepts, attitudes, attributes of the learner profile and approaches to learning, for each unit of inquiry. • The school curriculum overviews provide detailed information on the relationships between subject areas and units of inquiry. • Sample planners provide evidence supporting the implementation of, and reflection on, elements of the programme within the context of the unit. These include: <ul style="list-style-type: none"> ○ examples of student-initiated action taken because of the unit. ○ some explicit and implicit evidence of the integration of other key subject areas such as English and mathematics. ○ how selected concepts, learner profile attributes, approaches to learning and attitudes are addressed within the unit. • Transdisciplinary teaching and learning is discussed by teachers and pedagogical leadership. Specific examples are referenced in discussions, highlighted within documentation and evidenced through observations during class visits. The school constantly explores strategies to enhance the transdisciplinary nature of the programme. These discussions have supported greater single subject teacher influence upon units of inquiry and a mindset that takes into account varied perspectives of units in design, implementation and review. • The school has applied this practice to support strategic planning with a goal of guiding the teaching and learning experience from good to great.
Commendation	<p>The school has used this practice to support strategic planning and ongoing school improvement</p> <p>The planning process applies programme essential elements to strengthen the transdisciplinary nature of the PYP.</p> <p>There is clear vision and application within this practice.</p>

Practice 1.3a	There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry
Findings of the team	<ul style="list-style-type: none"> • The collaborative planning process enables the integration of the subject-specific scope and sequence documents and the programme of inquiry. • The school has engaged professional development for supporting the planning process. This professional learning guides the process for unit development at the school. Scope and sequence documents provide an opportunity for conceptual development, through which units within and outside of the programme of inquiry are developed. • The planning process references the scope and sequence documents to generate ideas for units of inquiry. • Teachers shared the process for developing units with the visiting team. • Teachers have a strong understanding of scope and sequence elements covered throughout units of inquiry. • The PYP coordinator has an overview of the programme of inquiry and stand-alone units. She is highly organised and implements strategies supporting a systematic approach to the integration of subject-specific scope and sequences. • Single subject teachers have dedicated time to develop scope and sequence documents and understanding. • Teachers contribute ideas both vertically and horizontally within the programme of inquiry.
Commendation	There is a systematic and valued approach to the integration of subject-specific scope and sequence documents and the programme of inquiry. Scope and sequence documents are understood, referenced in planning and implemented consistently. Conceptual understandings complement required scope and sequence documents.

Practice 1.4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences
Findings of the team	<ul style="list-style-type: none"> • The school's self-study: <ul style="list-style-type: none"> ○ emphasises the importance the school places on communication and collaborative planning across the school, to ensure that all teachers are able to have an overview of student learning experiences at any point in time. ○ describes the ways information is shared about student learning experiences. • Regular collaborative planning and reflection meetings are held to enable classroom teachers to have an overview of the experiences and expectations of all the students in any year level. • Unit planners are openly available to all staff. • Year level teachers are generally co-located enabling collegial discussions across year levels. • Teachers engage in moderation within year levels and between year levels. • All classroom teachers consider the learning experiences of all students in the year level as part of ongoing planning and reflection.
Commendation	The school uses a variety of complementary organisation strategies to ensure teachers have an overview of students' learning experiences.

Practice 1.4b	The school ensures that PYP planners are coherent records of student learning
Findings of the team	<ul style="list-style-type: none"> • The planning process is identified as a strength of the school by teachers. • Support teachers highlight how they may be further utilised to enhance planning, student records and learning over the next evaluation period. • Planners shared with the visiting team are complete and reflected upon. • Planners highlight a comprehensive process involving all appropriate stakeholders. • Planners demonstrate some student input into the construction of units of inquiry. • Reflections are in-depth and provide an opportunity for future teams to have insight into strategies engaged. They provide recommendations for changes or connections that may further enhance the unit. • Planners may be accessed by staff in a central location. • Teachers keep records of planners and planning sessions. • Planners were displayed, along with examples of unit work, in the visiting team room during the evaluation. This provided the visiting team with an opportunity to understand the engagements employed by teachers during key units. • Previous planners inform the development of new units. • The school has implemented strategies which have enhanced the planning process. • Staff highlight the inclusive nature of planning.
Commendation	Planners are coherent records of teaching and learning. Planners are the result of collaborative planning involving all appropriate stakeholders. Planners play a central role in collaborative practice at the school.

