

IB Primary Years Programme

Evaluation Report

Auckland Normal Intermediate School

IBIS code: 006498

May 2016

Visiting Team

Team Leader – Ann Green

Team Member – Heather Westwood

School Administration

Head of School – Mrs Jill Farquharson

Programme Coordinator – Mrs Tracey Hughes

Name of school	Auckland Normal Intermediate School				IB school code	006498			
Date	16-05-2016				IB programme	PYP			
Student ages in which all students are engaged in PYP	<input type="checkbox"/> 3-4	<input type="checkbox"/> 4-5	<input type="checkbox"/> 5-6	<input type="checkbox"/> 6-7	<input type="checkbox"/> 7-8	<input type="checkbox"/> 8-9	<input type="checkbox"/> 9-10	<input type="checkbox"/> 10-11	<input checked="" 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.

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

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

Yours sincerely,



Richard Henry
Director of Global School Services
School Services Division



Report

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	14
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 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	<ul style="list-style-type: none"> Evidence from the self-study show a consensus across all stakeholders that the governing body, pedagogical leadership team and staff demonstrate an understanding of IB philosophy. Conversations with the governing body, administrative and pedagogical leadership and staff show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.

	<ul style="list-style-type: none"> • Conversations with members of the governing body reveal they are very knowledgeable about the programme and its implementation in the school and are passionate about the direction the school is taking.
Commendations	The governing body's knowledge and commitment to the programme is exemplary and they demonstrate proactive engagement within the school and the wider community.

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"> • The self-study identifies strong, constructivist practices across the school and student comments confirm that critical-thinking skills are embedded in inquiry. • 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 strong commitment to a constructivist, inquiry-based approach to teaching and learning. • Conversations with students provide evidence critical thinking skills are used across the transdisciplinary programme. • Students are able to talk confidently about their work and share examples of critical thinking strategies they have used.
Commendations	Students are provided with a variety of opportunities to inquire and construct their learning using a diverse range of critical thinking skills.

Practice 3d	The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.
Findings of the team	<ul style="list-style-type: none"> • The self-study identifies this practice as a strength. It confirms the Primary Years Programme is used as a framework for teaching and learning in all subject areas; in particular, inquiry-based learning engagements introduced across the curriculum. • The Primary Years Programme is used as a framework for teaching and learning in all subject areas. • The school embraces the IB philosophy and in the spirit of the programme ensures the transdisciplinary nature of the Primary Years Programme, in particular, inquiry-based, constructivist learning engagements are developed through collaborative practices across the curriculum.



Commendations	The schools firmly embraces the Primary Years Programme framework for planning, teaching and learning across the curriculum.
----------------------	--

Practice 3e	The school demonstrates a commitment to transdisciplinary learning.
Findings of the team	<ul style="list-style-type: none"> • Evidence from the self-study, the programme of inquiry and planners demonstrate the schools commitment to transdisciplinary teaching and learning. • The school has appointed a transdisciplinary teacher to promote this practice across the Primary Years Programme. • Conversations with teachers demonstrate their commitment to transdisciplinary teaching and learning.
Commendations	The school has made a strong commitment to transdisciplinary teaching and learning by the appointment of a transdisciplinary learning coach that strengthens all the essential elements of the programme.

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the team	<ul style="list-style-type: none"> • Observations in classrooms and around the school provide evidence the school promotes international-mindedness and all the attributes of the learner profile. • Interactions between all stakeholders highlight that the attributes of the learner profile attributes are embedded across the school community and have become the culture of the school. • Conversations with students reveal that they have a deep understanding of the concept of international mindedness and the attributes of the learner profile.
Commendations	The school has created an environment that lives, breathes and promotes international-mindedness and all attributes of the IB learner profile across the school and the wider community.



Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	<ul style="list-style-type: none"> • The self-study identifies open, respectful communication across the school as a strength and includes students to students, teachers and parents; teachers to teachers and parents; parents to parents. • Student, staff and parent handbooks include procedures for decision-making, participation and collaboration. • Interactions and communications with different stakeholders are open and frequent through newsletters, meetings, publications, website, email, etc. • Parents are comfortable during the meeting and voice their questions and concerns. • Teachers express themselves openly during meetings. • Newsletters, publications, website, email, etc. are made for and by students, parents, and staff.
Commendations	The school promotes open communication, understanding and respect across the school and its wider community including embracing local language, culture and protocols (Maori).

