

Part 3: Conclusions - Preparatory Evaluation

An opportunity for the school to summarise the self-reflection and self-evaluation process.

Evaluator Reason for Rating

South Island School's stated philosophy is "Make a Difference", and the whole school community embraces it with enthusiasm, great purpose, and with positive and purposeful outcomes. The values, which articulate the philosophy, are espoused very much in the same way. The School Council and the school leadership acknowledge that SIS is at a significant point on the pathway towards excellence, with changes within the School Council, the position of Principal, and this CIS/WASC report, and also accounting for the process ESF is undertaking to review its own guiding statements. Ownership in the form of ESF and its ordinance regarding its own function and operations, and in the form of the function of the School Council governance and the school's leadership team, is significant in the effective and efficient running of the school, both legally and ethically. Success criteria to measure the continued relevance of the philosophy and values, and then their effectiveness in the decisions that are made will bring added rigour to the school's purpose and direction.

The curriculum change to incorporating the MYP programme, leading to IGCSE and then to IBDP and IBCP, is in its infancy with Years 7 and 8 now authorised. There is work to be completed in implementing the MYP into Year 9 and ensuring that there is a smooth transition to the IGCSE two-year programme. Definitions of internationalism, interculturalism, and high-quality learning will reinforce what students are largely experiencing and also bring consistency to facilitating programmes and student outcomes.

The pastoral learning curriculum is comprehensive and fosters the development of skills, attributes, and abilities relevant to the students' development. Student learning experiences emphasise gathering, presenting, and applying ideas and information, as well as mastery of content knowledge. Learning environments provide students with diverse learning styles and abilities. Teachers clearly communicate learning goals so that students are able to articulate what they are doing and how they are learning. Teachers not only actively seek channels for student voice, but willingly listen and open doors for students' initiatives. Students learn from a variety of cultures within and beyond the school, and are provided with opportunities to experience multiple examples of intercultural learning, enabling students to share what they have learned and how to make a difference to themselves and to others. Students are passionate about demonstrating positive and supportive leadership in formal and informal situations, and take initiative to design and implement opportunities for service

learning, environmental stewardship and address local issues at SIS.

The database system, iSAMS, enables teachers to monitor student progress through ongoing assessment procedures, and communicate effectively with students and teachers. Teachers are provided with support and training to use assessment data as part of the regular evaluation of student progress, using data to identify accomplishments and gaps in students' learning, monitor improvement, and examine individual growth over time related to academics. The articulation of what well-being is and the variety of approaches implemented promote and support the well-being of all students and staff at SIS.

The student council is involved directly with facilities maintenance, and the health and safety committee provides a channel for students to contribute to the stewardship and care of their school.

There are sufficient faculty and staff facilitate the school's programmes effectively. The policies and processes for the appointment of staff is thorough and rigorous. Faculty and support staff are supported within professional development opportunities, and the performance management process is meaningful and has consequences built in.

The buildings are so designed as to meet the needs of the school's philosophy and values, no more so exemplified by the learning resource centre, which is not only an imaginative use of space but a meaningful central hub that supports student learning and staff development. Auxiliary services are monitored closely in order to meet the needs of the students, whether it be healthy food options or safety and safeguarding matters. Internal and external communication is of a very high standard and extends to communicating with the community outside the school's community. The PTA, with parents, staff, and students on the committee, reflects the philosophy of "Making a Difference".

It is the view of the evaluators that the whole school community has the capacity to continue the impressive reflective and self-evaluative process towards re-accreditation. As has been said elsewhere, adults could step aside and allow the more than capable student leaders to take the school forward! This is testament to the very high level of student leadership at the school.

The evaluators are indebted to all the administrative staff at ESF and at the school for the attention to detail in the administrative aspects of the visit. Similarly, the evaluators extend huge thanks for the report, the evidence contained within the report, and the work to create an invaluable schedule of meetings and class visits during the three days in school. The evaluators were immediately taken by the readiness of staff to engage in discussions and share their experiences. The evaluators met students from Years 7-8 and representatives from the various layers of student leadership, and were moved by

their understanding of what it means to "make a difference" and their leadership qualities and capabilities. Parents were supportive of the school and felt able to express their concerns in a reflective way. The Chair of the School Council made himself available during the visit and attended the self-study workshop at the end of the visit. The evaluators attended the end of the learning and professional development committee, a subcommittee of the School Council, and had the pleasure of meeting a number of members of the School Council and learned first hand the role and remit of this committee.

The evaluators felt privileged to have contributed to the school's engagement in the accreditation process and wish the whole school the very best wishes as they continue to make a difference.