



Application for authorization: Diploma Programme

Name of the school

International College

School code

xxxxxxxxxx

Date of submission

1 October 2010

Note to the user

1. This application form and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
2. This *Application for authorization: Diploma Programme* should be completed electronically and submitted with the supporting documentation following the guidelines and deadlines provided by the relevant IB office.
3. Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses.

Request to the IB Organization for authorization to offer the Diploma Programme

Name of the school

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On behalf of the above-named school, we request official authorization to offer the Diploma Programme (DP) of the IB Organization. Information about the school is supplied on the accompanying application form and documents.

We understand that if, after careful review of this application and the accompanying documentation, the appropriate IB office accepts it, a verification visit to the school will be arranged before a final decision on the authorization process is reached by the director general.

We confirm again that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations therein:
 - *Programme standards and practices*
 - *The Diploma Programme: From principles into practice*
 - *Rules for candidate schools*
 - *Rules for IB World Schools: Diploma Programme*
 - *General regulations: Diploma Programme*
 - *Guide to school authorization: Diploma Programme*
 - *Rules and policy for use of IB intellectual property*
- b. The school has prepared itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of Diploma Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the Diploma Programme. The final decision on the application for authorization is reached by the director general of the IB Organization after acceptance of the *Application for authorization: Diploma Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Diploma Programme. No IB logo is available to candidate schools.
- f. We enclose the supporting documents as requested in this application.
- g. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent of the school (if applicable) and the chair of the governing body (if applicable), without a signed hard copy being necessary.

- h. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Diploma Programme*, the *Application for authorization: Diploma Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school (1)

Mr B. Bonner

Signature

Date

Name and title of superintendent of school (if applicable)

Signature

Date

Name and title of chair of the governing body (2)

C Clair

Signature

Date

15 September 2010

1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Governing body** is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.

Update of school information

In order to keep the school file updated, complete the following chart. Note that it keeps almost the same structure as the chart in *Application for candidacy: Diploma Programme*, so that unchanged information may be copied directly.

1. CONTACT DETAILS				
Legal registered name of school <i>(name that will appear in school diplomas)</i>				
International College				
Postal address <i>(include city, state, country and postal or zip code)</i>				
1 Billabong Way Jumbuck, South Analgesia Analgesia ABC301				
Street address <i>(if different from above) (include city, state, country and postal or zip code)</i>				
Telephone <i>(include country and area codes)</i>	xxxxxxxxxx			
Fax <i>(include country and area codes)</i>	xxxxxxxxxxx			
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (3)	Email address
Head of school	Ms	D. Donner	Principal	
Head(s) of section where the DP will be implemented <i>(if different from above)</i>	Mr	Banjo Paterson	Head of secondary school	
DP coordinator designate	Ms	Christina McPherson		
Advisor on post-secondary educational options	Ms	Mary Brown		
School public website	xxxxxxxxxxx@xxxxxxxxxxx			

3. **Position:** Name of the post of employment at the school

2. SCHOOL INFORMATION			
Date school founded or opened		3	1902
		month	year
Legal status of the school Note: <ul style="list-style-type: none"> A government/state/publicly funded school is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees). A private school is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income. 			
Government/state/ publicly funded	<input type="checkbox"/>	Private	<input checked="" type="checkbox"/>
		Other (specify)	<input type="text"/>
Indicate whether the school is recognized as such by the local educational system.		Yes	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>
Include school's accreditation status with other organizations, if any (eg CIS, WASC).			
CIS			
Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.			
NO			
Type of school			
Boys	<input type="checkbox"/>	Girls	<input checked="" type="checkbox"/>
		Coeducational	<input type="checkbox"/>
Additional information (eg coeducational in primary, boys and girls in secondary)			
<input type="text"/>			
Boarding only	<input type="checkbox"/>	Day only	<input type="checkbox"/>
		Boarding and day	<input checked="" type="checkbox"/>
Academic year dates (indicate month only)			
Starts	February	Ends	December
Age range of students across the whole school			
From	3	years old	To 18 years old

