

## The Reporting Booklet

*Completed December 2016*

### **CIS Accreditation Report**

### **Amalgamation of Commendations and Recommendations:**

Standard A1:

**The school is guided by clear and broadly accepted statements of vision, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format) for students**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The school Board of Directors and Head for the commitment to the school's Guiding Statements, congruent with the IB Mission Statement, which articulate universally ascribed personal characteristics and skills of global citizenship

The school Board of Directors, Head, Leadership Team and teachers for ensuring the Guiding Statements explicitly influence planning at all levels and teaching practice.

Standard A2:

**The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The school Leadership Team and Teachers for the provision of, and ongoing support for, a range of school-based activities which promote internationalism/interculturalism within the school community

The teachers for an approach to teaching and learning that embeds in students a strong sense of key characteristics which reflect internationalism/interculturalism

The School Leadership Team for developing a definition of Global Competencies which is embedded into the school ethos

The Board and School Leadership Team for committing to the CIS International Certificate process.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

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The Head and School Leadership Team further explore ways of strengthening aspects of First Nations' perspectives into student experience.

Standard A3:

**The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The Board of Directors and School Leadership Team for promoting the school-wide understanding of, and commitment to, internationalism /interculturalism

The Board of Directors and School Leadership Team for the range of languages available for students to study

The Board of Directors and School Leadership Team for promoting and supporting Mandarin language and culture in recognition of an increasing Chinese demographic.

Standard A4:

**The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programmes, and the students admitted to and remaining at the school.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The Head and Admissions, Marketing and Communications team for adherence to an admissions policy that ensures a strong alignment between a student's abilities and the school programme.

## CIS Ratings Section

### 1.Ratings for Section X – Primary Years Programme

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

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The Primary Years Programme (PYP) teachers for their dedication to and passion for collaborative pedagogical practices that foster a holistic learning experience for students.

### **2. Ratings for Section X – Middle Years Programme**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The Middle Years Programme (MYP) teachers for their dedication to and passion for collaborative pedagogical practices that foster a holistic learning experience for students.

### **3. Ratings for Section X – Diploma Programme**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The Diploma Programme (DP) teachers for their dedication to and passion for collaborative pedagogical practices that foster a holistic learning experience for students.

Standard C1:

**The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The BOD for its commitment to and implementation of strong governance practices in the service of sound direction and effective support of the school

The BOD for ensuring that these practices are documented in policies that support the continuity of good governance practice over time and through changes in BOD membership.

Standard C2:

**There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.**

**VT STEP (c) Significant Commendations (if any).**

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### Write here:

The BOD and Head for the development of documentation that acknowledges and explains the interdependent and yet distinct roles of the BOD and Head

The BOD for its active engagement in, and support of the life of the school community.

Standard C3:

**The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.**

### VT STEP (c) Significant Commendations (if any).

#### Write here:

The Head and School Leadership Team for the creation of a clear leadership structure and a commitment to supporting teacher/staff leadership

The Head for his visionary leadership of all aspects of the school and for the focus on supporting teaching and learning that pervades the school

To the Head for the development of annual strategic action planning in support of the school's strategic goals.

### VT STEP (d) Significant Recommendations (if any).

#### Write here:

The Head and BOD develop additional ways to educate the school community about their interdependent and yet distinct roles.

Standard C4:

**The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.**

### VT STEP (c) Significant Commendations (if any).

#### Write here:

The BOD for its thorough documentation of its policies and practices

The BOD for its commitment to transparency and communication.

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Standard C5:

**The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The Board of Directors for its effective execution of its duty of financial stewardship and strategic planning in support of the school's mission

The BOD, Head and SLT on the execution of a highly successful capital campaign and the construction of the new Senior School.

Standard D1:

**The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The Head of School and the school Leadership Team for supporting a key priority of the strategic plan, personalisation, by hiring additional associate teachers

The Head of School and the school Leadership Team for creating a teaching schedule in which collaborative planning time is structured and intentional.

Standard D2:

**Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The teachers for fostering opportunities for respectful interactions among the staff and students

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The school Leadership Team and the Teachers for sustaining a collaborative culture of reflection around teaching and learning.

