



Application for candidacy: Diploma Programme

Name of the school

International College

School code

XXXXXX

Date of submission

1 October 2009

Note to the user

1. A school must have conducted a feasibility study before submitting this *Application for candidacy: Diploma Programme*.
2. 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.
3. This *Application for candidacy: Diploma Programme* should be completed electronically and submitted with the supporting documentation following the guidelines and deadlines provided by the relevant IB office.
4. 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 acceptance as candidate school to prepare for authorization to offer the Diploma Programme

Name of the school

International College

On behalf of the above-named school, we request acceptance from the IB Organization as candidate school preparing for authorization to offer the IB Diploma Programme. Information about the school is supplied on the accompanying application form and documents.

We understand that after submission of *Application for candidacy: Diploma Programme*, if the required conditions are fulfilled, the school will be recognized as a candidate school. Furthermore, we understand that the *Application for authorization: Diploma Programme* must be submitted to the relevant IB office according to IB timelines and regulations.

We confirm 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 stated 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 purchased relevant IB publications from the IB store and will prepare 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 IB 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 IB 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 for candidate schools.
- f. The acceptance as a candidate school by the IB Organization does not guarantee future authorization to offer the Diploma Programme. If the school is recognized as a candidate school by the IB Organization, the school will present itself as a candidate school preparing for authorization.

- g. If this application is accepted, the IB Organization will provide a text that the school will be able to use in school publications, newsletters, brochures, staff recruitment advertisements and websites in this regard.
- h. We enclose the supporting documents as requested in this application.
- i. 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 (if applicable) and the chair of the governing body (if applicable) without a signed hard copy being necessary.
- j. 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

13 September 2009

Name and title of superintendent of school (if applicable)

Signature

Date

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

Ms C Clair

Signature

Date

13 September 2009

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 *School information form* so that unchanged information may be copied directly.

1. CONTACT DETAILS				
Postal address (include city, state, country and postal or zip code)				
1 Billabong Way Jumbuck, South Analgesia Analgesia ABC301				
Street address (if different from above) (include city, state, country and postal or zip code)				
Telephone (include country and area codes)	XXXXXXXXXX			
Fax (include country and area codes)	XXXXXXXXXX			
	Title (Mr, Mrs, Ms)	Name	Position (3)	Email address
Head of school	Mr	B. Bonner	Principal	
Head(s) of section where the DP will be implemented (if different from above)	Mr	Banjo Paterson	Head of secondary school	
DP coordinator designate	Ms	Christina McPherson	Deputy Principal	
School public website	XXXXXXXXXXXX@xxxxxxxxxxx.xxx			

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

2. BILLING DETAILS	
Name of organization for billing purposes	International College Secondary School
Address (indicate with X or give an alternative address)	Use postal address above <input checked="" type="checkbox"/> Use street address above <input type="checkbox"/>
	Use the following address
Code to be included in invoice for tax purposes (if applicable)	None
Name and job title of contact for billing purposes	Mr B Bonner
Email address	XXXXXXX@xxxxxxxxxxx.xxx

3. SCHOOL INFORMATION			
Date school founded or opened		3	1902
		month	year
Legal status of the school			
<p>Note:</p> <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

3. 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	171
Middle School	Yr 7 – 9	12 – 15 years	127
Senior School	Yr 10 – 12	15 – 18 years	200
Total number of students in the whole school			498
What other IB programmes does the school currently implement or plan to implement?			
PYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input checked="" type="checkbox"/> <i>(add IB school code)</i> <input type="text" value="XXXXXXXXXXXXXXXXXX"/>	
MYP	Candidate school <input checked="" type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text" value="XXXXXXXXXXXX"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>	
Language(s) of instruction at the school <i>(languages through which group 3–6 subjects will be taught)</i>			
English			
Proposed exam session for the school			
May <input type="checkbox"/>		November <input checked="" type="checkbox"/>	

Description of the school and its community

In order for the IB to know the school better, write brief paragraphs that address the following aspects of the school and its community:

1. A summary of the history and major characteristics of the school that make it attractive for students and parents

International College is a Christian School offering an inclusive high quality education for girls. The College was established in 1902 and moved to the current campus in 1904. Women from a broad range of backgrounds have graduated from the College taking up a wide variety of professions and vocations.