2. SCHOOL INFORMATION			
Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.			
Name of the section in the school (eg kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section
Junior School	K - Yr 6	3-12 years	99
Middle School	Yr 7 - 9	12- 16 years	113
Senior School	Yr 10 - 12	15 – 18 years	207
Total number of students in the whole school			419
What other IB programmes does the school currently implement or plan to implement?			
PYP	Candidate school <input type="checkbox"/> (add IB school code if you know it) <input type="text"/>	IB World School authorized to offer the programme <input checked="" type="checkbox"/> (add IB school code) <input type="text" value="XXXXXXXXXX"/>	
MYP	Candidate school <input checked="" type="checkbox"/> (add IB school code if you know it) <input type="text" value="XXXXXXXXXX"/>	IB World School authorized to offer the programme <input type="checkbox"/> (add IB school code) <input type="text"/>	
Language(s) of instruction at the school (language through which group 3–6 subjects will be taught)			
English			
Language of communication with the IB (indicate one only)			
English <input checked="" type="checkbox"/>	French <input type="checkbox"/>	Spanish <input type="checkbox"/>	
Proposed exam session for the school			
May <input type="checkbox"/>		November <input checked="" type="checkbox"/>	

Future implementation of the Diploma Programme

Since the submission of *Application for candidacy: Diploma Programme*, the school has been working on the objectives that were identified in the action plan.

This document includes questions and charts that need to be completed, information that needs to be updated and the list of supporting documents that need to be enclosed.

A: Philosophy

1. Transcribe mission statement of the school.

International College is an active learning community distinguished by its ethics and global identity. We respect our heritage and value our traditions.

We inspire our students to strive for excellence and encourage them to be confident, articulate and engaged young women, with a vision for a positive future and the initiative to make a difference.

As a Christian College we promote authenticity, courage and compassion

2. Has the school made any changes to its mission statement to align it to that of the IB? How did the process take place and who was involved?

The mission statement has not been modified as it is aligned with the IB philosophy. Nevertheless, the school intends to monitor the progress in the understanding of the programmes to see whether the mission can be enhanced in the future.

3. In order to successfully implement the Diploma Programme, the school community should be aware of and understand the IB philosophy as well as demonstrate commitment to the implementation of the programme. Complete the chart below with a description of what the school has done since it was recognised as a candidate school to achieve this goal with the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body	Council has been regularly updated on the progress of the authorization process.	The Council keeps gaining understanding on the programme and its implications for the school	
Local educational authorities (if applicable)	Chair of the Council sends regular updates to secretary of education	No further news from authorities although they acknowledge updates	We are in the process of analyzing further strategies, for example sending our course outlines to the authorities to show how the national requirements have been articulated with those of the IB.
Pedagogical leadership team	Communication to the school community about	The pedagogical leadership team is perceived as the	

	Actions taken by the school	Major outcomes	Additional comments
	<p>the role of the pedagogical leadership team and new role of DP coordinator.</p> <p>Pedagogical leadership team meetings are systematic</p>	<p>leader of the DP.</p> <p>Stronger team spirit among members</p>	
Teachers and other members of staff who will be involved in the implementation of the programme	<p>Every teacher who attended IB workshops made a presentation on major learning outcomes to other IB colleagues.</p> <p>Meetings with DP coordinator to analyze requirements took place regularly</p> <p>Retreat on EE took place in March 2010</p>	<p>Teachers feel more confident after workshops and the sharing of the experience has created better understanding of general IB approaches.</p> <p>Participants to the retreat produced a draft document identifying elements that could be aligned among subject teachers in terms of the supervision of EE</p>	
Parents	Presentations of the DP were included in all parents' meetings.	Parents are enthusiastic about the project although the school has been cautious with the message in case it is not authorized.	
Others (identify, adding rows as necessary)			
Students	<p>Interview to the DP coordinator designate was included in the student's magazine to start familiarizing students on the plans of the school</p> <p>5 students from DP years 1 and 2 of St. Jean's school were invited to the annual student assembly that took place in</p>	<p>DP coordinator designate has sense of audience and the published interview had a very positive feedback from students.</p> <p>Interaction with students from another school was a success. Students posed quite a number of</p>	DP coordinator has offered to have conversation with students who want to know more about the DP.

	Actions taken by the school	Major outcomes	Additional comments
	February 2010.	questions, especially on the level of time commitment of the DP	

4. How will the school encourage students to take the Diploma Programme?

Repeat invitation of IB students from other schools Plan of information from counsellor Implementation of Prof. Plum's scholarships (Prof Plum, council member, made a significant donation to fund 3 full DP candidates in the next 10 years).

