PSP 2020

Evaluation report

IB World Schools Department

Education for a better world

Programme Evaluation Report

Head of School: Jason Leslie
School Name: Hugh Boyd Secondary School
School Code: 016014
School Address: 9200 No 1 Road, Richmond BC Canada V7E 6L5
IB Programme(s): Middle Years Programme
Programme Coordinator: Michelle Korber
Date: Thursday 15 June 2023
MYP years offered at the school: Y3, Y4, Y5

Evaluation Team

Middle Years Programme
Evaluation Leader: Revalyn Faba Sack
Programme Leader: Bruno Gattuso

School and Programme Leadership

Dear Jason Leslie,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Hugh Boyd Secondary School is part of the Richmond School District n°38 in British Columbia. It has students from a range of socio-economic backgrounds, ethnicities and religions. It is located in a suburb of a major urban centre, with a rapidly growing community due to having transit access and a great deal of housing development. There are several farms and an active fishing community in the area.

Over the years, through clubs like Interact (a high school club related to Rotary) and leadership, the school has established ties with its community members to support local food bank, veterans groups, community cleanliness and invasive species removal. Richmond, especially the Steveston region, has a strong history of Japanese Canadian roots, which are celebrated though activities like a Japanese exchange trip and offering Japanese language options for Language Acquisition.

Many different languages and regional dialects are spoken here because of the diverse population of students and staff. Students come from a variety of places, including Asia, South Asia, Southeast Asia, Eastern Europe, the Middle East and Africa. In hallways, Cantonese, Mandarin, Tagalog, Filipino, Japanese, Arabic, Hindi, Punjabi and several others may be heard. There is also a population of students from First People's cultures. This makes the school one of the most ethnically diverse in Richmond. Some students are from families seeking refuge from Syria and Ukraine. In addition, there are students who arrive for international studies, including several from Europe, Mexico and South America as well as Korea, Japan and China.

The school is small, with a strong community environment in which teachers and students all know each other. The goal of the school is to develop compassionate, respectful young adults who are balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Given its culturally diverse population of learners, there is emphasis on respect and acceptance of all forms of diversity in the school community. Several programs and clubs offer opportunities for leadership and service.

The school is a member of BCAIBWS (British Columbia Association of IB World Schools).

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)

  - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)

    - The concepts of community, diversity, inclusion and compassion permeate and frame the endeavours of all members in the school community. Initiatives such as Orange shirt day, Jonnai Japan, and ""Breaking down the Walls" provide evidence that the school is actively educating students to become nurturing inquiring, knowledgeable and caring members of society.

  - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

    - The school's ethos is shaped by the IB philosophy and programme implementation is guided by the principles of an IB education. This is especially evident in regards to the IB learner profile, which teachers and the school's leadership team refer to as an effective tool for promoting open communication, understanding and respect. It is also key to strategic and unit planning and is central to school and informational documents.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)

  - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

    - The school benefits from leadership and district governance that demonstrates a commitment to providing high-quality learning environments. Furthermore, the school manages its district allocated budget with autonomy, prioritising resources that support student and teacher well-being, as well as meeting pedagogical needs.

- Student support (0202)

  - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

    - The school's facilities are spacious, attractive, safe and well-maintained, showing the school's commitment to providing positive, effective learning spaces which enable students' academic and social interactions.

There is a renovated Tech wing, new CADD lab, Maker space, an active learning centre and personalised learning programmes for students with individual needs.

- **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)

    - From conversations with teachers,parents and students, it is evident that focused development of communication and self-management skills, along with life skills instruction, prepares students for secondary and tertiary education as well as future employment options.

- **Student support 4:** The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

    - The school provides extensive support for students and families making transitions into, and out of, the school and between learning stages. This support is provided in the form of advice, counselling and information. It aims at ensuring success for all students, be it academic or in another area of school life.

- Teacher support (0203)

    - **Teacher support 2:** The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)

        - The school has developed an effective professional learning plan, based on teachers' needs, that supports individual teacher development, as well as meeting the requirements of the programme. This includes induction for teachers new to the MYP programme.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)

    - **Culture 3:** The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

        - The school's academic integrity policy is published and effectively communicated to all members of the school community, through the school's website and explicit instruction on principled citation practices. The librarian offers lessons and workshops to MYP students to ensure that they understand the policy and know how to cite their sources when undertaking research-based tasks and projects.

Learning: Ensuring effective education

- Approaches to teaching (0403)

  - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

    - The classroom environment and in class support for language and academic needs enable all students to pursue and meet their learning goals. Teachers ensure that accommodations and modifications are granted, as documented in Individual Learning Plans, engaging in ongoing collaboration with the learning support centre.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	**MYP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	**MYP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements	
Student support (0202) Learning environments in IB World Schools support student success.	**MYP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	**MYP:** Offers opportunity for further development	**MYP:** Offers opportunity for further development	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	**MYP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	**MYP:** Shows development beyond requirements	**MYP:** Offers opportunity for further development	**MYP:** Documentation shows that further revision of the written curriculum is required to ensure that there are balanced opportunities for students to meet all subject group objectives.
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	**MYP:** Offers opportunity for further development	**MYP:** Offers opportunity for further development	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	**MYP:** Shows development beyond requirements	**MYP:** Shows development beyond requirements	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	**MYP:** Shows development beyond requirements	**MYP:** Offers opportunity for further development	**MYP:** The analysis of data gleaned from assessment practices is not consistently used to monitor progress and improve teaching strategies across all eight subject groups.