Practice 1.5	Collaborative planning and reflection is based on agreed expectations for student learning
Findings of the team	<ul style="list-style-type: none"> • The school's website: <ul style="list-style-type: none"> ○ outlines its general approach to, and expectations for, student learning in the school within its vision and philosophical framework. ○ indicates that expectations for student learning are derived from ESF and the Primary Years Programme framework. • The school's assessment and reporting policy and/or handbook: <ul style="list-style-type: none"> ○ indicate that expectations of student learning align with those of the state and federal jurisdictions and the Primary Years Programme. ○ describe some whole-school common and normative assessments in order to moderate expectations of student learning. • The school's language, assessment and reporting policies detail the responsibilities of staff and teaching and learning leaders to ensure consistent implementation across the school, including the moderation of student work. • The school's self-study describes a range of complementary organisational structures and meetings that operate to ensure there is consistency across the school in teaching and learning. The school's self-study and supplementary planners show that there is a consistent approach to identifying and documenting teacher expectations of student learning. • Conversations with teachers indicate that: <ul style="list-style-type: none"> ○ discussion of expectations for student learning takes place as part of the collaborative planning and reflection sessions. ○ the planning process ensures that there are consistently shared expectations of student learning across teams ○ they use commonly developed assessment tools and strategies across the year levels and carry out moderation of student work. ○ they are able to describe agreed expectations of student learning (in terms of formative and summative assessment and established learning outcomes) and are able to explain how these are used in collaborative planning and reflection.
Commendation	The school promotes consistency both within teams and in the way expectations for student learning are formulated, implemented and documented.

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the PYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the PYP.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
Explanatory comments (if required)	

Standard C2

Commendation(s)

Practice 2.1	The written curriculum is comprehensive and aligns with the requirements of the programme
Findings of the team	<ul style="list-style-type: none"> The written curriculum is comprehensive and aligned with local and programme requirements. The written curriculum draws upon positive education and the philosophy and requirements of the PYP. The written curriculum is shared with the broader school community, is displayed and may be accessed online. The written curriculum is subject to systematic peer review and grade level reflection There is a strong collaborative planning process, supporting a comprehensive written curriculum. Teachers think critically about the written curriculum and add value where required Parents compliment the school on how the written curriculum is implemented and promoted. Teachers share in robust conversation in curriculum development. They share the support of ESF-wide curriculum reviews.
Commendation	<p>The school has an aligned and comprehensive written curriculum which is systematically reflected on.</p> <p>The written curriculum reflects strategic planning and the core values of the school.</p> <p>The written curriculum is transparent, accessible and collaboratively constructed.</p>

Practice 2.4a	The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area
Findings of the team	<ul style="list-style-type: none"> • Discussions with staff reveal that school-wide professional development has contributed to the understanding of how concepts, knowledge and skills expressed within the scope and sequence documents may contribute to the development of units of inquiry. • As required, the school uses prescribed ESF curriculum documents as scope and sequences. These are detailed and aligned with the requirements of the PYP. Additional professional learning employed by the school has contributed to the conceptual nature of planning and documentation. • Classroom and single subject teachers speak knowledgeably about how concepts influence units of inquiry. • Evidence of key and related concepts may be found in classrooms and in specialist areas. • Teachers speak with expertise regarding the transfer of learning from scope and sequence documents to learning engagements across the programme of inquiry and beyond. • Stand-alone units demonstrate reference to scope and sequence documents and the application of concepts, knowledge and skills.
Commendation	<p>The school has systematically infused conceptual understanding through scope and sequence documents.</p> <p>The application of concepts, skills and knowledge is evident through planning and documentation.</p> <p>The record and use of conceptual understanding in single subject teaching exceeds the requirements of the programme.</p>