B: Organization

B I: Leadership and structure

1. Diploma Programme structure

- a. The following chart is meant to provide information about the school estimation of the number of students who will be enrolled in the Diploma Programme and its relationship with the full cohort of students in those years.

		First year of implementation of the Diploma Programme after authorization	Second year of implementation of the Diploma Programme after authorization	
		Diploma Programme year 1	Diploma Programme year 1	Diploma Programme year 2
1	Estimated number of Diploma Programme certificate candidates	20	30	25
2	Estimated number of full Diploma Programme candidates	25	20	20
3	Estimated number of non-Diploma Programme students	35	15	35
	TOTAL (1 + 2 + 3) <i>(Estimated total number of students in the year of Diploma Programme implementation)</i>	75	65	75

- b. Will students have to meet admissions or selection criteria to be enrolled in the Diploma Programme? Yes ☒ No ☐

If the answer is yes, describe the policy the school will apply.

1. GPA \geq 3.0. If lower, candidate request will be considered by the IB team
 2. Positive recommendation by at least one humanities teacher and one science/math teacher
 3. Interview of students with members of IB team to consider interest and enthusiasm
 4. Statement of understanding from parent/guardian.
- Students who are interested in pursuing a certificate in different subjects will need to comply with points 2, 3, and 4 and will be considered by the IB team.

- c. Will Diploma Programme students have to fulfill other mandated requirements (for example, national, local requirements)? Yes ☒ No ☐

If the answer is yes, specify what type of requirements and in which year(s) of the programme these requirements need to be fulfilled.

- Analgesic state graduation requirements
- Theology course in either grade 11 or 12

- d. If the school has to comply with other requirements, as stated above, identify and explain any challenges the school may experience regarding the implementation of the Diploma Programme and arrangements the school has planned to solve them (for example, curriculum content, mandatory text books or other sources).

World religions will be recognized as part of Theology in grade 11.
CAS will cover community service aspects of the religious outreach project

2. Governance

- a. Briefly explain whether there have been changes in the governance model of the school. Additionally, explain how new members of the governing body (or the educational authorities) have been informed about the Diploma Programme.

There have been no changes in the governance model of the school. The council has developed a section on DP in its induction manual and new members will have a meeting with the head of secondary and the DP coordinator to get a better understanding of the programme.

- b. What are the reporting relationships between the governing body (or the educational authorities) and the senior leaders at the school?

The Principal is a member of the Council and provides vision and leadership for the College in order to implement the Council's legislative obligations, strategy and policies, and to manage the delivery of educational services to the students of the College. The Principal also supports the

Council in strategy formulation and policy development by the provision of timely and accurate information, advice, and proposals for consideration. The Principal develops an ongoing working relationship with the Chair and Executive of Council on matters raised.

3. Pedagogical leadership

- a. Describe the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the Diploma Programme. Indicate any changes that have occurred since the school was recognized as a candidate school.

A leadership structure has been established with the DP coordinator designate and the head of Secondary school, that are advised by a DP advisory committee that includes representatives of the DP teachers, the CAS coordinator and the TOK teacher to guide the implementation of the programme. The DP coordinator works closely with the MYP Coordinator, and both are responsible for the continuum of the curriculum in the secondary school. Both are members of the Educational Leadership Committee (ELC) to help ensure curriculum continuity across the whole school.

- b. If the Diploma Programme coordinator designate will have other responsibilities besides the Diploma Programme coordination, indicate:

- i. additional responsibilities

Leadership of curriculum continuum in secondary school (together with the MYP coordinator)

- ii. percentage of his/her weekly schedule that will be devoted to complying with his/her IB responsibilities as coordinator.

75%

4. Policies

- a. Describe the process by which the school has developed a preliminary language policy consistent with Diploma Programme expectations. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.

The DP advisory team was responsible for revising the language policy produced by the MYP and they organized a meeting with all DP teachers and the leadership team to discuss any additions or changes that would be included. The draft presented with this form is the result of this process.

It is the intention of the school to develop a final whole school language policy once the three programmes are authorized.