The College attracts families who want their daughters to benefit from a single sex educational environment. The values of respect, openness, leadership and excellence foster a caring community that is inclusive of each girl's individual potential and allows her to grow and develop her skills and interests throughout her time at the College. The academic reputation of the College, its wide co-curricular, Sporting, Performing Arts and Music programs, as well as the nurturing environment are the key factors that influence parents in their choice of International College as the right school for their daughters. An increasing attraction for parents has been our philosophy as a Christian School which promotes the value of diversity in education provision, expression and access, acknowledges the primary importance of families in the context of education and values the importance of pastoral care in providing educational excellence.

2. A description of the context in which it is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it

The school is located in the outskirts of Jumbuck, in South Analgesia, in suburban area with a rich mixture of diverse socio-economic groups, although most of the inhabitants work in the two international companies established in Jumbuck: Riss Insurance Co. and Kays Auto parts.

Being the college is so old, it has built a very strong relationship with the surrounding community through the calendar of events that involve the locals and also through the service projects carried out.

3. A description of the student body and staff, including their national, cultural and linguistic backgrounds

The College community consists mainly of Analgesic citizens and permanent residents. In the past twenty years a number of international students have joined the community.

The student body is mainly Analgesic with a few students from other nationalities (1 British, 1 Greek, 1 Korean, 1 from the US, 1 from Texas, and 1 from Hong Kong). Notwithstanding, the Analgesic student body comes from a range of cultural backgrounds. The dominant group is Anglo-Celtic. A number of students are from diverse linguistic and cultural backgrounds such as Greek, Italian, Chinese, German, Indian and Vietnamese. Students come from a wide socio-economic background.

The College community extends to over 6 000 current and Old Scholars. The Old Scholars Association is a proud and active body who support the College and participate regularly in the life of the School. The International College Parents Association (IPA) and the International College Boarders Parents Association (B PA) support the College programs through fundraising and building community. Membership is generally current parents. Parents who wish to maintain ongoing links with the College join the Friends of the College.

Consideration phase

Before submitting this application, the school must have carried out a feasibility study to compare its current practices with those that the IB requires for the successful implementation of the Diploma Programme. As a result, the school must have developed an action plan that outlines the work needed to successfully complete the authorization process.

1. Indicate who led the feasibility study, who was involved and their positions in the school.

Board of Studies carried out the feasibility study in 2009

2. Briefly describe the process of the feasibility study.

International College decided in 2004 to become an IB school through the introduction of the PYP. At that time it was decided to concentrate on the introduction of the PYP and then to carry out a feasibility study as to whether the College would adopt the DP and the MYP. The school has been a candidate school from 2008 and is making good progress towards authorization. Currently we would like to start the process to become a DP school so that students from MYP can move to DP. Many staff were familiar with the DP as it is taught in so many Analgesic schools. Some staff had experienced teaching in a DP setting and we had one who had some experience as an examiner in Physics.

The DP feasibility study started in 2008 and involved several presentations to the Board of Studies regarding the nature and implications of the DP for International College. All current DP documentation for each subject area and general information was made available to Faculty Coordinators.

Board of Studies staff designed a set of focus questions for individuals to take to DP schools in Analgesia. Since most DP schools are in an area in the southeast, these interviews took place for the most part by telephone. One physical visit took place to the nearby state school offering the IB DP.

A presentation regarding the nature and implications of the DP for International College was given to all staff from K – 12.

Some staff were involved in the virtual visits.

All staff were involved in faculty meetings with a representative from a DP school.

At the end of this process the Board of Studies collated feedback from all staff and made a recommendation to the Principal that we implement the DP.

3. In order to successfully implement the Diploma Programme, the school must have the support of its community. Complete the chart below with a description of what the school has done so far to gain the support of the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body	Lengthy discussions at Education Committee of Council regarding the nature of the DP and the feasibility of adopting it at International College.	Presentation at Council meeting with discussions/question time.	Board questioned the superiority of the IB over other student assessment schemes such as AP and Cambridge exams.
Local educational authorities (if applicable)	Chair and head of school attended a meeting with local secretary of education to see the possibilities of considering the DP as valid certification of high school education. National graduation requirements were compared to IB Diploma requirements.	Authorities interested in school project but there are challenges fitting IB History well with Analgesic History as well as challenges in finding a place for the required Personal Responsibility course in the IB curriculum. Authorities interested in following up the project as it will be the only DP school in the area	It was noted that 52 Analgesic schools in other states had found accommodation.
Pedagogical leadership team	The Deputy principal of the school will be the DP Coordinator, and has broad experience as DP teacher. She used to be workshop leader.	DP knowledge of the vice principal was invaluable in the supporting of the feasibility study led by the Board of Studies.	Team discovered major differences in „breadth vs depth“ aspects of IB courses and Analgesic curriculum
Teachers and other members of staff who will be involved in the implementation of the programme	See question 2 above	Recommendation to implement the DP	

