

IB Primary Years Programme

Evaluation Report

Kowloon Junior School - Perth Street (ESF Hong Kong)

IBIS code: 003412

April 2014

Visiting Team

Team Leader: Tracy France-George

Team Member: Tania Mansfield

School Administration

Head of School: Mr Mark Cripps

Programme Coordinator: Mr Jason Doucette and Mr Pete Westwood

Name of School	Kowloon Junior School - Perth Street (ESF Hong Kong]			IBIS code	003412				
Date	06-04-2014			Programme	Primary Years Programme				
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 type="checkbox"/> 10-11	<input type="checkbox"/> 11-12

Introduction to Evaluation Report

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.

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

Yours sincerely



Ian Chambers
Director, Asia Pacific

Report

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 12
Stakeholders involved: 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
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.
Findings of the team	<ul style="list-style-type: none"> • Through conversations, members of the school pedagogical leadership team express understanding of the constructivist, inquiry-based approach to teaching and learning and they are able to give examples of how they have supported this. • Planned learning engagements and class discussions show evidence of the school's commitment to a constructivist, inquiry-based approach to teaching and learning. • Classroom observations show that students are engaged in inquiry and critical thinking. • Students are able to share experiences that indicate they have participated in inquiry and are developing critical-thinking skills.
Commendations	The school is committed to an inquiry based approach to teaching and learning that develops independent, critically minded inquirers who articulate their passions with confidence.

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	<ul style="list-style-type: none"> • Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email, etc. • Parents are comfortable during the meeting and are able to voice their questions and concerns. • Teachers express themselves openly during meetings. • Students express themselves openly and respectfully. Newsletters, publications, website, email, etc. are made for and by students, parents, and staff. • The school has organized regular meetings with different stakeholders to share the plans of implementation of the PYP. • Parents expressed that their questions/concerns are attended to promptly by email.
Commendations	The school actively and successfully promotes open communication with all stakeholders including prompt response to emails, frequent and informative communication. The school community exhibits extensive understanding and respect in all interactions.

Conclusion of the IB

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

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

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

Practice 2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.
Findings of the team	<ul style="list-style-type: none"> • The job descriptions for the positions of primary school principal and PYP coordinators clearly state that pedagogical leadership is a central responsibility. • The school organization chart and corresponding practice at the school demonstrate that the PYP coordinators are part of the pedagogical leadership team. • The pedagogical leadership team meet regularly and work collaboratively. • The school has responsibility post holders referred to as TLR (Teaching and Learning Responsibility) positions in: maths, PSPE, mother tongue, visual and aesthetics, Chinese, English, music, learning technologies and the arts. The maths TLR position is currently a full-time non classroom based position for the academic year 2013-2014. • Conversations with teachers showed that both PYP coordinators are the first point of reference for curriculum matters and both are considered as a main part of the pedagogical leadership team.
Commendations	The school has established a strong and extensive pedagogical leadership team comprising of two PYP coordinators, the school principal, two vice principals, with a third planned, and various subject area responsibility post holders that work together to guide and support the implementation of the programme.

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Findings of the team	<ul style="list-style-type: none"> • The school has a documented language policy created in February 2010 that includes: <ul style="list-style-type: none"> ○ the school language philosophy ○ support for mother tongues ○ support for students who are not proficient in the language of instruction ○ learning of the host country/regional language and culture ○ consideration of students' language learning needs ○ strategies to support all teachers in their contribution to the language development of students ○ how the library resources support the policy. • Practices in the school are beginning to support mother tongues, include host country or regional languages and take into account student's language learning needs. • Conversations with teachers show that they some are aware that the language policy exists however they do not refer to it in their teaching and learning practices.

	<ul style="list-style-type: none"> The library has a collection of resources in the mother tongue languages of students represented in the community. The school has appointed a homeroom teacher as a mother tongue responsibility post holder (TLR) to support mother tongue development in the school. The school plans to review the language policy in August 2014.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school collaboratively refines its language policy in order to place greater emphasis on the importance of language learning, including mother tongue, host country or regional language and ensures that this is reflected in practices
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<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>

Practice 5b	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	<ul style="list-style-type: none"> The school has a documented assessment policy that was last reviewed in June 2012. It: <ul style="list-style-type: none"> includes a philosophy and position on assessment that supports student learning includes the purpose and principles of assessment includes suggested strategies and tools for assessment practice. The assessment policy has not evolved or been revised to reflect the assessment needs of the school since 2012. Conversations with teachers show that they are not always aware of the assessment policy of the school. Conversations with the pedagogical leadership team and documentation in the school action plan identifies that the assessment policy will be reviewed in December 2014.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school further develops: <ul style="list-style-type: none"> the philosophy of assessment to support student learning common assessment practices throughout the primary school common practices in recording and reporting PYP assessment. the school ensures that all teachers are aware of the assessment policy and that it is implemented consistently across the school.
Recommendation	No

repeated from previous report	
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.54</i>

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
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> 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).

