



International School of Helsingborg

Quality Report School Year 2021/22

International School of Helsingborg

Det systematiska kvalitetsarbetet är utvecklingsdrivande på både enhets- och huvudmannanivå. Genom en god behovsanalys definierar enheter och huvudman egna prioriterade områden, detta ökar inifrån-motivationen och förutsättningen att genomföra rätt aktiviteter och nå fram. Enheterna och huvudmannen planerar och genomför aktiviteterna så att verksamheten tydligt förflyttar sig från ett nuläge till en mer tilltalande framtid.

Arbetet med kvalitetsrapporten är en del av det systematiska kvalitetsarbetet och möter skollagens krav på dokumentation och inflytande. Rapporten synliggör det samlade kvalitetsarbetet på ett och samma ställe.

Strukturen leder till att fokus hamnar på den analys som sker kontinuerligt under verksamhetsåret med stöd av IPS-modellen.

[1a Prioritized Goal #1 EY /PYP Enhancements](#)

[1b Prioritized Goal #2 MYP](#)

[1C Prioritized Goal #3 DP](#)

[1d Prioritized Goal #4 PLC](#)

[2 Curriculum Development EY; PYP; MYP/DP](#)

[3a Norms & Values: EY PYP, MYP/DP](#)

[3b Knowledge Results](#)

[Prioritized Goals 2022-2023](#)

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1. Analysis of prioritized goals from the 2021/22 school year

Prioritised goal 1

Early Years

Experiential learning environments that support student agency

During the year 2021-2022, our goal in the EY program was to provide a negotiating experiential learning environment where students influenced their learning by agentic activities. The learning environment offered transdisciplinary opportunities to acquire and transfer conceptual understanding. The students opted for ways of learning to attain varied learning concepts across the early year's program (EY1 to EY3). The environment was used as a third teacher to encourage the development of children's creativity by providing a variety of indoor and outdoor experiences. It allowed students to acquire skills by offering space to explore materials, response time to share ideas, and provocations to find and provide solutions to problems, thus inculcating creativity while nourishing imagination. Students were provided with natural materials across the program to practise sustainability and coexistence to share available resources to take care of the environment. The students were encouraged and taught the use of self-reflection skills and tools by providing opportunities for self-reflection.

[EY Collaborative Goal Setting 2021-2022](#)

- PYP Program

From the IB PYP Website on Learning and Teaching

[Assessment in the Primary Years Programme](#)

SUMMARY

- Assessment is an **ongoing process** of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment **involves teachers and students collaborating to monitor, document, measure, report and adjust learning.**
- **Students actively engage in assessing and reflecting on their learning**, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are **co-constructed** and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

PYP Self-Evaluation from the Self Study

C4 - Assessment: *Assessment at the school reflects IB assessment philosophy*

Assessment to inform future action; students taking active part in assessment process

IB Evaluation Team Recommendations from the Self Study

Recommendations

Practice 4.1b	Assessment addresses all the essential elements of the programme
Findings of the team	<ul style="list-style-type: none">• Review of the assessment policy describes how assessment at the school addresses some of the elements of learning.• Sample planners document examples of assessment. However, there is limited evidence that the planned assessments consistently address the knowledge, conceptual understandings, skills and action in a way that shows attainment and progress in all these areas.
Recommendation	<ul style="list-style-type: none">• The teachers ensure assessment is further developed to address all the elements of the programme.
Recommendation(s) repeated from previous report	Yes
Appropriate action included in school's action plan	No

Practice 4.7	The school analyses assessment data to inform teaching and learning
Findings of the team	<ul style="list-style-type: none"> Discussions with the school leadership team and teachers confirmed that various forms of assessment data are collected during the year, these include <ul style="list-style-type: none"> PUMA and PiRA standardized tests to evaluate how the school is performing as a whole and to set grade level and school curriculum focus Reading ages Anecdotal notes and video and photo evidence Few teachers can give examples of how these and other formative assessments are systematically used to inform teaching and learning.
Recommendation	<ul style="list-style-type: none"> The school puts systems in place for teachers to consistently and collaboratively moderate and analyze assessment data to inform teaching and learning.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

2021-2022 Assessment Goal:

Over the past 3 years since the IB Evaluation Visit, we have broken down assessment to focus on various aspects of assessment that had been found lacking including student input in assessment, variety in assessment formats and the ongoing nature of assessment. We had initially intended that goal work for the current year would focus on the cohesive nature of assessment across the continuum and the review and moderation of data for informing on future learning.

The focus of this goal work changed in September from the initial plan for a few reasons. For the first part, the Early Years' Programme of the PYP had decided not to continue with the assessment goal work that affects the entire PYP. This affected the continuum focus of the work on assessment as we would not be able to collaborate on the same goal work during study days, etc. The work would also have to be re-done in another year when the EY programme teachers could be included so that there would be consistency throughout the programme. Additionally, the PYP1-6 team expressed frustration at working again with assessment. Therefore, the Coordinator and I had a concern that without further development of understanding of the need, the outcome of yet another year of work on assessment would not move us forward in this understanding. Finally, there were concerns for the level of support we would be able to provide for developing this goal considering there would be a change in the PYP Coordinator due to a Maternity leave. Therefore, I decided to change the focus for the programme goal work to independent and collaborative goal work into development of understanding of the IB guidelines into various areas of the PYP Enhancements. Giving the teachers voice and choice into the area they felt would better apply to their own context as well collaboration for developing their understanding. That goal planning is below.

Programme Goal Development
PYP1-6 2021-2022

PYP FOCUS AREA

...To improve student learning through a deeper understanding and application of a particular element of the PYP Enhancements.