- b. Describe the process by which the school has developed a preliminary assessment policy consistent with Diploma Programme expectations. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.

Following the same approach as with the language policy, the DP advisory committee organized different meetings with the DP teachers and the leadership team to analyze the MYP document and establish what changes or additions would be made to the assessment policy.

The draft produced is presented with this form. Teachers' feedback acknowledged that the document needs further refinement as they are not so experienced in the IB approach to assessment.

- c. Describe the process by which the school academic honesty policy was revised to meet the Diploma Programme expectations. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.

The DP advisory committee revised the academic honesty policy of the school, that is very much aligned with IB expectations. Teachers provided additional feedback and a revised document was presented.

B2: Resources and support

1. Teachers and other staff who will be involved in the implementation of the Diploma Programme

Update the following information:

- | | | |
|---|----|----------|
| a. Number of full-time teachers who will be responsible for Diploma Programme courses | 13 | |
| b. Number of part-time teachers who will be responsible for Diploma Programme courses | 1 | |
| c. Maximum Diploma Programme class size | 25 | students |

2. Collaborative planning and reflection

Identify the types and objectives of staff and leadership team meetings that will support the Diploma Programme implementation. Identify participants (for example, Diploma Programme subject teachers per subject group, all Diploma Programme subject and theory of knowledge (TOK) teachers and creativity, action service (CAS) coordinators, Diploma Programme leadership team) and frequency. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives
DP leadership team	DP coordinator, head of secondary school, chair of DP advisory committee	2 x term	Monitor the implementation of the programme Design strategies to further enhance the DP practices
DP advisory committee	DP coordinator, members of the committee	2 per term. Additional meetings can be arranged if necessary	Provide advice and support to the DP coordinator and pedagogical leadership team in general regarding the implementation of the programme
DP staff meeting led by DP coordinator	All DP teachers and others involved in the programme (eg librarian, Physical education head)	3 or 4 x term	Discuss aspects of the implementation of the programme. Ensure students are receiving a consistent approach in the DP Find ways in which students can enhance learning by the connections among disciplines. Discuss candidates' performance, identify areas of improvement, possible special educational needs, etc. Administrative aspects of the DP
DP planning meetings by subjects/roles	Organized by subject/role	At least three per term	Planning horizontally and vertically
Educational Leadership Committee	Principal, head of secondary school, DP, MYP and PYP coordinators, Curriculum coordinator	4 x year	Ensure continuity of the curriculum throughout the school

3. Information technology (IT) facilities that support the Diploma Programme

Describe any changes made to the IT provision in the school in order to support the Diploma Programme. (Note: A description of the IT provision in the library/multimedia centre will be included in question 6 below.)

No changes. 30% of the computers in the labs were updated, as part of the regular IT plan of the school.

4. Other school facilities that will support the Diploma Programme

Describe other facilities (for example, sports fields, science laboratories) that the school currently has to support the implementation of the Diploma Programme. (Do not include the library/multimedia centre in this chart.) Indicate the areas that are in process of improvement and/or that the school needs to add. Add rows as necessary.

Facility (eg art room, gymnasium, sports fields, science laboratories)	Description of current situation	Developments under way/ future development (if applicable)
Science labs	2 Science labs with one part-time lab technician, 1 lecture theatre, 1 storage room, smart board	School is in the process of updating the safety devices in the labs
Language classroom	One spare room is being redesigned to be used for recordings	The language room will be equipped with state of the art microphones to allow for a more accurate recording process.
Drama studio	Theatre with a cushioned floor, wardrobe and audio and lighting facilities	
Audio visual hall	Hall used for different purposes, including major student and parent activities and school events. Area for exhibition of student work added in the right wing.	
2 Music rooms	For whole class music instruction. A variety of instruments are available for class groups. One will be used by DP students only and will be available for practice on Saturday.	

Facility (eg art room, gymnasium, sports fields, science laboratories)	Description of current situation	Developments under way/ future development (if applicable)
4 Visual arts rooms	<p>3 learning spaces used for drawing, painting, printmaking and sculpture. One space is more specifically used for ceramics and has a kiln room.</p> <p>All 3 spaces have wet areas and room for approximately 16 students. One has been redesigned for DP purposes, with newly built storage devices.</p> <p>There is one space specifically set up for fabric work.</p>	

5. Administration of exams

Describe where the school plans to administer the examination session to ensure that it will comply with all regulations and procedures relating to the conduct of Diploma Programme examinations and thereby guarantee the integrity of the examination process. Indicate what secure location the school will use for the storage of examination papers and examination stationery to ensure that exams are safely kept.