	Actions taken by the school	Major outcomes	Additional comments
Parents	<p>Presentation at Parent Association meeting in 2008 with discussions/ question time.</p> <p>Presentation at Parent Association in 2009</p>	Parents are enthusiastic about the implementation of the PYP and are supportive of the MYP and the DP as possibilities to ensure a continuum of academic quality in the school.	More meetings will need to be organized to explain the programme in more detail to ensure that parents understand the commitment needed from them and the students to be successful in the DP
Others (identify, adding rows as necessary)			
University of Analgesia	Meeting of the chair of the board and the DP coordinator designate with Director of admissions to present the project and see reactions	While the University has no policy of recognition of the DP, the Director of Admissions is enthusiastic and hopes she can initiate processes within the academic departments to develop these policies.	The school will keep the contact with the University to ensure that the processes move forward.

Preparation for the implementation of the Diploma Programme

Whilst studying the possibility of implementing the Diploma Programme, the school has read the relevant IB documents. The following questions are organized according to the headings of the *Programme standards and practices*.

A: Philosophy

1. Transcribe the 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. To what extent does it align with the IB mission statement? Where necessary, what procedure has the school established to revise it in order to further align it with that of the IB?

The mission statement aligns closely with that of the IB, emphasizing the rigour of education as well as ethics and attitudes we want to encourage in our students.

3. Describe the contribution that the implementation of the Diploma Programme will make to the school.

- In line with the International College Senior School Strategic Plan
- Provides a continuum from the PYP and the MYP in the Junior and Middle Schools
- Focus on Interdisciplinary studies through TOK
- Validity of assessment
- Availability of external support and training for staff
- Internationally recognised program held in high regard by world universities
- Extended essay and CAS are features of the curriculum that can be articulated with of the new national required component for Senior School students
- Career opportunities for staff
- Encourages and values critical and analytical thinking
- Provides a balanced curriculum model across the disciplines
- Academically rigorous
- Being part of a network of DP schools in the region and the world

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

- Series of 3 meetings at Fellowship Hall
- An assembly with presentations by senior students from another IB school
- Individual guidance counsellor meetings with top 25% (GPA) students
- IB will send DP Programme Manager to school as often as needed

B: Organization

BI: 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	10	30	10
2	Estimated number of full Diploma Programme candidates	10	15	10

		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
3	Estimated number of non-Diploma Programme students	55	25	55
	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 that the school will apply.

- GPA of ≥ 3.0 .
- Positive recommendation by at least one humanities teacher and one science/math teacher
- Student interest and enthusiasm
- Statement of understanding from parent/guardian

- 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 will be fulfilled.

- Analgesic national graduation requirements
- Theology course in either Grade 11 or 12
- Religious outreach project

- d. If the school has to comply with other requirements, as stated above, identify and explain what challenges the school envisages regarding the implementation of the Diploma Programme (for example, curriculum content, mandatory text books or other resources).

- Challenge to find room in schedule for 3 required physical education courses

- Challenge to find room for Personal Responsibility and Analgesic History
- Challenge to include required Analgesic authors in Language A course
- Finding hours for TOK – Decision to combine hours with Theology course
- Combining Outreach Project with CAS project

- e. What percentage of the school's graduating students entered a tertiary educational institution in the past two years?

	Last year (%)	Year before that (%)
3- or 4-year college/university	85%	88%
2-year college	7%	3%
Vocational/technical	8%	9%

2. Governance

- a. Briefly explain how the school is governed. Who is eligible to become a member of the governing body? If the school does not have a governing body, indicate what educational authority governs it.

The College Council has the prime responsibility for strategy formulation, policy making, accountability, and monitoring and supervision. To carry out these responsibilities, there is a need for a broad range of skills and abilities to be represented in the composition of the Council. It is open to anyone to express interest in becoming a member of the Council. Selection takes place according to criteria and skills that are available on the school website.

- b. What are the reporting relationships between the governing body (or educational authority) 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 pedagogical leadership structure that will lead the implementation of the Diploma Programme.