Criteria to be evaluated in Employee Review Talks (spring 2021):

- Evidence of collaboration with the your goal group
- Evidence of research into the topic (starting with MyIB - "From Principles into Practice" - PYP Enhancements)
- Evidence of how you work with it in the classroom
- Evidence of assessment of the element (including student involvement in assessment)
- Collegial visit feedback related to goal work should be shared (spring 2021)

GOALS (MUST INCORPORATE FOCUS AREAS)

Organizational Goal (I) Individual/Student Level	Organizational Goal (P/S) Process/Structural Level <i>This goal can be copied into your personal employee review document!</i>	Goal Criteria (Success Criteria) Goal criteria - Here are the goal criteria that clarify what the goals are at I and P / S level concrete means. Criteria can be for teachers and/or students. <i>This section aims to clarify what the goals mean, and in what ways (methods) they to be followed up / evaluated.</i>	Indicators (Evidence) (How will progress towards the goal be monitored?) Indicators - Here are the indicators (qualitative / quantitative) to be used to follow up / evaluate the target criteria.	Outcome/Assessment <input checked="" type="checkbox"/> Completed with Evidence <input checked="" type="checkbox"/> Ongoing - Some Evidence Provided <input type="checkbox"/> Not yet Started (Give examples)	Activities (Strategies) Activities - The activities / initiatives / changes to be implemented for are described here to contribute to the achievement of the goals. <i>This section aims to clarify the outcomes for the different quantitative / qualitative the indicators, as well as activities to achieve the same.</i>	Status <input checked="" type="checkbox"/> Completed with Evidence <input checked="" type="checkbox"/> Ongoing - Some Evidence Provided <input type="checkbox"/> Not yet Started (Give example)
WHAT do I/we want to	WHAT do I/we want to	WHAT does it look like?	HOW will I/we know?	WHAT was the outcome?	WHAT will I/we do?	

<i>improve (students)?</i>	<i>improve to help the students improve?</i>	<i>HOW will you know that the goal has been achieved?</i>		<i>HOW did it go?</i>		
Goal - Student Focus: To improve student learning through deeper understanding and application of a particular element of the PYP Enhancements.	Goal - Teacher Focus: To improve teacher understanding and application of a particular area of the PYP Enhancements in order to improve student learning related to that area.	Teachers will demonstrate an In-depth understanding and application of the principles and practices of particular area related to the PYP Enhancements .	Classrooms and learning activities will reflect understanding of the various PYP Enhancement areas.	Ongoing - Some Evidence Provided	Time allocated to teachers to read through the material from the IB on the particular area.	✓✓Completed with Evidence
					Groups related to a similar area to plan their goal with criteria and strategies.	✓✓Completed with Evidence
			Classroom planners will reflect implementation of developed knowledge of various aspects of the PYP Enhancements.	✓✓Ongoing - Some Evidence Provided	Meeting times dedicated to collaboration and discussion of individual goal work.	✓✓Completed with Evidence
			Teachers will share and reflect on practices and ways to further develop their understanding and application in the learning environment.	✓✓Ongoing - Some Evidence Provided	Review/reflection of the PYP Enhancement area and goal work by other team members in order to further develop understanding and application.	✓✓Completed with Evidence
					Collegial visits to reinforce/support development of understanding and application of the PYP Enhancement area.	✓✓Ongoing - Some Evidence Provided
					Presentation at the end of the school year to share learning and application of the particular area of the PYP Enhancement.	☐Not yet Started (Give example)
		Students will be able to participate confidently in learning activities that apply/access the various elements of the PYP such as inquiry,	Student learning will be supported by teacher understanding of the various PYP Enhancement areas.	✓✓Ongoing - Some Evidence Provided	Evidence of student learning recorded in Seesaw posts.	✓✓Ongoing - Some Evidence Provided
			Students will engage in practices according to the PYP Philosophy and as related to the	✓✓Ongoing - Some Evidence Provided	Evidence of student learning through various assessments related to the	✓✓Ongoing - Some Evidence Provided)

		concepts, transdisciplinary learning, etc.	areas of the PYP Enhancements.		particular enhancement area.	
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Goal work groups

Linked IB Documents	Transdisciplinary Learning	Concepts	Agency/Action	Learning Environments 1	Learning Environments 2	International Mindedness	Inquiry
Teams	Rabia Hannah Amanda Tiffany Rida Prabhat	Anneli Anna Johanna André	Roxana Marina Dawn Josh Kenneth Dejan	Hanna Alicia Marwa Sarah Nikolina Laura B??	Dusanka Stephanie Emily	Patrick Mitch Val Sheila Vanessa Albina Jovana? ?	Yvette Justine Nanna Kristen
Goal Documents	Transdisciplinarity	Concepts	Agency Action	Learning Environments	Learning Environments 2	International Mindedness	Inquiry

Evaluation of goal

By the time of the Employee Development talks in Jan/Feb, the teachers had only had the initial planning meeting for this goal, and had not had further opportunities for the collaborative meetings for these goals. There was not much information related to the goal shared on their employee documents either. There were follow-up collaborative meetings in weeks 7, 13 and 21, and teachers were encouraged to update their employee documents in addition to preparing for the sharing session during the study days.

The follow-up session during the March 16 study day was useful for adding different perspectives and reflections for the respective enhancement areas from different team members. Hopefully this also contributed to the understanding of other team members for these aspects of the PYP Enhancements. Unfortunately, the paperwork and documentation for these landed with the various groups, and I did not receive them back in a timely manner for reflection prior to finishing. You can see the tasks for the goal setting sessions on the below slides.

[Programme Goal Setting 2021-2022](#)

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Prioritised goal 2 Program (MYP)

MYP Goal: “Students in all MYP years will engage in, for their age group, purposeful and relevant interdisciplinary units”.

IPS Goal: [IPS MYP goal 2021-2022](#)

Analysis/Evaluation

The data from the assessment session shows an increase in all four goals from the session: understanding the command terms, familiarity with assessment criteria, comfort in grading IDU assessments, and creating GRASPS. The goal connected to knowledge of GRASP creation had the least amount of increase in understanding, and started with the highest average, most likely because it was the area that many people came to the session with prior knowledge of. However the final average was only 3.5/5, and I would have liked it to be 4 or higher, so I will work on GRASPS with the staff in the August study days as well.

The goal with the lowest starting value and greatest increase in understanding was familiarity with the assessment criteria. I think that many teachers had not used the assessment criteria before this session according to this data, and it shows the importance and impact that the session had on this understanding.

Looking at the overall IDU survey comparisons, I am a bit skeptical of the results, as there were many teachers missing from the final survey session, and there were new teachers that were not present for the original survey 2 years ago, teachers that are back from maternity leave or out on maternity leave, etc., so it is difficult to compare the two. There are increases in our ability to develop and assess IDUs, but the data doesn't show a significant shift from our understandings of 2 years ago. The average numbers show slight increases, but nothing noteworthy.

This leads me to believe that while we have met our goal of having students engage in IDUs in all years of the MYP programme, we have not developed as much as I would have liked due to our in-house workshops.