Practice 2.6	The written curriculum incorporates relevant experiences for students.
Findings of the team	<ul style="list-style-type: none"> • Sample unit planners and conversations with teachers indicate that: <ul style="list-style-type: none"> ○ the learning engagements described are developmentally relevant to the students. ○ attempts are made to ensure the learning experiences are relevant to students with different learning abilities and learning styles through differentiated expectations and frequent use of open-ended learning experiences. ○ students have responded to and taken action in units of inquiry in a way that demonstrates that they have found the learning experiences relevant. ○ a variety of local excursions and incursions are planned as part of the units of inquiry to enhance relevance for the students. ○ teacher reflection addresses the relevance of the unit ○ The supplementary planners show that learning engagements are explicitly linked to the lines of inquiry. ○ In conversations, teachers explain how learning experiences are regularly updated and modified to ensure that opportunities are relevant. ○ Student work samples and portfolios provide examples of evaluation and reflection from students about, learning experiences. ○ Conversations with students provide evidence of enthusiasm and a high level of interest in the unit of inquiry being currently undertaken. ○ Classroom observations show that teachers are co-designing learning intentions and success criteria for learning engagements and these are consistently documented. ○ A comprehensive wellbeing strategy is being implemented, supporting student needs, learning styles and interests.
Commendation	The school ensures the relevance of the learning experiences for the students.

Practice 2.9a	There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences
Findings of the team	<ul style="list-style-type: none"> • Conversations with staff highlight examples of regular review and refinement of the programme. • Discussions with students reveal opportunities to contribute to the development and review of units of inquiry. • Teachers share adjustments made to units within the programme of inquiry. • Teachers highlight the collaborative planning and review process as a strength of the school. This is confirmed within the self-study. • Teachers discuss recent changes in the cycle of review adopted within the school. • Teaching teams share the need to consolidate the positive changes made regarding review and refinement of the programme of inquiry. • Teachers reveal that they have the ability to contribute across the programme of inquiry and single subject units. • Conversations with stakeholders highlight significant examination of PYP practice within the school. This has taken place throughout the previous evaluation period. Changes have been made to enhance programme implementation. Evidence collected through documentation and discussions with staff indicate actions taken to address recommendations within the previous report. • Review processes are recorded and discussed broadly.
Commendation	The school has engaged in a significant process of review to enhance programme implementation.

Conclusion for standard C2: The school's PYP written curriculum reflects IB philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> • the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's PYP written curriculum reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
Explanatory comments (if required)	

Standard C3

Commendation(s)

Practice 3.2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	<ul style="list-style-type: none">• Classroom observations reveal students engage in inquiry.• Classroom displays highlight a recorded inquiry process and examples of students thinking about their units.• Student reflections, work samples and portfolios shared with the visiting team, show inquiry and students reflecting upon their learning.• Conversations with students highlight a learning community underpinned by inquiry.• Discussions with parents reveal home conversations related to student learning and inquiry. Parents discuss the impact of inquiry and the depth of thinking and reflection engaged.• Single subject teachers demonstrate inquiry practice and thinking within their classes. They describe connections made with the programme of inquiry. The visiting team witnessed teaching that challenged students to reflect and think. Student agency is evident across the school.• In early years classes, questioning and learning engagements immerse students in inquiry and reflection. Children explain what they are doing and why. They discuss exploring, finding out and looking into, as part of their learning engagement.• Pedagogical leadership described how students are engaged throughout the school as inquirers and thinkers.
Commendation	<p>Students are immersed in an environment underpinned by inquiry and reflection. Single subject teachers utilise inquiry within stand-alone units and enhance inquiry engaged within classrooms.</p> <p>Teachers are focussed on how they may enhance inquiry.</p>

Practice 3.2a	The school ensures that inquiry is used across the curriculum and by all teachers
Findings of the team	<ul style="list-style-type: none"> • Conversations with teachers and teaching teams highlight the use of inquiry practice consistently across the school. • Discussions with pedagogical leadership reveal the journey undertaken, including significant investment in professional development and collaborative planning structures, which has contributed to a learning culture focussed on inquiry practice. • Classroom observations demonstrate inquiry in action. Students are engaged in questioning, predicting, testing and debate. The journey of inquiry is recorded. Visual records of previous units are referenced and connected to learning. • Planners highlight the inquiry process recorded. • Reflections are detailed and thoughtful. <ul style="list-style-type: none"> ○ Student records of learning reveal inquiry-based learning engagements. ○ Single subject teachers consistently demonstrate inquiry practice. They connect to class inquiry. They plan stand-alone units of inquiry. Observations highlight outstanding inquiry practice, challenging students to think about their learning. ○ Conversations indicate substantial support from leadership for inquiry. ○ Discussions with staff show common understandings of inquiry. Teachers describe aligned expectations for class practice. ○ Discussion with staff and documentation presented to the visiting team reveal that inquiry practice is viewed as a strategy for student agency and growth. Teachers shared that inquiry is employed to support students in finding their passions and talents. ○ Teachers and pedagogical leadership shared mentoring opportunities that have supported consistent practice and understanding across the primary school.
Commendation	The school has invested greatly in inquiry practice. There is a common understanding of and vision for inquiry. Single subject teachers have collectively embraced inquiry learning. There is a culture of inquiry evident across the school.