The school has appointed a DP coordinator and intends to appoint a DP steering committee to guide the implementation of the programme. The DP Coordinator works closely with the MYP

Coordinators, Head of Secondary School and other curriculum leaders in the School, as member of the Educational Leadership Committee (ELC) to help ensure curriculum continuity across the whole school.

- b. Who will be responsible for hiring and appointing the Diploma Programme staff at the school?

The principal

- c. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.

The average percentage of new teachers in a year is 8%. However, a number of retirements coming up in 2010 will raise the percentage to 20%.

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

- i. additional responsibilities

Deputy principal duties: responsible for the subject areas and management of international students.

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

40%

B2: Resources and support

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

- a. Number of full-time teachers who will be responsible for Diploma Programme courses

12

- b. Number of part-time teachers who will be responsible for Diploma Programme courses

1

- c. Maximum Diploma Programme class size

30

students

2. Collaborative planning and reflection

Identify the types and objectives of staff and pedagogical leadership team meetings, giving details of participants and frequency. Indicate the time scheduled for teachers to meet for collaborative curricular planning purposes. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives
Faculty meetings	Teachers of the faculty	Twice per term	Curriculum development;
Senior School meetings	All teachers ,DP coordinator designate and head of secondary school	3 or 4 times a year	Admin issues (policy communication; personnel announcements)
Planned subject area meetings	All teachers of a particular subject area	6 times a year	Horizontal planning and pastoral issues

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

Describe what IT facilities the students and teachers will have access to in order to support the Diploma Programme and indicate where they are located.

a. IT in classrooms

Yes

☒

No

☐

If the answer is yes, describe them.

Wireless access in all classrooms, most classrooms have computer pod and laptops are available for students.

b. IT laboratories

Yes

☒

No

☐

If the answer is yes, describe them (include number of computers/laptops, internet connection, student access to the laboratory, and so on).

All students have laptop computers that operate standard programmes such as the Office Suite, Adobe graphic manipulation software and Web development software. They are networked to allow for communication via email and use of communications/collaboration technologies such as learning management systems, intranets, the Internet and shared directories.

In addition to personal laptops there are 3 suites available for access to specialist hardware and software such as robotics, midi interfaces and GIS packages.

Music room with six computers for digital music manipulation.

- c. Other comments on IT provision (*Note: A description of the IT provision in the library/multimedia centre will be included in question 6 below.*)

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4. Other school facilities that will support the Diploma Programme

Describe the 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 the process of improvement and/or that the school needs to add. Add rows as necessary.

Facility (eg art room, gymnasium, sports field, 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	
Drama studio	Theatre with a cushioned floor, wardrobe and audio and lighting facilities.	
Dance studio	cushioned floor and audio facilities	
Audio visual hall	Hall currently used for different purposes, including major student and parent activities and school events.	equipment for public performances; area for public exhibition of works
2 music rooms	For whole class music instruction. A variety of instruments are available for class groups	
4 Visual Arts rooms	3 learning spaces used for drawing, painting, printmaking and sculpture. One space is more specifically used for ceramics and has a kiln room. All 3 spaces have wet areas and room for approximately 16 students. There is one space specifically set up for fabric work.	Redesign of rooms to allow for storage of work in progress.

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 related to the conduct of Diploma Programme examinations and thereby guarantee the integrity of the examination process.

The school has secured off-campus space at the Analgesia National Institute of Mental Health (NIMH) for administration of exams—to avoid interruptions of announcements, class changes, etc.)

6. Library/multimedia centre

Describe the library/multimedia centre at the school. In your description include the following aspects:

- a. Physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether it has 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 space for students to work on their own.

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

The school has separate libraries for the junior school and the middle/ senior school.

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

The librarian is 0.6 FT. She is also involved in the development of the DP with respect to EE and she teaches study skills in yr 11. Ordering of books takes place partly through the librarian and partly through the faculties.

- d. Approximate number of resources that Diploma Programme students will be able to access. Include total number of book titles (not books) in the library, online resources and others. Specify the languages. Add rows as necessary.