Next steps 2022-2023

- We will continue to work on IDUs, but now we will start to look at the individual elements that need more work. In particular, next year we will focus on ATL skill development within a unit.
- We should also invest in sending teachers to IB workshops on IDUs for further learning and development.

- All students in all year levels MYP1-5 now do at least one IDU per school year, and we have scheduled this for the 2022-2023 school year already so we know what we will continue to work on: [MYP Program Session: Monday + Tuesday](#)
- We will experiment with organizing IDUs in this way:
 - MYP3 and MYP4: 1 IDU each in the autumn term for 2 months
 - MYP1 and MYP2: 1 IDU each in the spring term for 2 months

Resources

[MYP Interdisciplinary learning and teaching \(IDU\)](#)

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Prioritised goal 3 (DP)

GOAL SETTING WITH [IPS MODEL](#)

Organizational Goal (I)	Organizational Goal (P/S)	Goal Criteria	Indicators	Outcome/Assessment	Activity	Status
<p>To empower students to become more autonomous, collaborative, and problem-solving learners by nurturing their curiosity, building on their inclinations and motivations.</p> <p>To build students' capacity to and confidence in learning through inquiry.</p>	<p>Teachers will use inquiry-based teaching models, allowing students to engage in inquiry, find their own information and construct their own understandings .</p>	<p>Research models.</p> <p>Plan classroom experience.</p> <p>Teach and peer observe learning.</p> <p>Self and peer and student reflection.</p> <p>Peer observation.</p>	<p>Reflections on learning of skills from stakeholders: students, teachers. Skills include research, collaborative learning (social skills and communication skills), problem-solving (critical thinking), creativity (application of skills outside their initial domain).</p> <p>Inquiry-based strategies and reflections on those</p>		<p>Programme sessions study days in 2021-2023</p> <p>Peer lesson observations.</p> <p>Student surveys.</p> <p>Updating of unit plans in the light of inquiry based teaching methods that are used.</p> <p>Inquiry based learning workshop with external PD provider</p>	<p>Programme sessions have all been used to develop the goal.</p> <p>Collegial observations have been launched. CO team presented twice to DP team, and DP team members presented their work using CO in meetings.</p> <p>Teachers surveyed in June to prep for workshop and to share with workshop leader.</p> <p>Workshop</p>

			strategies embedded in DP unit plans. Sharing of experiences of inquiry-based learning strategies.	Develop an inquiry based learning toolkit. is organized for August 11-12.

Analysis of IB Diploma Programme Goal for 2021-2022

The ISH DP inquiry-based learning goal has been to empower students to become more autonomous, collaborative, and problem-solving learners by nurturing their curiosity, building on their inclinations and motivations. By the end of the 2021 academic year teachers had experienced multiple sessions in understanding inquiry-based learning models and they were encouraged to experiment with the peer observation model to get feedback on their development within the programme goal.

By the end of the year, teaching staff reflected on their progress toward the goal, and what aspects of inquiry-based learning they would like to develop further. After an IB “Investigating Inquiry” workshop for the whole DP staff happened in August, staff members will now work with the PLC model to develop their classroom practices based on what they perceive to be a personal development area for themselves and their students.

The whole-programme nature of the goal has been helpful in creating a sense of unity and purpose for the DP staff, and though the results will be less immediately tied to student attainment on examinations, the analysis of staff feedback so far points to an appreciation of the collaborative nature of this professional development, and to a recognition of how inquiry-based learning can affect the classroom environment and student agency. Some teaching staff comments on the goal in May of 2022 are below:

“An inquiry based approach allows all participants ownership of the direction of learning.”

“It helps to give the students agency in the classroom. It relieves me from trying to find the interesting angles for the students. It nurtures independence and preparedness for individual learning and ability.”

“It helps a lot with students’ engagement; it facilitated the flow of the lesson and made the conceptual understanding more approachable.”

“It opens the students up to topics that might not have been covered in class.”

“The students were engaged through out the process. It was nice to see how they link theories/ concepts to real world examples and reflect on them.”

“This unit was actually of huge help as it created a different atmosphere within the group. The students were much more engaged and interested.”

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Prioritised goal 4 (PLC Continuum)

Whole School Goal Area - PLC Goal: Implement the teaching evaluation model at the whole school level to reflect the current needs of students across all programs.

Analysis

The feedback from surveys conducted throughout the cycle of using the teaching evaluation model showed that whilst main teachers were successful in completing the entire, some found it difficult to collect sufficient data and conduct a thought analysis. Feedback also came from teachers across the school that it felt like there were too many goals to work on and that a disproportionate amount of time was being spent working in a PLC when there are other areas of development also to focus on.

Next steps:

- PLC is no longer a standalone goal but rather the TEM is used as a working method for program development
- The time allocated for teachers to meet in their PLC groups is once per month rather than twice
- The PLC work is followed up in program sessions and study days
- Program principals and coordinators support the PLCs in their respective program.

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2. Curriculum development

Early Years 3 Reading Programme

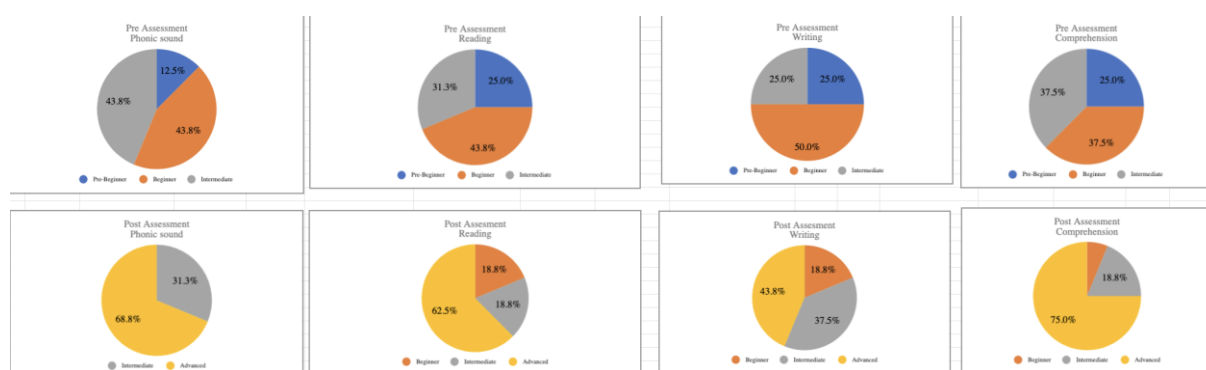
The students actively participated in games and explored scaffolded opportunities to further strengthen Jolly Phonics skills to code and decode text. The students were provided with possibilities to observe