The school has started to build an additional gymnasium that will be used for the administration of the exams. The building is planned to be finished by March 2012.

The exams will be kept in the safe currently located in the Administration wing. Only the headmaster and the Finance manager have access to the keys. A procedure will be set up to ensure that papers will be available each exam day.

All documents related to students' IB assessment will be kept in the DP coordinator's office.

6. Library/multimedia centre

Update the following information related to the library/media centre:

- Describe the physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether there is room for students to work on their own, and so on).

Students can access books directly with support from the librarian as needed. The library has two rooms where teachers can bring their classes or students can work on their own.

- b. Indicate the groups it caters for (for example, students from 11 to 18 years old, only students 16+).

There is a separate library for secondary school.

- c. Describe how it is managed (include the professional qualification of the person who is in charge of the library/multimedia centre and his/her responsibilities, whether it is a full-time or part-time position, library hours, agreements with other libraries, if applicable, and so on).

The librarian has increased her school time and now she works full time.. An assistant librarian will be appointed at the beginning of 2011 to support the librarian and to allow for the opening of the library on Saturday mornings.

- d. Describe the role that the person in charge of the library will play when the programme is implemented. Indicate how he/she was involved in the process of authorization so far.

The librarian will be supporting students in their research activities related to the extended essay and will establish the appropriate links to the university library so that students are allow to borrow books and use their facilities

The librarian was involved in different DP meetings and participated in the staff retreat on extended essays. She has been in contact with DP teachers to gather their needs in terms of publications, and other resources.

- e. Since the school was recognized as a candidate school, has it added any resources to the library to address Diploma Programme requirements? If this is so, indicate what Diploma Programme subject(s) or core requirement(s) they will support (do not include titles).

Books, magazines, movies in Spanish, fiction and non fiction books and additional movies in French, publications to support

- f. What procedures are in place to ensure that the library/multimedia centre will be updated according to the requirements of the Diploma Programme?

The librarian will attend DP staff meetings. The school has a formal procedure for teachers to request library/multimedia resources that takes place annually as part of the budget process. The librarian is responsible for presenting this information to the Principal.

- g. Indicate any changes in the IT provision available in the library/multimedia centre (for example, computers, laptops, internet access).

No changes

7. Teaching time

- a. Number of weeks of instruction in the school year 36
- b. Number of instructional periods students receive in a week 40
- c. Length (in minutes) of each instructional period 55
- d. Did the school decide to make any adjustments in the student's weekly schedule to ensure that the recommended teaching hours for standard and higher level subjects and TOK are included and allow for concurrency of learning? Yes x No

If the answer is yes, explain the changes the school will implement.

Concurrency of learning will be achieved by students' taking a full time ToK course in Grade 11 and by 1 full day of intensive ToK experiences each grading period in Grade 12 (for a total of 6 days = 36 hours). The total number of hours thus dedicated to ToK:

The TOK course will be mostly delivered in grade 11 and 1 full day of intensive ToK experiences each grading period in grade 12.

The school has submitted a formal request to the local educational authorities to be allowed to offer courses by semesters so that we can offer TOK in a more balanced way over the two years. We have not received a positive answer yet.

- Present schedule of 165 hours per year accommodates HL and SL subjects.

8. Funding

- a. Will IB students pay tuition fees? Yes x No
- b. Will IB students receive any government subsidy? Yes No x

C: Curriculum

1. Has the school made changes in the choice of Diploma Programme subjects and/or levels? If this is so, identify them and explain the reason for the change.

We added Language A: language and literature to be offered in HL and SL, and Biology HL as a consequence of a student's survey.

We also added Visual Arts SL after sending the teacher to an IB workshop.

2. Describe the process that will be implemented to ensure that students comply with the extended essay requirement.

There is a manual that the DP leadership team and teachers produced with details in this regard.

All DP teachers will be available to supervise extended essays, to a maximum of 5 per teacher.