	Language	Language	Language	Language
<i>(Use this row to indicate language)</i>	English	German	French	Japanese & Chinese
General reference	350	-	-	- /-
Non-fiction	10000	110	75	- / 4

	Language	Language	Language	Language
<i>(Use this row to indicate language)</i>	English	German	French	Japanese & Chinese
Fiction	4300	5	15	- / 60
Periodicals	60 titles	3 titles	3 titles	- / -
Electronic journals				
Others <i>(specify)</i>	4900	55	40	- / -

- e. Indicating of whether the library has enough resources to start implementing the Diploma Programme, how this decision was made and what plan the school has to address any needs.

The library has subscriptions to all online libraries and journals specified in the South Analgesic Education Authority, Analgesic Education Authority and International High School Libraries Association. We also have an electronic lend/lease arrangement with the University of Analgesia library's high-school age-appropriate collection.

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

Students have internet access in the library. There are 15 computers.

7. Student guidance

How will the school provide guidance for students on post-secondary educational options?

International College has a .5 FT college counsellor (who is .5 ToK) and two volunteer parents who work 2 days per week each for helping students with university applications and career guidance.

8. Teaching time

- a. Number of weeks of instruction in the school year

36

- b. Number of instructional periods students receive in a week

30

- c. Length (in minutes) of each instructional period

55

- d. Will the school need to make adjustments to the student's weekly schedule to ensure that the recommended teaching hours for standard and higher level subjects and theory of knowledge (TOK) are included and allow for concurrency of learning? Yes ☒ No ☐

If the answer is yes, explain the present situation and the changes the school envisages.

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:

- 165 hours Grade 11
- 36 hours Grade 12

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

9. Funding

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

C: Curriculum

1. How have the Diploma Programme subjects and levels been chosen and what criteria were applied to the choice?

The subjects were chosen using two principles:

- Existing talents and predilections of present staff
- IB requirements of six subject groups
- Student interest
- National requirements (Even though IC is a private school, our tradition has always been to meet or exceed national school requirements)
- Lab and special room facilities

2. What changes to planning for teaching and learning in the school would the implementation of the Diploma Programme entail?

We will initiate collaborative planning across the IB faculty.

3. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction.

International College offers an English Language Program to newly arrived students from overseas. Students who require an ELP course or whose English language development requires support to participate in a full high school program are provided with a structured English and cultural program to enable them to benefit from the range of College programs on offer. Courses are 10 weeks or 20 weeks depending on individual student needs.

4. Indicate what provisions the school has or will have to support students' mother tongues, if different from the language(s) of instruction of the school.

None

5. Describe the school's current assessment system/policy and indicate any differences you have found when comparing it with the Diploma Programme perspective on assessment.

The national requirements for assessment are closely related to those of the DP.

The performance standards of the national curriculum describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject. The descriptors of the DP describe 7 levels of achievement with grades 1 – 7 at the student's completion of study of a subject.

Each level of achievement describes the knowledge, skills, and understanding that teachers and external assessors refer to in deciding how well a student has demonstrated his or her learning.

At Stage 2 all subjects have two assessment components: school based (70%) and externally assessed (30%). Assessment tasks are designed by the student's own teacher in accordance with the general assessment specifications approved by the National Board. This accords very well with IB DP assessment practices in which all students are assessed both internally and externally in each subject.

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.

Documentary confirmation of the legal status of the school and confirmation from the local/provincial/state authorities that the school is recognized as an educational institution, with a certified translation into English, French or Spanish if written in any other language. Translations of official documents should be duly certified.

x

Written confirmation of support from the authorities that will finance the implementation of the Diploma Programme in the school

x

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

x

Documentary evidence of payment of non-refundable fee to the IB Organization

x

Complete the charts that appear in the following pages.

Chart I: 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	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. *	
	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	35		World Literature	Language		
Group 2: language acquisition <i>(indicate the language: eg English B)</i>									
French B	x	x	French/English		15	French II	French III	x	
Spanish ab initio	x	x	Spanish/English		30	N/A	N/A	x	
Group 3: individuals and societies									
History of Analgesia	x		English	30		World History	Economic history		x
World Religions		x	English		15	Theology I	Theology II	x	
Group 4: experimental sciences									
Biology	x		English	30		Sciences	Sciences		x

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	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. *	
	Higher	Standard		Higher	Standard			Standard level subject(s) completed in year 1	Standard level subject completed in year 2
Chemistry		x	English		15	x		x	
Group 5: mathematics and computer science									
Math		x	English		30	Geometry	Analysis		x
Math Studies		x	English		15	Math 1	Math 2	x	
Group 6: the arts									
Theatre	x	x	English	5	25	Theatre		x	
Music		x	English		15		Music	x	
TOK			English	45		x	x		