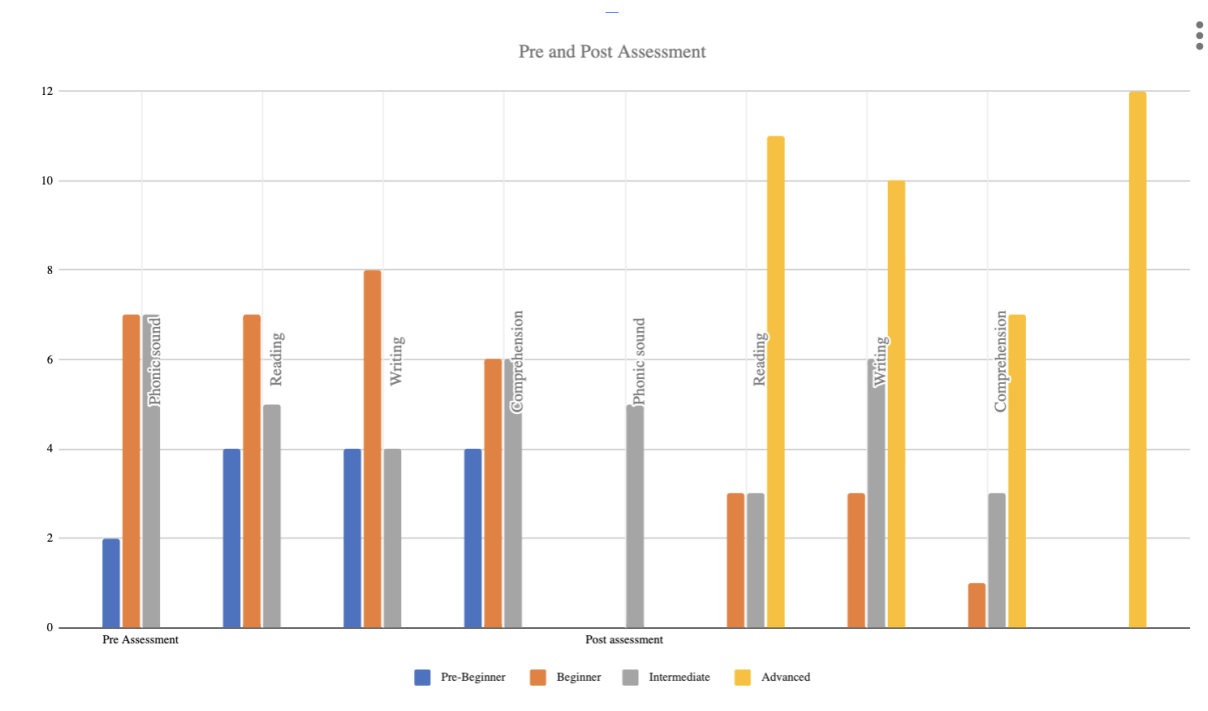
their learning by assessing their knowledge of sounds using a self-assessment template. Students' decoding skills were enhanced by implementing the Fab four reading strategy to acquire literacy skills by determining the problem, providing solutions to a story read, and learning provocations. The students took ownership of their learning by documenting their work on their seesaw accounts by scanning the Seesaw QR codes independently.

Methods used to measure impact on student progress - pre-and post assessment.

- Direct observation is used to measure behavioral engagement for e.g.
 - Students asking questions during story shared and guided reading sessions
 - Student persistence with the challenging task while implementing acquired literacy skills
 - Students Using the app "Seesaw" independently to document and reflect on their work
 - Document the extent of progress of students after reading sessions
 - Recording the student's presentations/work and uploading them on seesaw for feedback and progress
- Reflection Questionnaire (Student) - Jolly phonics assessment tool and Summarize (problem and solution)
- Using simulations, games to measure prior and post knowledge and learning outcomes as a summative assessment.
- Use of photos and videos to estimate a student's attention or interest.
- Planned activities for application of skills/knowledge learned
- Comprehension Strategies -Summarize (problem and solution), comprehension quiz on epic , after story reading sessions
- Assessment Template - Success criteria

	Read	Writing	Sounds (C	Comprehension
Pre-Beginner	Segmenting sound	Writing sounds	0 to10	Beginning to understand read text
Beginner	Beginning to blend	Beginning to cod	10 to 20	Beginning to reflect the read text
Intermediate	Beginning to read	Beginning to writ	20 to 30	Able to identify the problem and solution
Advanced	Reading text with	Writing text in se	30 to 42	Ability to apply fab 4 strategies





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PYP 1-6 Curriculum Development Areas - UPDATED APR/MAY 2022

In PYP 1-6 the 2021-2022 school year has been a year of shifting and change. Our focus for curriculum development has landed with further development of the reading program including deepening connections to our writing content and curriculum. In addition, we have continued to develop the PSPE curriculum and ATL skills connected more closely with this curriculum through the Move and Learn program.

With the consistent support for teachers from the Health Educator, the Move and Learn program has continued to develop during the current school year. Teachers and students are embracing the benefits of promoting physical, mental and emotional health through regular activities. This was a focus goal for our ATL skill work this year, and many connections were made across the continuum. More student voice and choice in their program has promoted a greater appreciation and responsibility for the program and its activities. Students were featured in the Monday Morning Message weekly starting in the Spring term to lead various Move and Learn sessions ([example](#)). In addition, the PYP6 Exhibition with its new focus on Who We Are, was redesigned to include a Move and Learn component as well. Read the Health Educator's report [here](#).

PSPE: Identity, Social & Emotional learning

[Move and Learn](#) report from Health Educator Nanna Spets

Initially, it had been thought that the reading program was up and running, and the First Teacher would have regular meetings with the teaching teams to see that it continued to be a consistent and integral part of day to day learning. We have

placed a focus on supporting the teachers with training and development so that they are the leaders of the reading learning in the classroom - starting with workshops in both the Fab 4 reading strategies and 6+1 writing traits at the beginning of the school year. These workshops, coupled with the regular First Teacher meetings, would remove the reliance on the First Teacher and ELA team to run sessions. The focus of the First Teacher role would be maintenance of the program for continued consistency and alignment moving forward. You can see the outcome of the work this year in the report below.