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Facilities as described in the school self-study allow for the aims and objectives, and programme needs to be met: <ul style="list-style-type: none"> ○ PE: access to a sports facility (gymnasium and outdoor court areas) ○ Technology: ample equipment for the type(s) of technology offered ○ Arts: ample materials necessary for the courses offered. ○ Sciences: equipment to enable inquiry into science including a science lab. • Classroom layout and space allow for students to be grouped and regrouped. Space allows for students to work independently, in small groups, or as a whole class. Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration. Visits to facilities and conversations with teachers, PYP coordinators and pedagogical leadership team confirm descriptions in the self-study. • The design and building of the new campus includes the following specialised learning spaces: a science lab, art room with kiln, multi media room, music suites with practice rooms, school library, school hall, indoor gymnasium, 5 dedicated additional language rooms, multiple play areas, year level shared collaborative learning spaces, a drama studio and the access centre for students with special needs.
Commendations	<p>The school has allocated funding to facilities that enhance the implementation of the programme at the school above what is required.</p> <p>Specialist learning areas have been developed to support the arts/scientific explorations/sport and technology.</p>

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Visits to the library show that the library includes materials to address programme requirements, including resources on global issues and diverse perspectives and resources that reflect the languages offered by the school. • Students are able to access library/multimedia resources. The teacher librarian has attended an IB workshop to become familiar with the programme. Acquisition of resources is done systematically, taking into account the needs of the programme. • Visits to the library shows: <ul style="list-style-type: none"> ○ 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, and sometimes beyond classroom time

	<ul style="list-style-type: none"> ○ the library environment reflects the philosophy of the PYP in displays, books, AV materials and in a physical layout that promotes inquiry. • Conversations with teachers and students, as well as displays, materials and activities, confirm that the library is beginning to play a central role in the implementation of the programme. • The teacher librarian does not have a job description that specifically defines her role with respect to the programme.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school takes actions to ensure that the teacher librarian is given further support to develop her role and responsibilities in respect to the implementation of the programme.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.43</i>

Practice 8	The school provides support for its students with learning and/or special educational needs and support for their teachers.
Findings of the team	<ul style="list-style-type: none"> • Students with learning and/or special educational needs are supported by: <ul style="list-style-type: none"> ○ services described by the school; which are very child centred ○ entry identification procedures and exit support structures ○ staff responsible for these services, as well as classroom teachers. • Procedures, processes and/or training are in place to support teachers in working with students with learning and/or special educational needs. • Conversations with teachers and PYP coordinator indicate awareness of special needs of students and support offered by the school. Conversations with the PYP coordinator indicate awareness of the PYP's philosophy on special educational needs.
Commendations	The school has a fully resourced Access Center that caters for 14 level 3 and level 4 special needs students. The center had two well-qualified special educational needs professionals and two full-time and two part-time educational assistants, three parent funded educational assistants (currently 2013-2014) solely dedicated to the Access Center and the students on the Access register.

Conclusion of the IB

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

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1b+1c	b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.
Findings of the team	<ul style="list-style-type: none"> Unit planners are systematically used by classroom teachers. <ul style="list-style-type: none"> Two stand alone maths unit planners are used by some classroom teachers. Unit planners have begun to be used by single subject teachers in music, PE and Mandarin.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school further extends the use of the PYP planner for planning in the single-subject areas.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 1+1b+1c	c. 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"> • Planning is structured around the exploration of a central idea and lines of inquiry. • Samples of completed planners show that the essential elements of learning—knowledge, concepts, skills, attitudes and action—are identified. • Some single subject areas are beginning to use the PYP planner for stand-alone units
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further extends the use of the PYP planner for planning in the single-subject areas.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
Findings of the team	<ul style="list-style-type: none"> • There is a published programme of inquiry. • The self study indicates that there is a plan in place to involve all PYP teachers in the development of the programme of inquiry. • All teachers use the PYP planners alongside a weekly planning document and have access to the PYP planners via Google Docs throughout each unit of inquiry. • The PYP coordinators are able to explain the collaborative method selected for the development of the programme of inquiry. • PYP classroom teachers are involved in meetings for collaborative planning of the curriculum for PYP, as appropriate. • Single subject teachers attend a planning meeting before each unit of inquiry if they see connections to the unit. • The PYP coordinators have identified the need for a system for facilitating the development of the programme of inquiry and all subject areas.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school ensures the programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
Recommendation repeated from previous report	Yes
School included	Yes

appropriate action in Action Plan	
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, pp.6–11</i>