Practice 7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.
Findings of the team	<ul style="list-style-type: none"> • The governing body shows a commitment to the provision of additional languages by employing a specialist Te Reo teacher and making the Mandarin and Spanish teaching positions permanent. • Teachers and the pedagogical leadership team describe how Te Reo, Spanish and Mandarin are the additional languages within the school.
Commendations	The school has developed an additional language programme, as well the Te Reo local language (Maori), that clearly aligns with the philosophy of the PYP

Practice 8	The school participates in the IB world community.
Findings of the team	<ul style="list-style-type: none"> • The self study provides evidence the school leadership has developed connections with other IB schools and regional associations and is an active member of the the New Zealand Primary Years Programme network. • School leadership has developed connections with other IB schools and regional associations of IB world schools across New Zealand and beyond. • Teachers have communicated with other IB world schools through the New Zealand network and contacts with schools overseas. • Staff members actively access the OCC. • Teachers and administration share their enthusiasm for the school's open door policy that provides a two-way street for sharing practice with other IB and local schools.
Commendations	The school has taken advantage of a variety of opportunities to participate in the IB world community and reciprocates this within New Zealand through the school's open door policy where practice is shared.

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 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Conversations with the pedagogical leadership team show that it has kept the governing body informed about implementation and development of the programme in the school and systems are in place to keep the governing body informed about the on-going implementation of the programme. • Documentation indicates that an effective system has been put in place to keep the governing body informed of the on-going implementation and development of the programme. • Conversations with board members provides evidence of a strong student voice through their regular participation in board meetings. • Discussions with leadership confirm that the school promotes reciprocal opportunities for the governing body and school to be informed about the ongoing development of the programme. The governing body takes full opportunity of this. • The governing body encourages student participation in meetings and mentors students with planning, setting goals, measuring outcomes and evaluating student lead school wide initiatives. Recent example is the identification students with mathematical challenges, developing support programmes, measuring outcomes and evaluating this.
Commendations	The school has implemented comprehensive, efficient and effective systems and strategies to keep the governing board informed regarding the ongoing implementation and development of the programme throughout the school. This has a tangible, positive impact on the Primary Years Programme as the culture of the school.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.2, 8, 11

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	<ul style="list-style-type: none"> • Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the programme. • Conversations with the governing body, leadership, coordinator and staff reflect the strong support given to teachers in implementing the programme. • Discussions with the governing body show them to be both knowledgeable and passionate about the programme and willingly provide any support needed. • Members of the pedagogical leadership team express that they are empowered by the school in making decisions for the successful implementation of the programme.
Commendations	The school has developed a governance and leadership structure that supports all aspects of the implementation of the programme in a constructive and positive manner.

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.		• No recommendations were made from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development



Section B: Organization

Standard B2: Resources and support

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

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	<ul style="list-style-type: none"> • Conversations with teachers team and the pedagogical leadership reflect the collaborative planning times allocated by the school and documented in the self-study. • Conversations with classroom and single-subject teachers reflect the collaborative planning times allocated by the school. • Documentation reveals that collaborative planning sessions include classroom and single-subject-teachers, the transdisciplinary coach and the Primary Years Programme coordinator. • Collaborative planning schedules indicate that collaborative planning meetings are held during school time.
Commendations	The school provides significant in school meeting time to allow for collaborative planning with single-subject teachers, the Primary Years Programme coordinator and the transdisciplinary coach to ensure that programme planning and reflection includes all relevant teachers.

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"> • Conversations with teachers indicate that the acquisition of resources is done systematically, taking into account the needs of the programme. • Conversations with leadership indicate that the school is currently engaged in researching digital resources to support the transdisciplinary programme. • The transdisciplinary coach plays a central role in the continued development of the programme and the library / information centre. • Visits to the library / information centre show no digital resources and found mother tongue resources were limited. • Conversations with the transdisciplinary coach found evidence digital library resources are currently being investigated.
The IB Recommends that	<ul style="list-style-type: none"> • the school further develops and strengthens the library/information centre with digital and multimedia resources to ensure these have a central role in the implementation of the programme.



Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.43

Practice 10+10a	The student schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.
Findings of the team	<ul style="list-style-type: none"> • The student schedule enables teachers to focus on both the transdisciplinary and disciplinary areas of the programme. • Classroom and single subject teachers express that the student schedule enables them to focus on both the transdisciplinary and disciplinary areas of the programme. • The student schedule indicates sufficient time to enable teachers to optimise time for in-depth student inquiry. • The timetable allows for classroom and specialist teacher collaborative planning ensuring transdisciplinary and disciplinary dimensions of the curriculum to be delivered effectively.
Commendations	The school has strategies and procedures in place to effectively support in-depth inquiry into the transdisciplinary and disciplinary dimensions of the programme.

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	Collaborative planning and reflection addresses the requirements of the programme(s).
Findings of the team	<ul style="list-style-type: none"> All teachers, including teachers in the single subject areas, are using the Primary Years Programme planner for units of inquiry. Sample planners show that for the exhibition, single subject and classroom learning experiences are all recorded on one planner. The essential elements are addressed in planning and these are recorded and reflected on the planner. Differentiation is incorporated through a variety of learning experiences for different learning styles, workshops targeted towards needs based on the previous unit of inquiry, and groups being constantly adjusted based on the teacher reflecting on learning needs for different students.

	<ul style="list-style-type: none"> • Collaborative planning and reflection to address the learner profile has been developed, and is recorded on the planner for each unit of inquiry. • Discussions with the leadership team describe a process of self-review to ensure consistency remains in place. • Collaborative planning is an integral part of the planning process at Auckland Normal Intermediate.
Commendations	<p>The school has established clear procedures and ensures staff are aware of the expectations related to collaborative planning, team meetings, shared procedures, central storage of planning documents and the requirements of the New Zealand national curriculum.</p> <p>Use of planners as a teaching, learning and assessment tool across the curriculum areas (transdisciplinary), identifies learner profile, conceptual understanding, knowledge, skills and attitudes.</p>

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"> • Unit planners contain teachers' reflections. • Unit plan reflections have been used in collaborative planning meetings to revise units. • Conversations with teachers highlight that: <ul style="list-style-type: none"> ○ teachers meet regularly to review, refine and reflect upon the unit. ○ teachers are able to explain how they plan and reflect collaboratively in order to meet the requirements of the programme. ○ all Primary Years Programme teachers are involved in the development of the programme of inquiry. ○ all teachers use the Primary Years Programme planners and have access to the PYP planners throughout each unit of inquiry • The programme of inquiry is published on the schools' website.
Commendations	All Primary Years Programme teachers are actively involved in the sustained development and annual review of the programme of inquiry and corresponding units of inquiry.

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	<ul style="list-style-type: none"> • Discussions with specialist teachers indicate that they have a planning day to share examples of best practice, discuss assessment/tracking etc. • Discussions with teachers reveal that learning teams are fully released twice a term for the whole day, to collaboratively plan. Teachers use this time to reflect on past and present unit of inquiries, as well as plan for future units. • Teachers describe the organisation of collaborative planning meeting times as scheduled in each teacher's timetable and how these allow for planning and reflection within and across year groups, as well as with specialist teachers.
Commendations	The school is commitment to regular inclusive, systematic, collaborative planning and reflection focused on the improvement of student learning.

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	<ul style="list-style-type: none"> • Documents relating to meetings show that time has been planned for collaboratively developing horizontal and vertical articulation. • Discussions with teachers indicate that the planning process allows teachers to collaborate and reflect on the vertical and horizontal articulation of the programme. • Teachers are able to describe how the planning process allows all teachers to have a voice as they collaborate and reflect on the vertical and horizontal articulation of the programme. • Teachers articulate that the annual review of the programme of inquiry provides opportunities for teachers to understand continuity and progression of the programme, the embedding of the New Zealand National curriculum and Te Reo Maori . • The pedagogical leadership team describe professional learning opportunities for the review process and the strengthening of transdisciplinary learning.
Commendations	Collaborative planning and reflection includes an annual systematic approach to ensuring a balance and articulation within the transdisciplinary programme of inquiry whilst meeting mandated New Zealand curriculum requirements.