Language: Reading/Writing

[Reading report](#) from First Teacher/Coordinator Kelly Hodgkinson.

It had been a hope and plan that the First Teacher role and time could be directed to the development of our math curriculum. This area of the curriculum would benefit from the same review of approach and focus on consistency across the curriculum as the reading program. In addition, a focus on math would help to contribute toward our final area of development for the assessment goal as it is an area that we are not showing a coherence of assessment across the continuum.

This plan was delayed by the First Teacher's recruitment to be acting PYP Coordinator due to a maternity leave. While this has been beneficial for the team in providing a smooth and positive transition and consistent support for the team in relation to IB elements, it affected the time available for work with the math program as intended. Hopefully, this work can begin in earnest in the 22-23 school year.

Ideally, we could appoint First Teachers to address all the major areas of the curriculum in order to maintain focus on consistency and development across the continuum. The ISH team of First Teachers, through their project work in connection to their course "Att Leda från Mitten", proposed that the PYP recruit subject group team leaders as they exist in the EY and MYP/DP. This plan has merit and could help focus the curriculum in various areas. At the same time, it should be carefully evaluated before implementing it as there are challenges and negative connotations that can derive from such a plan.

From a purely logistical standpoint this is a challenging proposition as budget restrictions and the lack of free time in teachers' schedules limit prospects for such appointments. From a curriculum standpoint, appointing team leaders who are "responsible" for a particular area of the curriculum also removes the responsibility from other team members. PYP philosophy focuses on the responsibility of the group for all aspects of the curriculum, and there has been a concern that subject leaders or committees would affect this collective responsibility.

Looking forward, I hope that there can be a focus on various aspects of the curriculum in a sustainable way in order to further develop our students' learning and achievement.

2021-2022 ATL Goal:

SCHOOL'S PRIORITIZED AREAS FOR DEVELOPMENT

EY Prioritised Goal Experiential learning environments that support student agency.

MYP Prioritised Goal Creation of interdisciplinary learning experiences for students in all MYP years.

DP Prioritised Goal The development of inquiry based learning and teaching (ATL)

Whole School Continuum Goal Area (PYP/MYP/DP- Directed by Management) To build a unified sense of whole school community.

Whole School Goal Area Implement the teaching evaluation model (TEM) at the whole school level to reflect the current needs of students across all programs.




PYP Prioritised Goal Areas - Goal areas for individuals to contribute to in PYP








Programme: To improve student learning through a deeper understanding and application of a particular element of the PYP Enhancements.

ATL Skill Development: Developing ATL Skills connected to the principles of the "Move & Learn" Programme and the IB PSPE scope and sequence areas of Identity, Interactions and Active Living.

PLC: Application of the teaching evaluation model (TEM) within a Professional Learning Community (PLC) address current needs of students.

GOALS (MUST INCORPORATE FOCUS AREAS)

Organizational Goal (I) Individual/Student Level	Organizational Goal (P/S) Process/Structural Level <i>This goal can be copied into your personal employee review document!</i>	Goal Criteria (Success Criteria) Goal criteria - Here are the goal criteria that clarify what the goals are at I and P / S level concrete means. Criteria can be for teachers and/or students. <i>This section aims to clarify what the goals mean, and in what ways (methods) they to be followed up / evaluated.</i>	Indicators (Evidence) (How will progress towards the goal be monitored?) Indicators - Here are the indicators (qualitative / quantitative) to be used to follow up / evaluate the target criteria.	Outcome/ Assessment ✓ Completed with Evidence  Ongoing - Some Evidence Provided ☐ Not yet Started (Give examples)	Activities (Strategies) Activities - The activities / initiatives / changes to be implemented for are described here to contribute to the achievement of the goals. <i>This section aims to clarify the outcomes for the different quantitative / qualitative the indicators, as well as activities to achieve the same.</i>	Status ✓ Completed with Evidence  Ongoing - Some Evidence Provided ☐ Not yet Started (Give example)
<i>WHAT do I/we want to improve (students) ?</i>	<i>WHAT do I/we want to improve to help the students improve?</i>	<i>WHAT does it look like? HOW will you know that the goal has been achieved?</i>	<i>HOW will I/we know?</i>	<i>WHAT was the outcome? HOW did it go?</i>	<i>WHAT will I/we do?</i>	
Goal - Student Focus: To improve student knowledge and understanding of ATL skills	Goal - Teacher Focus: ATL Skill Development: Developing ATL Skills connected to the principles	Teachers will demonstrate an In-depth understanding and application of ATL skills - particularly those connected with the PSPE curriculum and the Move and Learn program and activities.	Classrooms and learning activities will reflect connections to the ATL skills connected to the PSPE curriculum and Move & Learn program..	 Ongoing - Some Evidence Provided	Regular scheduled meetings together with the Health Educator for developing knowledge, understanding and application of the PSPE & M&L curriculum and programs. Materials provided for classes for further development of activities related to the	✓ Completed with Evidence ✓ Completed with Evidence

connected to the PSPE areas if Identity, Interactions and Healthy Living.	of the "Move & Learn" Programme and the IB PSPE scope and sequence areas of Identity, Interactions and Active Living.				PSPE & M&L programs.	
			Classroom planners will reflect teaching and learning connections to the ATL skills connected to the PSPE curriculum and Move & Learn program..	 Ongoing - Some Evidence Provided	A bank of activities will be created and continually added to and developed for teachers to access.	✓ Completed with Evidence
			Teachers will share and reflect on practices and ways to further develop their understanding and application of the PSPE and M&L elements in the learning environment.	 Ongoing - Some Evidence Provided	Lessons for M&L incorporated into the schedules on a regular basis according to the Essential Agreement.	✓ Completed with Evidence
					Reflections on Employee Documentation to show application and implementation.	 Ongoing - Some Evidence Provided
						<input type="checkbox"/> Not yet Started (Give example)
		Students will be able to identify and show understanding for various ATL skills in connection with the PSPE curriculum and the Move and Learn program and activities.	Students can identify various ATL skills that are connected to their M&L activities.	 Ongoing - Some Evidence Provided	Students demonstrating a positive attitude towards M&L activities as well as understanding of the connections between these activities and positive impacts their learning.	 Ongoing - Some Evidence Provided
			Students demonstrate an understanding of the connection between M&L activities and the development of their learning.	 Ongoing - Some Evidence Provided	Students demonstrate an understanding of M&L principles to the extent that they can plan and execute their own M&L sessions.	 Ongoing - Some Evidence Provided

Reflections and evaluation of work in the current year:

There is evidence that the students' are developing an understanding of the ATL skills more closely related to the PSPE and Move & Learn program - mostly from interactions with students and their reflections. The more voice and choice students have in the development and implementation of activities and programs, the more connections they make. There was a clear increase in understanding of the program, its principles and connected ATL skills following a student-led Move and Learn section to our Monday Morning Message. I hope that this positive progression will continue into the coming year.