Standard D3:

**All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The School Leadership Team and the Human Resource Director for transparency in communication of compensation

Standard D5:

**There shall be a clearly defined and implemented appraisal system for faculty and support staff based on predetermined, explicit criteria and supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The school Leadership Team and teachers for engaging in the TPGP, a multi-faceted teacher growth plan that includes productive feedback relevant to Teachers' goals and needs

The School Leadership Team for facilitating teachers' growth and empowering Teacher leadership.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

The School Leadership Team develops its existing internal review and evaluation strategies to ensure that innovations and developments are fully assessed for impact on learning and student achievement

The School Leadership Team continues to invest in developing the leadership skills of its mid-level curriculum leaders.

Standard E1:

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**There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programmes**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The School Leadership Team for providing a continuum of inclusive support for all learners at Mulgrave School, PK-G12.

#### Standard E2:

**Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programmes that are delivered by suitably qualified personnel.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The school Leadership Team for its collaborative planning time structure, which enhances teaching

#### Standard E3:

**Effective language support programmes shall assist learners to access the school's formal curriculum and other activities.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The school Leadership Team (SLT) for creating new programmes to accommodate the growing number of EAL students

The SLT for creating an environment that fosters the development, support and maintenance of mother tongue languages.

### **VT STEP (d) Significant Recommendations (if any).**

#### **Write here:**

The SLT further reviews how the school can encourage and support mother tongue development in the early years of education

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The SLT continues to support teachers with professional development in specialised instruction strategies for EAL students.

Standard E4:

**The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.**

**VT STEP (c) Significant Commendations (if any).**

**Write here:**

The school Leadership Team (SLT) for offering Culture Education to its teachers

The Counselling Team for creating the Advisory Portfolio Tracking System.

**VT STEP (d) Significant Recommendations (if any).**

**Write here:**

The SLT ensures all students systematically develop the Approaches to Learning (ATL) and life skills across the PK-G12 continuum

The SLT ensures the overt teaching of social and emotional skills across the school, PK-G12.

Standard E5:

**The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.**

**VT STEP (c) Significant Commendations (if any).**

The Director of Risk and Safety for creating and supervising the MERT programme.

The school Leadership Team for the design of a comprehensive risk assessment process.

Standard F1:

**A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being. *As presented in Document 13 of the final report.***

**VT STEP (c) Significant Commendations (if any).**

**Write here:**



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The school Leadership Team (SLT) for developing and reviewing extensive handbooks that support school climate, culture and partnerships.

The Self-Study Committee for developing detailed and comprehensive action plans to promote and address the physical, emotional and social well-being of students and staff.

### **VT STEP (d) Significant Recommendations (if any).**

#### **Write here:**

The SLT continues to enhance the development of programmes addressing emotional and social well-being of all students at the school.

The SLT continues to cultivate the international and multicultural dimension of the school and its programmes including Canada's First Nations people.

Standard F2:

**Effective communication processes shall foster a productive home-school partnership and a positive learning community.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The school Leadership Team (SLT) for the measures in place to develop horizontal and vertical communication and articulation of curricular programmes throughout the school.

The SLT for conducting an annual Stakeholder Survey to solicit feedback from the parent community.

The Mulgrave Volunteer Parents (MVP) for their significant contributions to the school climate and culture, including their support of student learning.

### **VT STEP (d) Significant Recommendations (if any).**

#### **Write here:**

The SLT ensures the ongoing development of the 21st Century Skills/Approaches to Learning (ATLs) Continuum and its implementation throughout the school.

Standard F3:

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**The school shall offer effective programmes and activities which complement the formal curriculum in supporting the school's Guiding Statements.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The school Leadership Team for pursuing the development of Global Citizenship, School Co-Curricular Activities, Service Learning and Environmental Sustainability through the CIS International Certificate process.

#### Standard G1:

**The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school's programmes.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The BOD and Finance Committee for the sound financial underpinnings that allow the school to fulfil/follow its Guiding Statements

The BOD for its long-standing commitment to providing adequate finances to constantly improve teaching and learning.

#### Standard G2:

**Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programmes required to put the school's Guiding Statements into practice.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The Board of Directors for significant investments in purpose-built facilities, upgrades and other capital improvements

The Board of Directors for developing the 30-year Building Plan for infrastructure, resulting in comfortable, pleasant building layout and up-to-date facilities that promote student, staff, and visitor well-being

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The Technology Committee for creating the Technology Strategic Plan, resulting in increased access to technological resources.