Students will attend three information sessions on the extended essay, planned in May, June, and August of DP year 1. In August they will be formally given the school manual of procedures for EE and the IB guide.

- Students have to identify their supervisor by end of August
- First interview with supervisor will take place in September.
- From September on teachers will develop their own calendars with the students.
- April: all teachers will receive the first draft
- June: final extended essays will be submitted to DP coordinator

3. What process will the school implement to report on the assessment of the Diploma Programme to parents?

Until we can find a way to combine the local system of reporting with the DP assessment, the reporting will be parallel to the one that is established by local authorities.

There will be a process of ongoing reporting to parents.

4. How has the school promoted the online curriculum centre (OCC) among its staff and to what extent do staff use it?

The OCC has been used by teachers and they were satisfied in general.

List of supporting documents to attach to this form

Place an X in the box to indicate that you have attached the document to the form.

Philosophy

School brochure

Not
included
in case
study

Organization

School organization chart showing the Diploma Programme pedagogical leadership team situation (including the Diploma Programme coordinator designate) and reporting lines

Doc 1

Preliminary assessment policy consistent with IB expectations

Doc 2

Preliminary language policy consistent with IB expectations

Doc 3

Academic honesty policy consistent with IB expectations

Doc 4

Sample of student's schedule for year 1 and year 2 of the Diploma Programme. If the school will offer different combinations of subjects, include more samples of student's schedules showing those options. *(Identify the Diploma Programme subjects with their IB name and include other subjects that the student will take according to other requirements, if applicable.)*

Doc 5

Preliminary calendar of school deadlines for student submission of internal and external assessment components

Not
included
in case
study

Curriculum

Course outlines and CAS programme outline. Complete course and CAS outlines using the formats provided in this form and upload them separately, following the instructions of the relevant IB office

Doc 6

Complete the charts that appear in the following pages.

Chart I: Update of Diploma Programme subjects proposal and sequencing chart

Diploma Programme subjects proposal						Sequencing chart		Subjects completed in one year	
Subject <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Language(s) of instruction	Estimated number of students		Subject taught in penultimate year before Diploma Programme starts	Subject taught in last year before Diploma Programme starts	<i>Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *</i>	
	Higher	Standard		Higher	Standard			Standard level subject(s) completed in year 1	Standard level subject completed in year 2
Group 1: studies in language and literature <i>(indicate the language: eg English A: literature)</i>									
English A: literature	x		English	10		World Literature	Language		
English A: language and literature	x	x	English	20	10	World literature	Language		
Group 2: language acquisition <i>(indicate the language: eg Spanish B)</i>									
French B	x	x	French	15	10	French II	French III		
Spanish ab initio		x	Spanish		20	N/A	N/A		
Group 3: individuals and societies									
History: route 1	x		English	10	15	World History	Economic History		
World religions		x	English		20	Theology I	Theology II		
Group 4: experimental sciences									
Biology	x	x	English	5	20	Sciences	Sciences		
Chemistry		x	English		10	Sciences	Sciences		

Diploma Programme subjects proposal						Sequencing chart		Subjects completed in one year	
Subject <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Language(s) of instruction	Estimated number of students		Subject taught in penultimate year before Diploma Programme starts	Subject taught in last year before Diploma Programme starts	<i>Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *</i>	
	Higher	Standard		Higher	Standard			Standard level subject(s) completed in year 1	Standard level subject completed in year 2
Group 5: mathematics and computer science									
Mathematics		x	English		20	Algebra	Geometry		
Mathematical studies		x	English		10	Algebra	Algebra		
Group 6: the arts									
Theatre		x	English		15	-	Drama		
Music		x	English		15	Band	Band		
Visual Arts		x	English		15	Arts	Arts		
TOK				25		Philosophy	Philosophy		

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

Chart 2: Update of Diploma Programme teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place or will take place.
 - For IB regional workshops attended or to be attended name the city.
 - For IB workshops organized in the school use “IS”.
 - For IB online workshops use “Online”.