Overall, it seems that more and more teachers are embracing the ideals of the program and seeing benefits in their students. There is an appreciation of the

support that is coming from the Health Educator. and they have indicated that they are inspired by the training sessions and activity bank. Some teachers seem to have embraced the efforts and ideas of the Move & Learn program better than others. Many are viewing it as an added task, and we will continue to provide and model opportunities to work with the program in a transdisciplinary way - including subject-based learning into movement and affective activities.

At the same time, reflections from teachers on the goal are rather thin. As of February, the teachers showed few concrete reflections on the connection between and development of ATL skills in relation to the Move & Learn program and the PSPE curriculum. Some teachers indicate incorporation of ATL skills into their activities. Others comment on the challenges they have experienced incorporating the program into their day to day work. Few comment on the development of the skills connected to the principles of the program.

The minimal response on the goal indicates a lack of understanding of the goal, other factors should also be considered.

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MYP/DP

Each subject group across MYP & DP has an action plan that is actively worked on.

Goal: [SGTs IPS goals 2021-2022](#)

Analysis and evaluation: [Analysis and evaluation of SGT goals 2021-2022](#)

Next steps:

- teams will finalize the ISP goals for 22/23 in August 2022:
 - goals will build on the teams MYP/DP action plan and will include new aspects from the *IB Programme Standards and Practices* as appropriate,
 - some SGTs still need support from their respective principal in understanding and using the IPS model effectively,

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3a Norms and values

Beskriv skolans likabehandlingsarbete och arbete mot kränkande behandling. Beskriv vilka slutsatser ni drar utifrån läsårets arbete. (Equal treatment work /harassment)

Gör en bedömning av utvecklingsområden/styrkor utifrån nivåerna IPS. Utifrån läroplanens mål, är det något särskilt ni bedömer särskilt angeläget? Lyft fram relevanta underlag som stöd för era slutsatser.

Norms and values

Strategic work towards equal treatment, bullying and anti-discrimination

Goal: [IPS goal: Proactive work towards equal treatment, bullying and anti-discrimination in MYP1-4](#)

Analysis and evaluation

[Action](#) has been taken in 2021-2022 in the MYP to work strategically towards equal treatment and anti-discrimination in school and on social media. Despite these efforts it appears as though there is a need to create a comprehensive IPS goal that encompasses more aspects of the school situation when it comes to this area. Some of the aspects that will need to be included in this goal include:

- the role and responsibility of the mentor
- the role and responsibility of the subject teacher
- policies and routines for working with degrading treatment and discrimination cases
- the learning environment in the school (safe and calm)
- including the students in the work
- look at what the local regulation of the School law says about this area and take appropriate action in the goal work

Next steps

- Analyze and evaluate actions taken, evidence collected (see folder below) in August 2022 with SWT.
- Complete the IPS goal using the data from [different sources](#) with the SWT in August.

Resources

[Folder: Proactive work towards equal treatment and anti-discrimination](#)

Operational work towards equal treatment, bullying and anti-discrimination

Goal: N/A

Analysis and evaluation

Actions are taken, *somewhat* according to policy and routines, when cases of degrading treatment, bullying and discrimination arise. It has become apparent however that there is a

need to get to a point where the MYP is more effective in its work in this area. Some underlying reasons for this is that it seems as though:

- not all stakeholders are fully familiar with the policies and routines,
- not all stakeholders follow the policies and routines,
- there is a lack of evaluation of actions put in place,
- there is a lack of flow in the some cases worked on,
- that there is a lack of collaboration with the SWT,
- different stakeholders do not collaborate or understand how to collaborate effectively,
- routines are not comprehensive and reviewed/updated,
- routines feature in 3 different places and that the information is not exactly the same,
- staff are not familiar or comfortable with the *Stella* routines,
- there is not one GDPR secure place for staff working with one student/group of students can share sensitive information leading to it being challenging to have a good 'grip' on cases worked on for those involved.

Next steps

- review policy and routines (including *Stella*) making sure it is the same in all 3 places,
- communicate policy and routines to the MYP team
- check in during the year to ensure that all understand, are able to and are actively implement routines and policy,
- have a strong focus on evaluating actions taken and keeping the flow in cases worked on,
- refine roles and responsibilities as well as clarify how the roles interact with one another in these cases,
- start using a GDPR secure platform for logging sensitive information shared with those involved in a student/group case

Early Years SWT

Our SWT team's goal this year was to continue promoting social and emotional wellbeing for all students, due to the aftermath of the pandemic and various challenges and difficulties. Students were displaying numerous emotional insecurities and separation anxieties. This required more individual focus and specific approaches. [SEL](#) Our monthly student Welfare Team (SWT) meetings were proven to be successful and collaborative, bringing different perspectives together, in order to find the best strategies and actions to best support our student needs.