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	<ul style="list-style-type: none"> • Displays of student work and classroom observations reveal that differentiation is incorporated through a variety of learning experiences for different learning styles. • Discussions with teachers revealed workshops targeting learning needs based on the previous unit of inquiry of inquiry are provided for students. • Discussions with teachers and students highlight that student learning groups are adjusted based on teacher reflection on learning needs of students. • Teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles.
Commendations	Teachers have effectively incorporated differentiation for student learning needs and styles into collaborative planning and reflection.

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	<ul style="list-style-type: none"> • Teachers are able to explain how assessed student work informs the refinement and revision of the central idea, along with the unit planner and corresponding learning engagements. • Conversations with students find that they are part of the planning process and are able to articulate this.
Commendations	Teachers systematically inform collaborative planning and reflection by assessment of student work and learning.

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 3	The written curriculum builds on students' previous learning experiences.
Findings of the team	<ul style="list-style-type: none"> The programme of inquiry introduces conceptual understanding that is built upon students' previous learning experiences. Unit planners indicate pre-assessments to support teachers' understanding of students' previous learning experiences. Teachers show examples of differentiation in the written curriculum to take into account students' previous learning experiences. Primary Years Programme unit planners include differentiation to allow for differences in students' previous learning experiences.
Commendation	The school has developed a strong written curriculum that builds on students' previous learning experiences and supports and strengthens students learning.

Practice 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"> The school uses the New Zealand curriculum to develop the Programme of Inquiry (showing knowledge, conceptual understandings, skills and attitudes to be developed over time). Coverage of these across the two years is evident.



	<ul style="list-style-type: none"> • The programme of inquiry shows progression of knowledge, concepts, skills and attitudes to be developed over time. • Curriculum overviews are based on the Primary Years Programme unit planners and show progression of knowledge, concepts, skills and attitudes to be developed over time. • Discussions with leadership highlight that the school has actioned recommendations made in the verification report and has identified knowledge, concepts, skills and attitudes to be developed over time. These are now embedded in the written curriculum.
Commendations	The school has collaboratively developed a comprehensive written curriculum that is effectively implemented throughout the school

Practice 7a	The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.
Findings of the team	<ul style="list-style-type: none"> • The programme of inquiry shows particular units with lines of inquiry that focus on the study of the home country, the culture of individual students and the culture of others, including their belief systems. • Teachers can relate learning experiences that focus on the study of the home country, the culture of individual students and the culture of others, including their belief systems. • Classroom displays and student work show information on how students focus on the study of the home country, the culture of individual students and the culture of others, including their belief systems. • Students relate their personal experiences on how they have been able to share their own culture and belief systems with their peers through the units of inquiry.
Commendations	The host country, culture and language belief systems, and the culture of individual students and others are embedded in teaching and learning across the school.

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 1	Teaching and learning aligns with the requirements of the programme(s).
Findings of the team	<ul style="list-style-type: none"> Samples of student work confirm that Primary Years Programme units of inquiry have been taught. Classroom observations confirm that Primary Years Programme units of inquiry are being taught. Observations of lessons outside units of inquiry demonstrate ways teaching in other areas of the curriculum aligns with the requirements of the programme. Classroom displays and samples of assessed student work demonstrate that teaching and learning aligns with the requirements of the programme and show evidence of visible thinking strategies and reflection. Conversations with students and teachers confirm that teaching and learning aligns with the requirements of the programme.



	<ul style="list-style-type: none"> • Conversations with the pedagogical leadership team and teachers provide evidence of a coherence in learning across the school.
Commendations	Teaching and learning strongly aligns with the requirements of the programme with while meeting New Zealand mandated curriculum requirements.