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	<ul style="list-style-type: none"> • Conversations with teachers about collaborative planning meetings indicate attendance by homeroom teachers and, where possible, single subject teachers. • Conversations with single subject teachers show that they do not regularly or systematically plan with the homeroom teachers.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further develops the planning of meetings to ensure effective collaboration between all teachers to ensure transdisciplinary connections are made where authentic and meaningful.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	<ul style="list-style-type: none"> • Teachers are able to describe how the movement to a single campus now allows them to collaborate and reflect on vertical articulation of the programme; however this is not yet an established practice. • Documents relating to meetings show that time have been planned for collaboratively developing horizontal articulation. • The planning process allows teachers to collaborate and reflect on the horizontal articulation of the programme. • The PYP coordinators have balanced and systematically tracked the vertical alignment of concepts and related concepts.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further ensures that the vertical articulation of the curriculum is developed collaboratively as a school.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	No
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, pp.8–9</i>

Practice 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"> • There are published and implemented subject scope and sequences. Documentation of the integration of the subject-specific scope and sequences and the programme of inquiry is recorded on the weekly plan addendum and box 9 of the PYP planner. • Documentation of the integration of the subject-specific scope and sequences is added to the Teacher Notes section of the unit of inquiry planner. • Teachers make limited use of the subject scope and sequence documents during the planning process.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further develops a systematic approach to integrate the subject-specific scope and sequence expectations with the programme of inquiry to ensure authentic integration through the Programme of Inquiry.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, pp.8–9</i> <i>Subject-specific scope and sequence documents</i>

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	<ul style="list-style-type: none"> • Samples of PYP planners do not consistently provide evidence of how teaching teams have developed differentiated activities and tasks through their units of inquiry and planned learning experiences. • Conversations with teachers describe a differentiated (support and extension) model for teacher questions. • Teachers are not able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles in the classroom.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further incorporates a focus on differentiation with students' learning needs and styles into the collaborative planning process and reflection of the learning experiences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>The Primary Years Programme as a model of transdisciplinary learning, pp16–19</i>

Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes.
Findings of the team	<ul style="list-style-type: none"> • Samples of student work and PYP planners provide some evidence of how the IB learner profile is addressed through collaborative planning and reflection. • Completed PYP planners indicate the focus on IB learner profile attributes.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further develops collaborative planning and reflection to address the IB learner profile attributes throughout the units of inquiry and the planned learning experiences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>IB learner profile booklet</i>

Conclusion of the IB

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

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1d	There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.
Findings of the team	<ul style="list-style-type: none"> Scope for possible action is recorded on unit of inquiry planners but teachers have not consistently reflected on this in box 6 when asked for evidence of student action. The programme of inquiry and unit planners indicate how the planned curriculum aims to address the following essential elements of the PYP: knowledge, concepts, skills and attitudes.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school facilitates a programme of inquiry review process involving all teachers, with the aim of ensuring that the curriculum addresses all five essential elements of the Primary Years Programme.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.56</i>

Practice 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"> During conversations with teachers, they were unable to describe how learning experiences allow for meaningful, sustainable and authentic student action. The self study and action plan acknowledge that teachers would like to explore further and build upon opportunities for student-initiated action.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school explores ways to allow for meaningful student action to be part of the written curriculum.
Recommendation repeated from previous report	Yes

School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, pp.25–27</i>

Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Findings of the team	<ul style="list-style-type: none"> Teachers can explain how unit planners include learning experiences that provide reflection on human commonality, diversity and multiple perspectives. The programme of inquiry has many central ideas and lines of inquiry that focus on commonality, diversity and multiple perspectives. Examples of PYP unit planners include a variety of learning experiences that provide opportunities for reflection on human commonality, diversity and multiple perspectives.
Commendations	<ul style="list-style-type: none"> The programme of inquiry includes a wide variety of inquiries into human commonality, diversity and multiple perspectives through the lens of different transdisciplinary themes.