Practice 3.14	Teaching and learning fosters a stimulating learning environment based on understanding and respect
Findings of the team	<ul style="list-style-type: none"> • School policies outline philosophies, teaching and learning procedures and protocols that demonstrate an underlying attitude of understanding and respect for students and families. • Parents and students highlight the positive culture of the school. • The school is exploring positive education strategies. • The school actively seeks opportunities for improvement and has engaged in an inclusive process to develop targets/goals. • The school has introduced character strengths aligned with the learner profile, which support an inclusive learning culture that values diverse strengths, interests and learning styles.
Commendation	The school has implemented positive and stimulating classroom cultures.

Practice 3.14b	Teaching and learning empowers students to take self-initiated action as a result of the learning
Findings of the team	<ul style="list-style-type: none"> • Discussions with staff show action taken by students as a result of learning. • Conversations with parents reveal actions taken at home resulting from units of inquiry. Parents share the enthusiasm of children during units. They highlight independent research and actions taken. They indicate strength within this practice. Parents have opportunity to understand the importance of action as a result of learning. • Discussions with pedagogical leadership highlight actions taken by students. • Documentation, displays, work samples and planning, reveal actions initiated by students. • Teachers record and celebrate student action. • Students have access to diverse opportunities for action. In planned actions, student input is encouraged. • Students share a diverse range of actions taken as a result of units within the programme of inquiry. • Classroom observations during the visit highlight student action taking place. • Conversations with stakeholders involved in the exhibition demonstrate the actions engaged by students. • Discussions with the governing body reveal a school-wide commitment to action and service. • Pedagogical leadership share how student action aligns with school values and strategic planning. • Evidence gathered across stakeholders demonstrates a learning environment committed to action and service. • Action strategies contribute to the concept of “good to great” undertaken by the school, contributing to school improvement. • Character strengths identified support students in understanding how they may engage action.
Commendation	<ul style="list-style-type: none"> • The school is committed to student-initiated action. • Students are empowered to act upon their learning. • Student initiated action is discussed, shared and celebrated within the school community.

Recommendations

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles
Findings of the team	<ul style="list-style-type: none"> • Character strengths (connected to the learner profile) underpin reflection on catering for diverse learning needs, styles and interests. • In conversations, teachers share some instruction designed to serve students with different learning needs and styles. • Policies share the desire for differentiated instruction. • Pedagogical leadership share some examples of differentiated instruction across grade levels and single subject teachers. • Teaching teams discuss planning supporting differentiation. • Parents share how some differentiated instruction is employed to support students with varied needs, interests and talents across the school. Parents highlight specific examples of teachers adjusting learning engagements to support student needs. They discuss the benefits these adjustments have had on students. They do highlight specific programmes (Phonics) engaged that may not be the appropriate learning strategy for all children. Furthermore, discussions with parents and teachers highlight the impact of standardised testing requirements on differentiated practice. Conversations indicate a disconnect between this strategy and programme implementation supportive of the individual strengths, needs and interests of students. • In discussions, teachers share varied interpretations of differentiation with the visiting team. • Classroom visits reveal examples of some differentiated instruction. There is evidence of some previous learning engagements that have supported varied processes. • Some teachers highlight that there has been focus upon this practice. They highlight the benefits for the school of a continued focus in this area. Teachers share how important this practice is for the targets for school improvement, alignment with the PYP and the desired teaching and learning culture. • Discussions with teachers, teaching teams and pedagogical leadership, indicate that further focus on differentiated instruction over the next evaluation period will support school strategic planning and contribute to ongoing school improvement. • A significant wellbeing focus has been implemented at the school and continues to be developed over time. Wellbeing strategies shared highlight recognition of individual interests, strengths and positive thinking, supportive of varied learning needs and styles. • Support teachers share how further consultation regarding assessment may enhance this practice over the next evaluation period.
Recommendation	<ul style="list-style-type: none"> • The school continue to focus upon and expand differentiated instruction over the next evaluation period. • The school examine methods of greater consultation between support staff and teachers to enhance this practice. • The school enquire into a broader range of strategies for differentiation, which may be used by staff. • The school examine expectations for differentiated instruction.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C3: PYP teaching and learning reflects IB philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