Practice 1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	<ul style="list-style-type: none"> • The pedagogical leadership team and teachers describe how they, in their various roles in the school, support the students' personal and social education. • Personal and social education activities are evidently taking place throughout the school and are embedded in units of inquiry across the school. • General observations throughout the school reflect that all teachers recognise that personal and social education is a shared responsibility.
Commendations	Intra and inter personal relationships in the school reflect that personal and social education is seen as the responsibility of all teachers.

Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	<ul style="list-style-type: none"> • Unit planners, document provocations, teacher questions and student inquiries. • Teachers and students can give examples of learning experiences that encourage students to be inquirers and thinkers. • Classroom observations demonstrate engagement of students as inquirers and thinkers. • Displays and samples of student work give examples of how Primary Years Programme unit questions provide a framework for student inquiry and critical thinking. • The school promotes visible thinking in all classrooms, reflecting coherence in learning and the students' understandings of the units of inquiry.
Commendations	The school provides learning experiences that engage, support and enable students to succeed as inquirers and thinkers.

Practice 3a	Teaching and learning addresses the competencies, experiences, learning needs and styles of students.
Findings of the team	<ul style="list-style-type: none"> • Students engage with single-subject teachers and gain exposure to a range of teaching styles that support their overall learning. • Teachers express ways in which they differentiate in their teaching and learning. • The pedagogical leadership team is able to explain the school's approach to differentiation in teaching and learning. • Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities. • Discussions with teachers indicate that accelerated learning support provides support to identified learners. • Accelerated learning programme is taught in class with the classroom teacher working with identified focus groups to ensure learning needs are being met and learning is aligned with classroom programme particularly in relation to the essential elements of the Primary Years Programme.
Commendations	Students develop their learning independently or collaboratively and chose their preferred learning style to demonstrate their understanding whilst meeting assessment criteria.

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	<ul style="list-style-type: none"> • In conversations, members of the school community show awareness and understanding of academic honesty and the associated practices but confirm there is no policy or consistent practices across the school.
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.
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"> • Displays and samples of assessed student work show examples of student independent inquiry. • Classroom observations show examples of students being actively responsible for their own learning. • Teachers and students can give examples of learning experiences where students are encouraged to be actively responsible for their own learning. • Students are able to discuss and describe their own learning. • Discussions with students and student work samples show that students set goals, understand how to achieve those goals and provide evidence to support their achievement.
Commendations	The school has effective strategies in place to support students to be successful in taking responsibility for their own learning.

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	<ul style="list-style-type: none"> • Displays and samples of student work include examples of open-ended questions that allow for multiple perspectives. • Classroom observations show examples of students engaged in discussions on human commonality, diversity and multiple perspectives. • Documentation of learning engagements shows examples of ways in which students have inquired into topics on human commonality, diversity, and multiple perspectives. • In conversations with students and in classroom observations, students show an awareness of human commonality, diversity and multiple perspectives.
Commendations	The written, taught and assessed curriculum strongly support teaching and learning that addresses human commonality, diversity and multiple perspectives.

Practice 9	Teaching and learning uses a range and variety of strategies.
Findings of the team	<ul style="list-style-type: none"> • Displays and samples of assessed student work confirm that teachers are using a range and variety of teaching and learning strategies.

	<ul style="list-style-type: none"> • Classroom observations show a variety of teaching and learning strategies. • Teachers can give examples of a variety of strategies used in their lessons. • Students were actively engaged in learning at all times during classroom observations. • Students are able to describe how they use a range of strategies to demonstrate their learning.
Commendations	Teaching and learning uses a range and variety of strategies across teaching and learning and this was strongly evident from interactions and observations in classrooms.

Practice 10a	The school provides for grouping and regrouping of students for a variety of learning purposes.
Findings of the team	<ul style="list-style-type: none"> • Planning documents and conversations with teachers demonstrate that the school plans teaching and learning opportunities that differentiate to meet the needs of all students. • Classroom observations reveal mixed-ability classes, with differentiated teaching and learning opportunities supported through a variety of flexible grouping strategies. • Teachers describe when and how they group and regroup students according to a variety of learning purposes. • The Primary Years Programme coordinator describes ways in which students are grouped and regrouped in the various grade/year levels. • The Senior Leadership Team demonstrates a forward thinking approach to child centred education in ensuring personalised learning and raising achievement of priority learners as a focus in the construction of the School Charter Strategic Aims and Goals.
Commendations	The school has policies, procedures and practical strategies in place to ensure that teaching and learning incorporates a range of grouping strategies that meet the needs of all students.