Subject/role <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
	Higher	Standard					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Group 1: studies in language and literature <i>(indicate the language: eg English A literature)</i>												
English A: literature	x		Sir Owen Dixon	KG, GCMG	12	FT	Denver, USA	3/15/95	English A, No categories at that time	New York	February 2011	Cat 1 LA: litterature
English A: language and literature	x		Sir Frederick Eggleston	BA	2	FT	Denver, USA	3/15/95	English A, No categories at that time	New York	February 2011	Cat 1 LA: language and litterature
Group 2: language acquisition <i>(indicate the language: eg Spanish B)</i>												
French B	x	x	Emile Zola	BA	22	FT	Cairo	11/11/2008	French B, Cat 2	New York	February 2011	Cat 1: French B
Spanish ab initio		x	Jean Campbell	PhD	21	FT	Cairo	11/11/2008	Spanish B, Cat 1	New York	February 2011	Cat 1: language ab initio

Subject/role <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
	Higher	Standard					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Group 3: individuals and societies												
History	X		Sun Yat Sen	Equivalency BA	1	FT	Mexico	11/7/2007	History HL, Cat 1			
Word Religions		X	Karen Armstrong	PhD, Nun	16	FT	Vancouver Island	7/16/2003	History	Rome	March 2011	C1: World Religions
Group 4: experimental sciences												
Biology	x		E. O. Wilson	PhD	12	FT	Cambridge USA	4/2/ 2010	Biology, Cat 1			
Chemistry		x	Francis Crick	PhD,	1	FT	Oslo	June 2010	Cat. 1: Chemistry			
Group 5: mathematics and computer science												
Mathematics		x	M R. DesCartes	BS	21	FT	Melbourne	4/2/2010	Math SL, Cat 2			
Math Studies SL		x	Prof A F Mobius	BS	6	FT	Vancouver Island	7/16/2003	Mathematics, Cat 1	Washington	March 2011	Math studies C1
Group 6: the arts												
Theatre	x	x	Edith Evans	BA,	6	FT	Melbourne	4/2/ 2010	Theatre, Cat 1			
Music		x	Aaron Copeland	BA	6	FT	Turkey	4/2/2010	Music, Cat 1			

Subject/role <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
	Higher	Standard					Location	Date	Workshop name and category	Location	Date	Workshop name and category
TOK			Salvador Dali	BA University of Prague	4	PT	St Petersburg FL, USA	May 2010	TOK Cat 1			
CAS			Sr Theresa	MA Education	20	FT	Vancouver Island Mexico	7/16/2003 January 2010	CAS, no category CAS, Cat 1			
DP coordinator designate			Christine McPherson	MA School Administration	22	FT	Adelaide	1/16/2009	Coordination, Cat 1			
Head of school			Banjo Paterson	MA School Administration	22	FT	Adelaide	1/16/2009	Coordination, Cat 1			

Chart 3: Update of the action plan

- Schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the *Programme standards and practices*.
- School objectives will be defined in relation to the IB requirements for authorization to offer the Diploma Programme, as stated in the document *Guide to school authorization: Diploma Programme*. At this stage, it will also show school objectives to be developed beyond the planned authorization of the school.
- Add rows as necessary.

AIM: To become an IB World school, implementing the Diploma Programme in

February 2012

(month and year)

for first exams in

November 2013

(month and year)

A: Philosophy

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

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
School develops and promotes international-mindedness	<p>Staff meetings include session on reflection about international-mindedness</p> <p>Student annual assembly: theme related to international-mindedness in the school</p> <p>Identify theme to be developed by whole school during the year</p>	November 2012	DP leadership team	Operational budget	<p>Minutes of meetings include reflection on international-mindedness</p> <p>Themes are set for the next two years</p> <p>Themes have been identified for the next two years</p>
School develops attributes of the learner profile	<p>Staff meetings include reflection on learner profile</p> <p>Parents evenings to include reflection on youngsters' values</p>				

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Increase number of full DP students at the school	PLT identifies causes for not applying and develops strategies to counteract Educational leadership committee to ensure vertical articulation of the curriculum prepares for DP Counsellor to generate more promotional activities with universities Incorporate possibility of online DP courses to address specific needs	ongoing	DP leadership team	Part of operational budget	Increase of DP students

B: Organization

BI: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Programme coordinator has clear responsibilities	Define role of MYP and DP vis a vis heads of subject areas	March 2011	Head of secondary	none	
Revision of policies to align with IB expectations	Produce final version of language policy to be effective from February 2012 Produce final version of assessment policy to be effective from February 2012 Produce final version of academic honesty policy to be effective February 2012	September 2011 September 2011 September 2011	DP Pedagogical leadership team,	Part of operational budget	Final versions of policies sent to be published