PYP teaching and learning reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
Explanatory comments (if required)	

Standard C4

Commendation(s)

Practice 4.1a	Assessment at the school is integral with planning, teaching and learning
Findings of the team	<ul style="list-style-type: none"> Teachers share varied assessment strategies engaged within classes Work samples and displays highlight a range of assessment strategies supporting teaching and learning Teaching teams show assessment strategies employed to support units of inquiry. These are diverse and relevant Discussions with staff demonstrate how assessment strategies are planned within the collaborative planning structure Teachers share varied assessment strategies to support inclusion and specific needs Teachers share an aim for assessment which supports a growth mindset. They discuss how student strengths are identified and used to support improvement Assessment is recorded and informs planning Parents share the options students have to demonstrate understanding Peer and self-reflection and assessment is engaged in across the school Teachers actively share assessment strategies within and across teaching teams Single subject teachers share diverse assessment strategies Teachers consistently share the important role that assessment has within the collaborative planning process
Commendation	<ul style="list-style-type: none"> Assessment is an integral component of planning, teaching and learning at the school. A broad range of assessment strategies are engaged in across teaching teams. These strategies are applied appropriately to different contexts. Teachers willingly share assessment expertise across teams.

Practice 4.7	The school analyses assessment data to inform teaching and learning
Findings of the team	<ul style="list-style-type: none"> • Discussions with teachers and pedagogical leadership confirm that the school analyses assessment data to inform teaching and learning. • Conversations with staff reveal that the collaborative process dedicates time and expertise to examining assessment data. • Planners provided to the visiting team confirm the focus upon analysing data. • The self-study process provides evidence of reflecting upon assessment data to inform teaching and learning. • Discussions with school leadership highlight a desire for further strategic planning and examination of data supporting improved teaching and learning over the next evaluation period. The use of data to further inform quality teaching, school environment, education initiatives and optimal learning conditions, serve as opportunities for ongoing school improvement.
Commendation	<p>The school and ESF examine a broad range of data to inform teaching and learning. The pedagogical leadership team draws upon data to support school improvement strategies and drive culture.</p> <p>Teachers draw upon diverse data to adjust teaching strategies.</p>

Conclusion for standard C4: PYP assessment at the school reflects IB assessment philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> • the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

PYP assessment at the school reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
Explanatory comments (if required)	

Commendation(s) and recommendations for standard C - Middle Years Programme

Standard C1

Commendation(s)

Practice 1.1b	Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding
Findings of the team	<ul style="list-style-type: none"> Teachers are able to explain how samples of completed disciplinary and interdisciplinary unit plans reflect the collaborative planning process. A collaborative planning schedule supports teachers to plan and reflect collaboratively to meet the requirements of the MYP. Teachers are able to explain how they plan and reflect collaboratively to meet the requirements of the MYP.
Commendation	Teachers have planned collaboratively to create a variety of interdisciplinary unit plans that strengthen cross-curricular skills and deepen disciplinary understanding.

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the MYP.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the MYP.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
Explanatory comments (if required)	

Standard C2

Commendation(s)

Practice 2.1b	The written curriculum includes an approaches to learning planning chart for all years of the programme
Findings of the team	<ul style="list-style-type: none"> Conversations with teachers indicate that the school has developed a Curriculum Analysis Tool (CAT) system that supports them to document the approaches to learning skills to be taught in each unit of work. Conversations with teacher indicate that they use the planned approaches to learning skills in developing their unit plans.
Commendation	The school's planning of approaches to learning skills is used by teachers in all subject groups in planning their units.

Practice 2.5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others
Findings of the team	<ul style="list-style-type: none"> The MYP coordinator and service coordinator can explain how service as action arises from the written curriculum in each year of the MYP
Commendation	MYP unit plans indicate meaningful opportunities for student service as action in each year of the MYP.