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	<ul style="list-style-type: none"> • Students can give examples of reflection on their learning and how they have used this information to improve their learning. • Student work provides evidence of regular opportunities for student reflection on learning engagements, especially the units of inquiry.

	<ul style="list-style-type: none"> Parents describe how reflections on learning engagements have enabled their child to develop a better understanding of how they learn best. Teachers and the pedagogical leadership team are able to describe and discuss the significance and power of teaching and learning engagements where students reflect on how, what and why they are learning.
Commendations	Students consistently articulate their learning, realistically set goals, recognise how to achieve them, provide evidence of achievement and can identify further steps in their learning.

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. Classroom observations highlight that innovative learning environments have been established that enable teachers to work flexibly and share expertise and support students in better catering for their own learning needs. Discussions with teachers highlight that the innovative learning environments that have been established ensure that the Primary Years Programme is able to be implemented to its full potential, and allows for large levels of collaboration and greater choice by the children in the ways in which they learn. Classroom furniture is designed in such a way that it encourages opportunities to work both independently and collaboratively. Discussions with teachers highlight that students have the flexibility to decide whether to work independently or collaboratively. The flexible learning spaces promote independent and collaborative learning across diverse groups.
Commendations	The school has created a stimulating learning environment that allows for the pedagogy and philosophy of the programme to be fully embedded in teaching and learning across the school.

Practice 15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
Findings of the team	<ul style="list-style-type: none"> Displays and samples of student work show that students demonstrate their understanding in a variety of ways.



	<ul style="list-style-type: none"> • Teachers and students give examples of how students can demonstrate their understanding in a variety of ways. • Conversations with students provided evidence of diversity in ways they present their learning. • Classrooms and the school environment encourage and supports students in demonstrating their leaning in a variety of ways.
Commendations	Students are responsible for their own learning and demonstrate their understanding in diverse and dynamic ways, making full use of the schools facilities and technologies.

Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	<ul style="list-style-type: none"> • Examples of essential agreements show they are created based on the learner profile, with personal adaptations of what the learner profile means to each class. • Classroom observations show examples of how the IB learner profile is developed and that the learner profile is an integral part of the classroom environment. • The learner profile is shared with the children in English, Española,, Mandarin and Te Reo. • Displays and samples of assessed student work include examples of how the IB learner profile attributes are developed. • Students and teachers can give examples of learning experiences that develop the IB learner profile. • Unit planners indicate specific IB learner profile attributes that are focused on for each unit of inquiry. • Observations and interactions with the school community demonstrate that the learner profile is evident in teaching and learning and is modelled by the teachers, students, parents, board members and non-teaching staff.
Commendations	The learner profile is highly visible throughout the school and is embedded in the culture of the school.

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 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	<ul style="list-style-type: none"> Samples of unit planners indicate a variety of assessment tasks. Assessment strategies and tools allow for individual differences. Teachers and students can give examples of a variety of assessment tasks. Displays provide evidence of the variety of assessment strategies and tools employed by teachers.
Commendations	The school uses a wide range of strategies and tools to assess student learning and making these evident through student work samples, classroom displays and unit planners.



Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	<ul style="list-style-type: none"> • Conversations with teachers and students showed students' goals are reviewed and reflected upon each term. • Sample planners show assessments tasks that are designed to allow teachers to give feedback to the students and parents. • Samples of student work show constructive comments from teachers and peers on formative assessments. • In conversations, students and teachers demonstrate an understanding of formative assessment. • Samples of student work provide evidence of teacher and peer feedback. • The assessment policy states how teachers will provide students with feedback to inform and improve their learning.
Commendations	The school uses effective formative assessments in all subject areas to provide regular feedback to inform student learning.

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	• Shows satisfactory development	• Shows satisfactory development