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
School complies with the IB regulations and procedures related to the conduct of all forms of assessment for the DP	Align upper high school regulations and procedures related to conduct in assessment instances to IB expectations Monitor compliance with new regulations on related to conduct in assessment instances during school year	February 2012 November 2012	DP coordinator and head of secondary	None	Report with analysis of progress on implementation of procedures
The school develops a documented system to ensure continuity and ongoing development of the programme	Design system that will allow the school to gain and document knowledge in the implementation of the DP Present proposal to school staff for feedback Present final proposal for approval of headmistress and CFO Implement system	March 2011 April 2011 June 2011 February 2012	DP coordinator, head of secondary and head of IT.	USD 35.000 in 2011	

B2: Resources and support

The school's resources and support structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Ensure that DP teachers have the resources to implement their subjects	Establish a procedure of requests to be updated every 6 months Monitor DP estimate vs DP actual	June 2011	CFO	none	Manual of procedures for DP teachers
Ensure professional development plan is correctly budgeted and implemented	Establish a procedure to identify IB professional development needs and general professional development needs not offered by IB. Monitor costs and implementation according to plan	February 2011	DP coordinator - CFO		Amendment of administrative manual
The school allocates resources to implement the DP extended essay	Appoint an EE coordinator	October 2011	DP pedagogical leadership team	Annual USD 45,000	EE coordinator with experience in project management is in place and establishes a plan to ensure EEs requirements are met and consistency across subjects is achieved.

C: Curriculum

CI: Collaborative planning

Collaborative planning and reflection supports the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Collaborative planning and reflection takes place regularly and systematically	Review of contents of current meeting time to ensure that the objective is met	ongoing	DP coordinator	none	Planning meetings occur regularly and systematically
Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences	Review of agenda of meetings to ensure objective is met. Monitoring of meetings to ensure objective is met Teachers produce a vertical and horizontal curriculum map to address the DP	November 2010 2011 February 2014	DP pedagogical leadership team	Operational budget	Consistent curricular documents are produced Teachers' plans are aligned.

C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
The written curriculum aligns with the requirements of the programme	Teachers carry out revision and enrichment of course outlines every term. World Religions is further reviewed to provide the group 3 focus.	Ongoing November 2010	Teachers with DP coordinator guidance	operational	Course outlines become significant curricular documents Written curriculum reflects aims and objectives of subject groups and core.

C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Teaching and learning aligns with the requirements of the programme	<p>Develop plan of peer class observation to highlight best practices in the DP context</p> <p>Sharing of experiences in planning meetings</p> <p>Include teachers' requests in annual professional development plan.</p> <p>Include following topics to further train teachers.</p> <ul style="list-style-type: none"> ○ Use of technology in the classroom ○ The teacher as a language teacher ○ Differentiation in the classroom 	<p>February 2012</p> <p>February 2011</p> <p>All 2011</p>	DP leadership team	USD 20,000.-	Documented best practices in the implementation of the DP at International College by November 2012 to be updated annually

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Assessment at the school aligns with the requirements of the programme	Teachers review practices to ensure objective is met	ongoing	DP coordinator	operational	Assessment experiences align with IB expectations.

Chart 4: Update of implementation budget

Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

USD = US dollars GBP = Great British pounds CHF = Swiss francs CAD = Canadian dollars

	Candidate school	IB World School year 1	IB World School year 2	IB World School year 3	IB World School year 4
Academic year	2011	2012	2013	2014	2015
Candidate school fee	10000				
Annual fee		10000	10000	10000	10000
Candidate assessment fees		30000	35000	35000	40000
Resources (specify)					
Library	22000	22000	25000	25000	25000
Knowledge management system	35000	25000	10000	10000	10000
IB professional development (specify)					
IB professional development	20000	15000	10000	10000	15000
Additional professional development	30000	20000	10000	10000	10000
Visit to other IB schools	2000	1000	1500	1500	
Regional and Heads conference		10000	10000	10000	15000
Other					
TOTAL	119,000	133,000	111,500	111,500	75,000

Approved by

C Clair

Position

Chair of Council