EY2 and EY3 students were part of group sessions and prevention program "Second Step" which aims to build skills for learning, empathy, emotional regulation and problem solving. The program has been showing positive results and outcomes regarding student school achievements and behaviour. According to the results and feedback of the goal, the new program is planned to be implemented for the upcoming school year 2022/2023. [Second step](#)

The learning support teacher provided afternoon lessons with the focus on opportunities to strengthen self-image, boost confidence, understanding emotions and how to deal with stressful situations. Small group visits to the PYP Building were a good opportunity to support a transition to PYP1. [Self esteem lessons](#)

In connection with our goal to collaborate with parents we organised educational possibilities for our parents to practice and strengthen parenting skills. Collaboration with Familjehuset, COPE (The Community Parent Education Program) and sessions covering core aspects of parenting, setting boundaries, dealing with change and transition, using positive talk and handling conflict situations. The feedback parents provided was more than positive, they found the program helpful, useful and all parents stated it changed their perspectives and how they approach situations with their children. [COPE Program](#)

The collaboration with Familjehuset extended during the second term. A creative option for the learning support teacher to take the role of co-leader and provide the perspective and support in English with a program "Tryghetcirckel " was a great success. Strengthens parenting skills using a simple model. The security as a base of every relationship is established with the balanced support for parents to give to their children by deciding when it is the right time to let go and allow for a child to explore and when is the time to take the child in for comfort. The program is using a variety of videos and scenarios giving parents the chance to make connections with their personal experiences as well as to reflect on their childhood and parenting skills. [Tryghetcirckel - Circle of security](#)

EY SWT action plan for 2022-2023

- A continued approach with our prevention program for EY2 and EY3 students, considering implementing a new program (Path)
- Collaboration with parents will continue, with different educational programs (Trygghet Cirkel and ABC)
- The learning support environment will continue to be improved and expanded
- Implement calming corners and break spots in all classrooms to provide more support

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PYP

SWT Reflection & Development Work 2021-22

This school year was rather turbulent for our SWT team. Due to different perspectives and approaches to SWT work without our team, as well as challenges in effective and professional communication, our SWT work was sometimes

hindered, and we elicited the support of Daniel Bramberger and his colleague Cecilia Böhme to try to develop more consensus, consistency and continuity with our work in order to improve the work for students and teachers.

The [results from our teacher survey](#) show strong overall understanding, satisfaction and trust in the SWT process. There was very positive feedback about the teachers, and the teachers seem mostly to understand the process, the expectations of them in relation to supporting students with needs and the different members involved in SWT work. There were a few areas that some teachers indicated could be improved including more student and teacher involvement in the actual SWT decisions and work as well as clarifying the roles and responsibilities, process and follow up for teachers. This work is in part to stem the feelings of judgement that have developed during the school year as a result of SWT meetings.

While we did not have enough responses from the PYP SWT team members to the end of term survey, we had a thorough discussion about SWT development in our last meeting. This meeting had been planned to be a meeting focused on developmental work for improving the SWT in the future. Below are some of the areas for development we have planned to work with in the coming year.

PYP Prioritized areas

1. Purpose

- Discussion & Clarification of Purpose of SWT work and various related meetings (*Pastoral, Advice, SWT*)
- Interprofessional collaboration
- Shared decision making with students and guardians

2. Process/Roles

- Clarification of rolls in SWT work
- Essential agreement on ways of working/manner of address within SWT and among its members
- Review functions of ProRenata and use its capabilities more effectively
- Review [student support policy](#) and process for student support
- Clarification of teacher's role in SWT process and work
- Planning of timings, format, content for SWT and related meetings.

3. Communication

- Facilitate regular, interprofessional communication among SWT members within/outside meetings
- Improve clarity and prevalence of communication regarding SWT work to teachers (*i.e. make aspects visible in everyday work; provide support tools to help teachers prepare for various stages of student support work.*)
- ADD TO PEDAGOGICAL MAPPING: Checklist for teachers to prepare for meeting; including what have you tried; what you will try; evaluation - "is it working or not?"

These goals should also address some of the concerns expressed by teachers in the results of their surveys.

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Olweus Development (MYP1-4)

Goal: To be more proactive and make sure that all the staff members of MYP are involved in the Olweus program. Olweus theme for 2021-2022: *What is your superpower?*

Analysis and evaluation

We see an increase in complex problems among our students. Part might be due to Covid, part due to changing mentors in some classes and part due to the exhaustion everyone is feeling coming out of the pandemic.

Our Olweus team lost many members due to changing jobs this year and we are just starting to reorganize ourselves. Analyzing the survey results and the end of the year are at this time not finished. Link to our last minutes.

[minutes and notes 1](#)

Next steps

- build a new *Olweus* team for the 2022-2023 academic year
- craft an IPS-goal based on the *Olweus* survey results particularly targeting the questions that indicated an area of concern with the goal of getting the numbers down:
 - #3 number of students bullied each week (7 too high)
 - #4 name calling each week too high
 - #31 mentor teachers don't act on bullying
 - #22 teachers don't put a stop to things (locker area, playground, lunch, hallways, classrooms)
 - #23 students don't put a stop to things (locker area, playground, lunch, hallways, classrooms)
 - #20 where were you bullied (classroom with teacher and without teacher around 15%)

Resources

- [Olweus folder 2021-2022](#)
- [Olweus Folder](#)
- [MYP1-4 full Quality Report \(comprehensive Olweus report\)](#)

DP Norms & Values

Work in this area has forced on concerns raised by students in DP1 and their teachers. Many students have been struggling with motivation and the workload that is required in the Diploma Program. Teachers have also been frustrated with students lack of motivation and missing internal deadlines

Actions:

- DP1 students completed an in depth [survey](#) into their well being and work environment
- An analysis of this survey led to a deeper analysis in DP1 students focus groups.

Outcomes:

- An [agreement](#) has been created and collaborated on with teachers and DP1 students. This agreement extends to all students in MYP5-DP2
- A DP1 camp was organized at the beginning of term to help students and mentors feel closer as a group and improve the social climate
- Regular following up with students during mentor time

[Back to the top](#)**.3b Knowledge Results (Assessments/Grades)**

Beskriv relevanta kunskapsresultat, och gör en bedömning av styrkor och utvecklingsområden utifrån nivåerna IPS. Vilka slutsatser drar ni av de resultaten ni uppnått? Lyft fram relevanta underlag som stöd för era slutsatser.

MYP - ISA/End of Term Grade Criteria indicator comparison in Maths

Goal 2019-2021: “The purpose [...] is to offer an objective view (through the ISA testing, and other quantitative measures of student progress) to see if our own students' overall results offer a similar outcome [to the ISA testing results] or if there are discrepancies taking place. Goals can then be formulated based on student needs.” (QR 2020-2021: 53)

Mathematics [MYP5, MYP4 and MYP3 June Report Criterion D](#)

English

IB Diploma Results Analysis

The 47 members of the ISH class of 2022 earned the IB Diploma with a pass rate of 96%. The world mean pass rate was 85.9%. The average grade for ISH students was 5.1, where the world average was 5.12. The average score of students who earned the Diploma was 32 pts, while the world average was 31.98. The nearness to the overall world averages of Diploma earners points to this year group's exceptional nature. ISH average academic attainment has regularly surpassed the world average total points by two points.