* 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: 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			
English A: language and literature	x		Sir Frederick Eggleston	BA	2	FT	Denver, USA	3/15/95	English A, No categories at that time			
Group 2: language acquisition <i>(indicate the language: eg Spanish B)</i>												
French B			Emile Zola	BA	22	FT	Cairo	11/11/2008	French B, Cat 2			
Spanish ab initio	x	x	Jean Campbell	PhD	21	FT	Cairo	11/11/2008	Spanish B, Cat 1			
Group 3: individuals and societies												
History of Analgesia	X		Sun Yat Sen	Equivalency BA	1	FT	Mexico	11/7/2007	History HL, 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 (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	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
Word Religions		X	Karen Armstrong	PhD, Nun	16	FT	Vancouver Island	7/16/2003	History	Not yet offered by IB in this region	2011	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	1962	Chemistry			
Group 5: mathematics and computer science												
Math SL		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			
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 (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	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	3/23/2011	Visual Arts, Category 3
CAS			Sr Theresa	MA Education	20	FT	Vancouver Island	7/16/2003	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: 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 considering the IB requirements for authorization to offer the Diploma Programme, as stated in the document *Guide to school authorization: Diploma Programme*.
- Add rows as necessary.

AIM: To become an IB World school, implementing the Diploma Programme in	February 2011	for first exams in	November 2012
	(month and year)		(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
Not necessary					

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
Further understand implications of the programme	Weekly meetings with DP coordinator designate, Finance manager and Head	1/2010	C. Mc Pherson	None	Weekly memos with updates on progress on requirements
Alignment of policies with IB expectations	Meetings of pedagogical leadership team to produce drafts	3/2010	C. McPherson	None	Draft of amendments to policies

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

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
Review of budget to ensure allocation of funds for all aspects of the DP	Meet with CFO	March 2010	Head	Part of normal process	Revised budget
Ensure school provides dedicated time to collaborative planning and reflection	Revise class schedule to feature collaborative planning afternoon 3 rd Wed of each month	March 2010	DPC	Additional time for teachers	Teachers schedule include meeting time for DP purposes

C: Curriculum

C1: 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 addresses programme requirements	<ul style="list-style-type: none">Weekly meetings of DP staff to analyze and discuss programme and subject requirements	Feb 2010	DPC	Additional time for staff	Understanding of programme requirements
Collaborative planning includes the attributes of the learner profile	<ul style="list-style-type: none">Agenda of weekly meetings to include reflection on how to contribute to LP	Feb 2010	DPC		Planning includes references to development of attributes of LP

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
Rewrite all appropriate course outlines	<ul style="list-style-type: none">Teachers meet by subject groups to develop first draft of course outline	December 2009	Head of subject area	None	Draft of course outline
Prepare for submission to IB	<ul style="list-style-type: none">Teachers meet by subject groups to revise course outline	September 2010	Head of subject area	None	Final outline to be submitted with application for authorization

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

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
Reflection on teaching practices	In-school professional development reviewed to address IB requirements	February 2010	DPC and head of secondary	None – will be part of normal plan	Revised in school professional development that includes teaching practices related to IB expectations

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 is understood by all teachers	Weekly planning meetings to include presentations of assessment requirements of IB subjects	Feb 2010	DPC	None	Revised course outlines

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

Chart 4: Implementation budget

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

USD

USD = US dollars

GBP = Great British pounds

CHF = Swiss francs

CAD = Canadian dollars

	Candidate school year 1	Candidate school year 2	IB World School year 1	IB World School year 2	IB World School year 3
Academic year	2009	2010	2011	2012	2013
Candidate school fee	10000	10000			
Annual fee			10000	10000	10000
Candidate assessment fees			36000	36000	36000
Resources (specify)					
Library	20 000	20 775	22 000	22 200	22 500
Additional time for planning	20 000	20 000	-	-	-
IB professional development (specify)					
Regional workshops	500	35 000	3 000	8 000	8 000
In school workshops		4 500	4 500		
Visits to other IB World Schools	1 000	3 000	1 000	1 000	1 000
Attendance at Regional and Heads Conferences		30 000	10 000	15 000	10 000
Other					
TOTAL	51,500	123,275	86 500	92,200	87,500

Approved by

S. McDuck

Position

CFO