Practice 9a	There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.
Findings of the team	<ul style="list-style-type: none"> There are no published essential agreements on the review and refinement of curriculum documents. The PYP coordinator indicates that there is a plan in place to review the programme of inquiry scheduled for Spring 2014. The self study indicates that the programme of inquiry is reviewed as a whole staff bi-annually.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school develops a collaborative system for the regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<i>Developing a transdisciplinary programme of inquiry, p.10</i>

Practice 11	The written curriculum fosters development of the IB learner profile attributes.	
Findings of the team	<ul style="list-style-type: none"> • PYP planners identify which learner profile attributes will be a focus of the unit however there is little evidence within their learning experiences of how the IB learner profile will be developed. • The school's action plan indicates plans to further explore ways to incorporate development of the IB learner profile attributes into the written curriculum. 	
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further explores ways to incorporate development of the IB learner profile attributes into the written curriculum. 	
Recommendation repeated from previous report	Yes	
School included appropriate action in Action Plan	Yes	
Support in IB Documentation	<i>IB learner profile booklet</i>	

Conclusion of the IB

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

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> • The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> • Shows satisfactory development 	<ul style="list-style-type: none"> • Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	<ul style="list-style-type: none"> • A draft Academic Honesty Policy has been created which will be reviewed in June 2014. In conversations, members of the school community generally (with the exception of the Year 6 homeroom teachers) did not show awareness and understanding of academic honesty and the associated practices. • Classroom observations and samples of assessed student work did not include examples of how academic honesty is put into practice. • Students in Year 6 are explicitly taught how to acknowledge sources of information but no formal citation method is used.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school ensures that a common understanding of academic honesty is established in the school community. • the school ensures that a policy on academic honesty is finalised and communicated in a manner that is appropriate, clear and understandable to students in all year levels and teachers.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Findings of the team	<ul style="list-style-type: none"> • Classroom observations show examples of students being actively responsible for their own learning. • Teachers and students can give examples of learning experiences where students were encouraged to be actively responsible for their own learning. • Students are able to discuss and describe their own learning and were observed to be making their own choices about where they worked and who with. They were also able to talk about self and peer assessment and describe check back systems that were in place in the classroom • Parents described how children took responsibility for their own learning at home
Commendations	Students are actively responsible for their own learning All stakeholders were able to discuss this, particularly the students themselves.

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	<ul style="list-style-type: none"> • Displays and samples of assessed student work show that teachers have allowed for differentiation. • The school is beginning to use a differentiation question model in their teaching and learning. • Some teachers can articulate how these questions both extend and support learning needs and styles of students.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further explores developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	<ul style="list-style-type: none"> • Teacher and students can give examples of how a variety of resources, including specialized equipment and learning technologies, are used in learning. • Classroom observations confirm that learning experiences incorporate a range of resources, including specialized equipment and learning technologies. • Classrooms contain dedicated iPads and laptops. • Shared common areas have ample desktop computers for student use. • Classrooms are fitted with portable electronic whiteboards. Year 6 and Year 5 students currently have a Bring Your Own Device (BYOD) programme in use.
Commendations	Teachers and students make optimal use of information technology in teaching and learning situations. Technology is a natural tool for learning in the school.

Practice 12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	<ul style="list-style-type: none"> • Samples of assessed student work do not consistently demonstrate opportunities provided for students to develop meaningful action. • Year 6 students were in the process of developing detailed action plans for the PYP exhibition.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further adapts learning experiences to develop student attitudes and skills that allow for meaningful student action. Unit planners should allow for flexibility and time for students to take action.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 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 and with each other. • Visits to classrooms prove that students freely welcome and engage with the adults in their surroundings. • Shared learning spaces are used effectively through an established learning environment built on trust and respect for the learners within their year levels. • Students were observed transitioning from different learning areas independently and with little adult supervision reflecting an environment of trust, understanding and respect for each other and the learning community.
Commendations	The school has built a stimulating learning environment based on understanding and respect throughout the school community.