### **VT STEP (d) Significant Recommendations (if any).**

#### **Write here:**

The school pursue its plans to enhance its high quality facilities through further specialist accommodation in the Junior and Middle Schools in support of its programme goals

The school further develop its athletic facilities, including field, gymnasium and changing room spaces, in order to realise its goals in this area of School life.

Standard G3:

**The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.**

### **VT STEP (d) Significant Recommendations (if any).**

#### **Write here:**

The Risk and Safety Officer reviews the evacuation procedures and creates an emergency evacuation route map, specifically indicating the following: room location, room number, directions from the classroom to the nearest exit point

The Head and the Risk and Safety Officer ensure an emergency evacuation route map is available in all school spaces

Standard G4:

**The school shall provide or arrange for auxiliary services as required to support its declared objectives and programmes, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.**

### **VT STEP (c) Significant Commendations (if any).**

#### **Write here:**

The Support Staff for their commitment, dedication and positive impact on students and the day-to-day operation of the school.

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### FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

#### Major Commendations:

##### A. School Guiding Statements

A1: the School Board of Directors and Head for the commitment to the School's Guiding Statements, congruent with the IB Mission Statement, which articulate universally ascribed personal characteristics and skills of global citizenship.

A2: the Board and School Leadership Team for committing to the CIS International Certificate process.

##### B. Teaching and Learning

##### C. Governance and Leadership

###### C1

· the BOD for its commitment to and implementation of strong governance practices in the service of sound direction and effective support of the School.

###### C3

· the Head for his visionary leadership of all aspects of the school and for the focus on supporting teaching and learning that pervades the School.

###### C5

· the Board of Directors for its effective execution of its duty of financial stewardship and strategic planning in support of the School's mission.

##### D. Faculty and Support Staff

###### D2

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- 2. the School Leadership Team and the Teachers for sustaining a collaborative culture of reflection around teaching and learning.

D5

- the School Leadership Team for facilitating teachers' growth and empowering teacher leadership.

E. Access to Learning

E1

- the School Leadership Team for providing a continuum of inclusive support for all learners at Mulgrave School, PK-G12.

F. School Culture and Partnerships for Learning

F1

- the Self-Study Committee for developing detailed and comprehensive action plans to promote and address the physical, emotional and social well-being of students and staff.

F2

- the Mulgrave Volunteer Parents (MVP) for their significant contributions to the School climate and culture, including their support of student learning.

G. Operational Systems

G2

- the Board of Directors for developing the thirty-year Building Plan for infrastructure, resulting in comfortable, pleasant building layout and up-to-date facilities that promote student, staff, and visitor well-being.

### Major Recommendations:

D. Faculty and Support Staff

- the School Leadership Team continue to invest in developing the leadership skills of its mid-level curriculum leaders.

E. Access to Learning

E3

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- the SLT further reviews how the school can encourage and support mother tongue development in the early years of education.

E4

- the SLT ensures all students systematically develop the Approaches to Learning (ATL) and life skills across the PK-G12 continuum.
- the SLT ensures the overt teaching of social and emotional skills across the School, PK-G12.

F. School Culture and Partnerships for Learning

F1

- the SLT continues to cultivate the international and multicultural dimension of the school and its programmes including Canada's First Nations people.

G. Operational Systems

G2

- the school pursues its plans to enhance its high quality facilities through further specialist accommodation in the Junior and Middle Schools in support of its programme goals.
- the school further develops its athletic facilities, including field, gymnasium and changing room spaces, in order to realise its goals in this area of School life.

G3

- the Head and the Risk and Safety Officer ensure an emergency evacuation route map is available in all school spaces.

## CIS Visiting Team Final Report Excerpts and Selected Commentary

### From Section A: School Guiding Statements

A2 The school's Guiding Statements articulate a commitment to internationalism/interculturalism in education, and this commitment is clearly evident and reflected throughout the life of the school in the wide variety of activities offered through the formal curriculum and co-curricular activities, targeting different cultural experiences, creating awareness and fostering an appreciation of difference.

A3 Mulgrave's student leadership opportunities are evident in the classroom and in many groups throughout the school including Global Outreach, the Middle and Senior Service Action Councils (MSAC and SSAC) and the Grade 6 leadership group.

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A4 The Admissions, Marketing and Communications team, while having discipline specific responsibilities and expertise, work very much as a team to provide excellent service to the school community at large. Admissions, marketing and communications practices are dynamic and well organised to ensure the growing interest in School enrolment is managed in a transparent and professional manner.

