

A: Purpose and Direction

- **South Island School's philosophy of "Making a Difference" manifests itself in many tangible ways and is very much at the forefront of decision making...**
- ESF, the School Council and the leadership team *[are commended]* for demonstrating in policy and practice the school's commitment to the values inherent in the UN Convention on the Rights of the Child.
- The students [...] provided a number of quite moving examples of what they had wanted to do in terms of "giving back" in very tangible and sustainable ways.
- The school community *[is commended]* for embracing with enthusiasm and passion the school's philosophy ...
- The evaluators evidenced numerous references to high-quality learning in ESF's policies and documentation, and in SIS' philosophy and values policy and practice.

B: Governance, Leadership and Ownership

- **The school climate is such that there is a very strong sense of mutual trust amongst all the school's stakeholders.**
- The School Council and the school leadership's commitment to working together to establish and sustain high morale, positive, professional relationships, and a school climate that is conducive for teaching, learning and student well-being *[is commended]*.
- ESF policy, practices, and procedures shape the function of the School Council and the school leadership. The obvious positive relationship between school leadership and the School Council [...] demonstrates that the ESF structure enables SIS to function at such a high level in terms of governance and leadership.
- ESF, the School Council, and the leadership team *[are commended]* for developing formally approved and effectively communicated educational plans [...] and for providing tangible evidence of how the philosophy and values drive strategic planning and decision-making.
- The School Council and the school leadership's commitment to working together to establish and sustain high morale, positive, professional relationships, and a school climate that is conducive for teaching, learning and student well-being *[is commended]*.
- The IT strategic development team and school leadership *[are commended]* for developing a technology strategy which is costed and outlines a roadmap for the use of technology to support students' learning.

C: The Curriculum

- **Heads of Department and teachers *[are commended]* for engaging in rich collaborative conversations about teaching and learning to promote students' access to the curriculum.**
- **SIS passionately promotes the development of global citizenship and intercultural learning [...] the evaluators were moved by the students' commitment to explore multiple perspectives, to contribute to the well-being of others, and to make a difference for themselves and for others.**
- Students and teachers are passionately committed to [...] "Making a Difference" (MAD). MAD is interwoven throughout all aspects of life at the school.
- SIS selected the MYP and the IB frameworks because of the emphasis they place on mother tongue and intercultural learning.
- SIS has adopted ISTE's definition of digital citizenship *[and is commended for]* documenting a comprehensive digital citizenship and digital literacy curriculum ...
- *[The academic and pastoral leadership teams are commended]* for evaluating, designing and implementing systems and practices to revise and strengthen the pastoral learning curriculum ...

- The evaluators were very impressed by the commitment the students demonstrated to the value of service and using what they had learned to help others.
- The students [*are commended*] for valuing the importance of gathering information, demonstrating empathy and taking action to address local and global issues ...

D: Teaching and Assessing for Learning

- **Faculty and heads of department [*are commended*] for using data to identify accomplishments and gaps in student learning, monitor improvement, and examine individual growth over time...**
- **The older students are passionately dedicated to helping the younger students with transitions, with friendship issues, and with being successful at SIS.**
- Intercultural learning [...] occurs on a daily basis through the respectful conversations that teachers model and which the students have made their own ...The evaluators frequently noted the respect each person graciously gave to the others.
- Heads of year, heads of house, tutors, prefects and older students play a key role in supporting younger students socially and emotionally;
- ... the comprehensive data base system, iSAMS, [...] allows teachers to monitor student progress through ongoing assessment procedures ... all teachers, heads of department and heads of year are able to evaluate the alignment of students' progress towards the content area expectations ...
- Students were empowered to ask questions and take reasonable risks within their learning.
- Faculty [*are commended*] for designing learning environments that provide for students with diverse learning styles and abilities.
- The MaD Council, MaD Coordinator and faculty [*receive a major commendation*] for selecting and evaluating opportunities for students to learn from a variety of cultures within and beyond SIS, for providing opportunities for students to experience multiple examples of intercultural learning ...
- The Director of Inclusion for Learning, learning support teachers, and the educational assistants [*are commended*] for curriculum design, teaching strategies, and support resources provided ...

E: The Students' Learning and Well Being

- **The SIS teachers model empathy and compassion when making decisions [*and receive a major commendation*] for modelling respectful conversations amongst one another, which nurtures a positive and supportive environment within the entire community.**
- **The students [*receive a major commendation*] for passionately demonstrating positive and supportive leadership [...] and for taking initiative to design and implement opportunities for service learning, environmental stewardship, and addressing local issues at SIS.**
- SIS is preparing students very well for leadership and taking care of themselves, taking care of others, and taking care of the environment.
- The evaluators were deeply affected by the sincere commitment to making a difference for themselves and for others, which was demonstrated in so many ways ...
- The faculty [*receive a major commendation*] for not only actively seeking channels for student voice, but willingly listening and opening doors for students' initiatives.
- SIS is committed to promoting the well-being of students in a variety of ways.
- There are several effective channels for communicating with parents in case of an emergency.
- The HE Team [*are commended*] for designing and implementing one week of formal work experience [...] so students have guided support in all aspects of applying for a job, interviewing and filling a position.
- The heads of year and students [*are commended*] for prioritising the importance of building relationships as well as developing several structures and practices to support students as they deal with changes and transitions.

F: Staffing

- **Continued professional development (CPD) and performance management are a real strength, supporting the school's overall needs, phase needs, departmental needs, and individual staff needs.**
- ESF, the SIS School Council, and the school's leadership is committed to operating and functioning in an ethical, fair, and transparent way ...
- The ESF recruitment and retention policy is clear and transparent.
- The leadership team [*receive a major commendation*] for implementing effectively the ESF model of professional review and development ...
- ESF, the School Council, and the leadership team [*receive a major commendation*] for developing the associated documentation [...] to ensure expectations for all staff are understood and applied consistently and widely disseminated.

G: Premises and Physical Accommodation

- **There has been flexible and imaginative use of the space that supports students' academic learning and social and emotional needs [...]**
- The learning resource centre is typical of the imaginative approach adopted to making the very best use of space and to have the greatest positive impact on student learning and staff development.
- ESF and the School Council [*are commended*] for the rolling programme of innovative and flexible renovation and refurbishment [...]
- The Business Manager [*receives a major commendation*] for monitoring the effectiveness of auxiliary services, which ensures maintenance, cleanliness, security, food services, and transportation are of a high quality.

H: Community and Home Partnerships

- **The PTA [*receive a major commendation*] for the diverse ways they support the school and have a positive impact on community life, and on students and their learning.**
- **The leadership team [*receive a major commendation*] for the quality of communications between school and home.**

In summary, our evaluators 'felt privileged to have contributed to the school's engagement in the accreditation process'. We look forward to the full CIS/WASC Team visit in February 2020!