Practice 14a	The school provides environments in which students work both independently and collaboratively.
Findings of the team	<ul style="list-style-type: none"> • Classrooms are arranged in such a way as to allow students to work independently and collaboratively. All learning areas (classrooms, library, etc.) are conducive to working independently and collaboratively. • Classroom furniture is designed in such a way that it encourages opportunities to work both independently and collaboratively. • Classroom observations show students working both independently and collaboratively. • Teachers allow students the flexibility to decide whether to work independently or collaboratively.
Commendations	The newly designed school provides purpose built teaching and learning spaces/environments in which students work both independently and collaboratively in small or large groups and throughout different learning areas.

Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	<ul style="list-style-type: none"> • Unit planners indicate specific IB learner profile attributes that are focused on for each unit of inquiry. • Classroom observations show limited examples of how teaching and learning develops the IB learner profile attributes. • The IB learner profile is visible in the classrooms and school documentation. • Conversations with parents show an understanding of how teaching and learning in the classrooms develops the IB learner profile.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • teachers further adapt learning experiences to enhance the development of the IB learner profile attributes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>IB learner profile booklet</i>

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
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1b	Assessment addresses all the essential elements of the programme.
Findings of the team	<ul style="list-style-type: none"> The assessment policy does not describe how assessment at the school addresses the following essential elements of learning: <ul style="list-style-type: none"> the acquisition of knowledge the understanding of concepts the mastering of skills the development of attitudes the decision to take action. Documentation of assessments provides examples of how the essential elements of the programme are addressed.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school reviews its assessment practices in order to ensure that assessment strategies and tools address all the essential elements of the programme.
Recommendation repeated from previous report	Yes

School included appropriate action in Action Plan	Yes
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Practice 1c	The school provides evidence of student learning over time across the curriculum.
Findings of the team	<ul style="list-style-type: none"> • There is a lack of documentation (e.g. portfolios and report cards) to show evidence of student learning over time across the curriculum. All Year level teams except one have a portfolio that hold summative assessment tasks only. • Teaching teams described how they were going to tag exercise books, journals and students work samples to show student learning over time in the upcoming three-way conferences. There is currently no system or policy in place to ensure student progress over time is recorded or collected.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school establishes methods for documenting and providing evidence of student learning over time across the curriculum.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.47</i>

Practice 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 published assessment policy that was last reviewed in June 2012. • Members of the school community and staff are not always aware of the school's assessment policy. • The school carried out a parent workshop on the assessment philosophy of the PYP in May 2012.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school continues to develop an understanding of the school's assessment policy and procedures throughout the community.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	No
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.54</i>

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	<ul style="list-style-type: none"> • The assessment policy does not state how teachers will provide students with feedback to inform and improve their learning • Visits to classrooms reveal that rubrics and checklists are used that show criteria for success in assessments. • Samples of student work show comments from some teachers on formative assessments. • Conversations with students indicate feedback is provided by peers. • In conversations, some teachers demonstrate an understanding of formative assessment.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further develops procedures to provide students with feedback to inform and improve their learning. • the school continue to develop a common understanding of formative assessment.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education</i>

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • The teachers use a variety of strategies and tools for recording student achievement rather than progress. • Teachers do not have essential agreements or a common process for the systematic of recording student progress.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further enhances the use of various systems in recording student progress, including but not limited to rubrics, checklists, student-led/three- way conferences and portfolios.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<i>Making the PYP happen: A curriculum framework for international primary education, p.47</i>

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • The school has an established system for reporting student progress. Language and maths reports contain narrative comments alongside reportable learning outcomes. These outcomes are criteria based throughout all learning areas. • Reports lack feedback in terms of the child’s development of the attributes of the IB learner profile. • A ‘social’ comment box provides opportunity for teachers to feedback in terms of the child’s development of the attributes of the IB learner profile but reporting agreements/guidelines do not state this as a requirement.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> • the school further develops its reporting system to enhance alignment with the philosophy and requirements of PYP assessment.
Recommendation repeated from previous report	No
Support in IB Documentation	<i>Making the PYP Happen: A curriculum framework for international primary education, pp.51–52</i>

Practice 6a	Student learning and development related to all attributes of the IB learner profile are assessed and reported.
Findings of the team	<ul style="list-style-type: none"> Unit planners do not consistently show assessment strategies that are designed to support and promote the attributes of the learner profile. Student learning and development related to the attributes of the IB learner profile are not consistently reported. Some samples of student work provide evidence of how student learning and development related to the attributes of the IB learner profile are assessed and reported.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school develops assessment and reporting processes in determining and sharing student learning and development related to all attributes of the IB learner profile.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Conclusion of the IB

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

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development