Looking to the results of the IB Diploma Core components of the Extended Essay and TOK as a way to compare overall group attainment year-to-year and within individual cohorts (since all students are assessed in both components) we see the following:

In both the EE and in TOK, students earned significantly fewer grades of D than students worldwide did on average. This has been a goal of the programme for the past two academic years, especially in TOK, where the number of students earning a grade of D is 2 students or 4.5 percent in May 2022 and half the world average attainment for that grade. In the EE, 3 students earned a D, or 6.4 percent of students in the cohort. That is also significantly below the world average of 16.9% for that grade attainment. Our overall Core point attainment is represented in the table below. The table indicates a continued strong movement in grade attainment from Ds to Cs and Bs in the core components of the IB curriculum, though this year not as marked in attainment above world average compared to May 2021.

Core Points at ISH over some time																					
Pts	2017	%	2018		2019		2020		2021		2022										
0	10	26.32	8	18.6	9	22	6	15.79	6	13.33	5		10.63								
1	6	15.79	14	32.56	8	20	14	36.84	6	13.33	14		29.78								
2	18	47.37	19	44.19	17	42.5	17	44.74	21	46.67	23		48.94								
3	4	7.89	2	4.65	2	5	1	2.6	11	24.44	5		10.63								
	avg	1.47	avg	1.34	avg	1.33	avg	1.34	avg	1.84	avg		1.59								
World mean				1.22		1.23		1.28		1.48			1.53								

An understanding of this result in historical context can point to the overall group preparedness and academic nature compared to previous ISH cohorts. For the first time in the past eight years, the May 2022 cohort performed at world average in the Diploma Programme as a whole (32pts avg), while previous ISH cohorts have historically outperformed world average by 2 full points out of 45. However, May 2022 students outperformed world average by .06 pts in the Core, which is similar to previous ISH cohorts, and the second highest attainment in core points in ISH DP history.

18% of students earned 38 pts or higher, which is lower than previous cohorts. Only one student earned above 40 points, which is also a sign of the cohort's general academic nature compared to previous ISH groups in that generally the students in this cohort were performing toward the middle of the IB grade scale.

We are generally pleased with the academic attainment of May 2022 students. They outperformed our overall prediction by one academic point (which is normal at ISH where teachers tend to underpredict grades due to lower student mock examination and coursework results). More importantly is that students passed at a higher rate than staff predicted. By April 10th staff assessments had 9 students predicted to not attain the Diploma, seven more than the two that did not pass.

A factor that confounds a comparison between this cohort and other ISH cohorts is the access to learning accommodations and exam accommodations, as 14 students took examinations in the Learning Center, which is about 4 times as many as usual. Those students had access to extra time and/or writing or listening support. The access to an informed and reliable center to address and coordinate each student's learning needs is vital to the continued success of the students in this programme, where for the past 8 years

students have succeeded in earning the IB Diploma well above world, European, and Swedish averages.

EE results:

EE results					
Year	A	B	C	D	Total
2021	8	16	16	6	46
% of total 2021	17.39	34.78	34.78	13.04	
2022	9	11	24	3	47
% of total 2022	19.1	23.4	51.1	6.4	
Worldwide grade distribution %					
	A	B	C	D	
2018	11.54	23.7	37.68	24.6	
2019	10.9	23.54	37.99	25.06	
2020	9.41	20.99	34.07	20.68	
2021	14.73	26.63	38.93	17.43	
2022	13.8	28.4	39.1	16.9	

TOK results:

TOK Results					
Year	A	B	C	D	Total
2016	1	12	12	13	38
2017	1	15	17	6	39
2018	0	8	26	9	43
2019	4	8	16	12	40
2020	0	7	28	3	38
Total	6	50	99	43	198
ISH % by grade	3.03	25.26	50	21.71	
2021	10	17	17	0	44
ISH % by grade	22.73	38.64	38.64	0	
2022	2	17	26	2	47
ISH % by grade	4.25	36.17	55.3	4.25	
Historical % WW	A	B	C	D	
May 2016	6.3	28.1	46.3	17.9	
May 2017	6.76	29.02	45.92	16.65	
May 2018	4.5	25.95	47.41	20.09	
May 2019	5.57	25.54	48.36	18.94	
May 2020	6.96	27.02	46.27	17.93	
May 2021	11	27.8	46.22	13.1	
May 2022	9	34.7	45	9.9	
Historical Avg.					

Student responsibility and influence

EY-

We encouraged students to make decisions by providing them freedom to decide part of their learning journey. We extended the open concept classroom where students have chosen centers they wanted to explore daily. Time, space, and materials were facilitated to enhance all domains of development to learn more about themselves and the world around them.

MYP

Goal: N/A

Analysis and evaluation: N/A

Next steps

- **Student ambassadors:** replace one old staff member with a new one, new students chosen in MYP1. Staff setting tasks and goals with the students early autumn.

- **Student council:** new staff member to replace old one, phone policy discussion and decision with students and teachers
- **Skolinspektionens Skolenkäten 2022 åk. 8:** analysis and evaluation of the data in questions:
 - 7.1 “Hur mycket tycker du att ni elever får vara med och påverka hur ni ska arbeta på lektionerna?”
 - 7.2 “Hur mycket tycker du att de vuxna i skolan lyssnar på förslag från eleverna, till exempel från klassråd eller elevråd?”
 - Possible IPS goal setting for 2022-2023 based on the analysis and evaluation from the data. ‘Possible’ as we have many areas of focus in the MYP already.

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Prioritised goals for school year 2022/2023

Utifrån era slutsatser av skolans arbete under året, vilka är era prioriterade mål för kommande läsår? Resonera och problematisera om identifierade behov hos eleverna, och vad detta innebär för organiseringen och genomförandet av undervisningen.

Prioritised Goals

EY Prioritised Goal Area - PYP Programme Building Relationships (Social Emotional Learning). Environments That Support Students ATL Skills

PYP Prioritised Goal Area - Curriculum Development, Building Relationships (CPS/ Social Emotional Learning)

MYP Prioritised Goal Area - ATL

DP Prioritised Goal Area - Inquiry based learning

Whole School Focus Areas (PYP/MYP/DP)

- Continuum development
- Attendance