Practice 2.5a	The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme
Findings of the team	<ul style="list-style-type: none"> The school has determined qualitative expectations for students' participation in service as action, aligned with the MYP learning outcomes for service. Teachers and students are aware of the MYP learning outcomes for service. Conversations with the service coordinator and community engagement portfolios demonstrate that the school is aligning expectations for students' participation in service with the MYP learning outcomes for service. The school has developed a CAS community engagement tracker to identify how students are engaging with the service requirements. The service coordinator has worked extensively with staff to identify and implement opportunities for service as action in the curriculum.
Commendation	The school offers a broad range of service opportunities, both within and outside the curriculum, and has developed tracking tools to support the school's service expectations.

Conclusion for standard C2: The school's MYP written curriculum reflects IB philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's MYP written curriculum reflects IB philosophy.	
The school's conclusion	Shows satisfactory development
The IB's conclusion	Shows satisfactory development
Explanatory comments (if required)	

Standard C3

Commendation(s)

Practice 3.14	Teaching and learning fosters a stimulating learning environment based on understanding and respect
Findings of the team	<ul style="list-style-type: none">• 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.• Students and teachers speak respectfully of each other.
Commendation	The school is commended for creating a stimulating learning environment based on understanding and respect.

Conclusion for standard C3: MYP teaching and learning reflects IB philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none">• the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP teaching and learning reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none">• Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none">• Shows satisfactory development
Explanatory comments (if required)	

Standard C4

Commendation(s)

Practice 4.9	The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP personal project (or community project for programmes that end in MYP year 3 or 4)
Findings of the team	<ul style="list-style-type: none"> • Samples of personal projects give examples of how students have consolidated their learning in the MYP. • A personal project digital platform includes procedures for assessing the project. • Planning documents and conversations with the personal project coordinator demonstrate that procedures are in place to register all MYP 5 students for moderation of the personal project and to send in a sample of completed projects for moderation. • Conversations with the personal project coordinator, as well as school documentation on the personal project, indicate that procedures are in place for: <ul style="list-style-type: none"> ○ standardizing assessment of the project ○ allocation and briefing of supervisors ○ providing clear timelines for students and teachers for the completion of the project ○ ensuring students are prepared for the project. • Conversations with the personal project coordinator highlight the use of student mentors from years 12 or 13 to support current students with their personal projects.
Commendation	The school has introduced student mentors from years 12 or 13 to support current students with their personal projects.

Conclusion for standard C4: MYP assessment at the school reflects IB assessment philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> • the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP assessment at the school reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
Explanatory comments (if required)	

Commendation(s) and recommendations for standard C – Diploma Programme

Standard C1

Recommendations

Practice 1.3	Collaborative planning and reflection addresses vertical and horizontal articulation
Findings of the team	<ul style="list-style-type: none"> Discussions with the secondary school leadership team and teams confirmed that collaborative planning is in its early stages of addressing vertical and horizontal articulation. School documentation showed a policy for review of the curriculum, including vertical articulation, over a 10-year period based on a 3-year cycle. Discussions indicated that the school has completed the first year of its planned intentions with some departments having gone through a review of the curriculum and vertical alignment.
Recommendation	<ul style="list-style-type: none"> The school continue to emphasize and implement collaborative planning and reflection addressing vertical and horizontal articulation for all subject areas.
Recommendation(s) repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 1.6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles
Findings of the team	<ul style="list-style-type: none"> Discussions with teachers, and those in curriculum leadership positions related to the implementation of the diploma programme, showed that limited collaborative time has been, and is being, spent in collaboratively planning for the incorporation of differentiated instruction.
Recommendation	<ul style="list-style-type: none"> The school should ensure collaborative planning meetings and / or workshops focus on strategies to support differentiated instruction in the classroom.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 1.8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students
Findings of the team	<ul style="list-style-type: none"> Discussions with teachers, and those in curriculum leadership positions related to the implementation of the diploma programme, showed that limited collaborative time has been, and is being, spent in collaboratively planning strategies to support student language development.
Recommendation	<ul style="list-style-type: none"> Opportunities be provided for teachers to collaborate in planning systemic approaches to support the language development of students that apply to all learners.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the DP.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the DP.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Requires further development
Explanatory comments (if required)	

Standard C2

Commendation(s)

Practice 2.9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme
Findings of the team	<ul style="list-style-type: none"> Discussions with curriculum leaders and teachers, plus a review of written curriculum units demonstrated that teachers are regularly reviewing the written curriculum to incorporate changes based on IB publications. The fact that the school has a significant number of teachers who are part of the IB Educator Network certainly contributes to the review process. The collaborative sharing of workshop experiences in the school and across ESF also contributes to the written curriculum being strongly informed by IB publications.
Commendation	The written curriculum remains current by being informed by relevant IB publications and any ongoing changes.