### **From Section D: Faculty and Support Staff**

D2 In discussions and interviews, the VT found evidence that teachers strive to remain current with the content and pedagogy of their academic area through professional conversations, professional development opportunities, professional learning communities (PLCs) and the Teacher Professional Goal Process (TPGP) review process.

D2 It was evident to the VT that all teachers and administrative staff conduct themselves in a professional manner. A Code of Conduct is included in the Staff Handbook. A sense of community and friendship is palpable throughout the school. Teachers aim to foster these respectful interactions through various activities such as Good News Phone Calls, buddy systems, Middle School Town Hall and other special events. In interviews, teachers and the school Leadership Team demonstrated a commitment to reflection around teaching and learning and an investment in the future of the school.

### **From Section E: Access to Learning**

E5 The VT notes the school not only provides extended health care, but also promotes the practice of healthy living in order to serve student well-being and enhance access to learning opportunities.

### **From Section F: School Culture and Partnerships for Learning**

F1 It is evident to the VT that the school climate is characterised by fairness, trust and mutual respect. The IB Learner Profile attributes provide inspiration and guidance to this end, and are displayed and used extensively throughout the school for use with students, staff and families.

F1 The school has a diversity of students, families and staff. As indicated in the Endicott Survey, a high percentage of parents reported the school fosters respect for diversity. There are a number of policies and practices in place that ensure a climate of respect for diversity. The school has developed a culture of valuing and appreciating the languages and cultures of families through policies (Language Policy), curricular programmes, library resources and the community. The school is making significant strides in being inclusive of Canada's First Nations peoples in its programmes of study, which further enhances multiculturalism and diversity at the school.

F2 Through conversations with teachers and staff, it is apparent to the VT that Professional Development is highly valued and a strength of the school. There are processes in place to ensure that individual professional learning is shared, adding significantly to the learning community.

### **From Section G: Operational Systems**

G3 The school operates in an environmentally responsible way. Recycling bins are located throughout the school for organic waste, paper, glass and aluminium containers. The school not only has a policy to use or sell reusable plastic water bottles, but also has installed water fountains throughout the school where everyone can easily refill their reusable containers.

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### **From Team Comments with Respect to Part 3 of the Self Study**

Relationships between staff and students are respectful and positive (Section D). The school's Guiding Statements provide an aspirational learning and teaching focus on academic achievement and personal character development. The VT concur that the Guiding Statements are "alive" and embedded in practice across the school, reflecting the philosophy of not only Mulgrave School but also the IB programme. Mulgrave is a school community which truly embraces the IB philosophy and this is evident in every facet of school life, most particularly in the global perspective and attitudes to learning of the students.

A major strength of the school is the dedicated and professional staff, teaching and non-teaching, who provide a safe, secure and quality learning environment for students.

Mulgrave School has a community feel to it and this term was used often in interviews with different stakeholder groups (Section F). High expectations and effective organisation across the school contribute to the high standard of student behaviour witnessed during the Team Visit. The Co-Curricular Programme is extensive and contributes to the sense of community and enriches the learning experience of Mulgrave students.

The VT notes that the school has not only correctly identified the most Significant Factors Needing Strengthening within the Self-Study, but has integrated these already into a comprehensive Action Plan. It is positive to note that implementation of Actions in many of these areas has already been completed, in alignment with the CIS Standards.

The VT found the school community to be particularly positive, both in terms of where the school is currently at, and the potential to build upon the existing strengths. There is a clear commitment from all constituents towards school improvement, and as a result the VT is confident that there is both the will and the capacity to put into action those plans which will take Mulgrave School to the next level.

### **From Concluding Remarks**

One outstanding feature of Mulgrave School is the very evident respectful and positive relationship between students and teachers. Students presented themselves as diligent, happy, respectful and committed to their learning. This ethos is in no small way due to the quality of care and teaching students receive from their dedicated teachers. Student learning and well-being is a clear focus of Mulgrave School as exemplified through excellent academic achievement and extensive programmes in support of holistic learning, reflecting the school's vision and mission

The school must be commended on working so deliberately to give students an exciting and challenging set of educational experiences. The VT was impressed by the efforts made across the school to promote internationalism and interculturalism, and by the involvement and commitment of many of its teachers in different activities.

The school is in an excellent position due to strong leadership, the stability of its governance structure and very strong financial position.





## **The Reporting Booklet**