Recommendations

Practice 2.3	The written curriculum builds on students' previous learning experiences
Findings of the team	<ul style="list-style-type: none"> The school has invested significant time and resources into developing its written curriculum, which was confirmed by both curriculum leaders and teachers. The secondary school is in the early stages of reviewing the vertical articulation of its curriculum across several strands. From viewing various written curriculum units, there was inconsistency in how previous learning experiences are incorporated into these units.
Recommendation	<ul style="list-style-type: none"> The written curriculum should both acknowledge and build on student's previous learning experiences.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 2.4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time
Findings of the team	<ul style="list-style-type: none"> Discussions with senior leaders, curriculum leaders and teachers all indicated significant progress in implementing the school's Curriculum Analysis Tool (CAT) system for articulating its written curriculum. The use of this tool and how it will support the various subject areas in reviewing their curriculum is yet to be widely implemented in order to support the curriculum review work that will focus on vertical articulation, although there are plans in place to do this.
Recommendation	<ul style="list-style-type: none"> The school further develop the written curriculum to identify the knowledge, concepts, skills and attitudes to be developed over time.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C2: The school's DP written curriculum reflects IB philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's DP written curriculum reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Requires further development
Explanatory comments (if required)	

Standard C3

Recommendations

Practice 3.3	Teaching and learning builds on what students know and can do
Findings of the team	<ul style="list-style-type: none"> From discussions with teachers and students, and analysis of the unit plan samples and classroom observations, teaching and learning inconsistently builds upon what students know and can do.
Recommendation	<ul style="list-style-type: none"> Teachers use strategies to both acknowledge and build on student's previous learning experiences.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.8	Teaching and learning demonstrates that all teachers are responsible for language development of students
Findings of the team	<ul style="list-style-type: none"> From discussions with teachers and students, and observations of classes, there is inconsistent use of teaching and learning strategies that focus on the language development of students.
Recommendation	<ul style="list-style-type: none"> Teachers incorporate strategies to support the language development of all students.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	<ul style="list-style-type: none"> From discussions with teachers, students and parents, and observations of classes, there is limited use of teaching strategies that meet individual student learning needs.
Recommendation	<ul style="list-style-type: none"> Teachers differentiate instruction to meet the learning needs of all students.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Conclusion for standard C3: DP teaching and learning reflects IB philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> no recommendations were made from the previous evaluation process or from authorization.

DP teaching and learning reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> Requires further development
Explanatory comments (if required)	

Standard C4

Commendation(s)

Practice 4.2	The school communicates its assessment philosophy, policy and procedures to the school community
Findings of the team	<ul style="list-style-type: none"> The school has a comprehensive assessment policy, which is published to the community. Conversations with teachers and students revealed that the assessment policy is consistently implemented and that the wellbeing of students is of significant consideration in planning the deadlines calendar. Conversations with teachers demonstrated that the assessment deadlines calendar occurs through a collaborative process. Students receive a deadlines calendar for the entire duration of the diploma programme.
Commendation	The school clearly communicates its assessment policy and procedures to teachers, students and parents, with a high degree of understanding from all stakeholders.

Practice 4.9	The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the DP extended essay
Findings of the team	<ul style="list-style-type: none"> • Conversations with the extended essay coordinator, teachers and students revealed a detailed and thorough process for completion of the extended essay. • The librarian and extended essay coordinator confirmed how they work together to support students specifically in the identification and use of research sources and referencing. • Three features of the extended essay stood out and were confirmed through conversations with students and the extended essay coordinator. Firstly, Year 13 students receive a mock viva voce with questions asked by Year 12 students, to introduce Year 11 to the extended essay. Secondly, a movie is made each year to illustrate student experiences from the extended essay. Finally, outstanding extended essays are compiled in a volume of extended essays, which is stored in the library.
Commendation	There is a detailed, thorough and substantially resourced process for the completion of the extended essay, including significant experiences for students to inquire and reflect upon their learning.

Conclusion for standard C4: DP assessment at the school reflects IB assessment philosophy.

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> • the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

DP assessment at the school reflects IB philosophy.	
The school's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
The IB's conclusion	<ul style="list-style-type: none"> • Shows satisfactory development
Explanatory comments (if required)	