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The plan clearly outlines the impact the school wishes to achieve on students' transition to secondary school. Strategies needed and activities were designed by a core group of teachers which aimed at reducing anxiety and raising the level of readiness for learning in MYP 3.
- The school clearly identified an achievable goal in the area of focus for a smoother transition into the MYP programme, after analysing initial survey data and receiving input on each student in MYP 3 from feeder schools.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing

- The school showed a high level of commitment in implementing its programme development plan, introducing grade level activities related to self-management at the beginning of , and during, the school year.
- The school undertook a range of activities, notably the "Breaking the Walls" activity or a team building event, to achieve the outcome.
- The school identified a specific student group, specifically all MYP 3 students, and outlined in detail the intended impact on their learning and self -awareness.
- Data and evidence was gathered from surveys filled in by all MYP 3 students. This was analysed to highlight where students were when entering the school and how far they had progressed by the end of MYP 3, in regards to self-management and social interaction skills.

Reflection

- The process was insightful, prioritising students' needs for a very specific cohort of MYP 3 students, in order to enhance transition into secondary school, which surveys now show has been less stressful than in past years.
- The school used data appropriately in analysing how the planned activities were impacting students, in and out of the classroom.
- The process showed clearly how the programme development planning is becoming an integral part of MYP 3 learning and teaching at the school. The school may wish to consider expanding the target group and selection of approaches to learning and social and emotional skills to include other year levels.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- More clearly articulating the rationale to everyone in the school community.
- Identifying research studies or using examples from other schools to inform their process, given that transition to secondary school is a challenge shared by many schools.
- Ensuring that the efforts are aligned with the school's strategic plan for the ongoing implementation of the MYP programme, and related to how induction of MYP 3 students is carried out every year.
- Including a wider range of representation from the school community in the planning process, such as parents and the students themselves.

Evidencing and analysing

- Establishing processes for collecting evidence or data at specific points throughout the MYP 3 year level and possibly in MYP 4 as well, given that the development of approaches to learning skills is ongoing.
- Including a wider range of stakeholders in the analysis of the data or evidence.
- Using interim milestones to assess and adapt efforts so that check in points are not random, but predetermined.

Reflection

- Ensuring that time is set aside to engage in meaningful reflection, both for students and teachers, in order to assess how self-management skills are developing.
- Finding strategies to encourage the involvement and collaboration of all members of the school community.
- Including measurable indicators with milestones and people responsible for various aspects of the plan, so that success can be evaluated over the course of the year, using a structure and benchmarks or success criteria.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Continue to promote "Inspired Learners" and "Equity and Inclusion", district goals which are also the school's aims for learning in all years of the MYP.
- Continue with the focus on Social and Emotional skills to ensure student well being.
- To make use of the self-management Approaches to Learning skills as a foundation for MYP 3 students in order to help their adjustment to, and inclusion in, secondary school.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Environments / Teacher support (0203) / Teacher support 3:

- The school may wish to consider the creation of additional horizontal planning times to further develop interdisciplinary learning. At present, teachers explain that horizontal planning meetings are devoted to subject group planning and do not consistently involve all subject groups across grade levels.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1:

- The curriculum is sequenced in a way to support students' progression of learning. It is evident that learning assignments aim to meet the needs of the students. However, the school may wish to consider ensuring that summative assessment tasks cover a broader range of objectives, for example in Design and the Arts. This would ensure a balanced progression of learning, not just a sequential one.

Learning / Students as lifelong learners (0402) / Lifelong learners 1:

- Classroom observations and parent comments show that students are actively involved in their own learning. However, the school may wish to consider promoting student agency by providing more opportunities for peer evaluation and students' self-directed creation of next steps for improvement.

Learning / Students as lifelong learners (0402) / Lifelong learners 2:

- The school may wish to consider encouraging the use of the learner profile attributes in student reflections on assessment tasks and in classroom discussions, to ensure that students understand how these attributes constitute a code of conduct.

Learning / Students as lifelong learners (0402) / Lifelong learners 4:

- Teachers are developing learning engagements in their units with the aim of providing students with opportunities to understand the local and national community, their needs and to identify opportunities to take action. The school may wish to consider ensuring that students are aware of the MYP outcomes for service when reflecting on their service as action activities, which would also promote reflection on reasoned and ethical judgements and personal growth.

Learning / Approaches to teaching (0403) / Approaches to teaching 2:

- The school may wish to consider explicitly developing conceptual understanding in all subject groups, which would facilitate students' awareness of the interconnectedness of their learning, beyond links indicated by thematic content. In addition, the school may wish to consider encouraging greater student agency for students to discover and create their own, self-directed opportunities for learning and taking action.

Learning / Approaches to assessment (0404) / Approaches to assessment 3:

- The school may wish to consider introducing more formalised procedures for the standardisation of assessment tasks in order to create an institutional legacy of this essential practice. This would ensure awarding valid and fair grades, as well as becoming a form of ongoing professional development for teachers, related to assessment.

G. Conclusions of the Evaluation team

The school has worked collaboratively to strengthen the IB philosophy in learning environments and engagements and the school community is proud to be part of an IB world school.

The school has focused its first development plan towards improving self-management skills in its MYP 3 cohort.

A sense of community and acceptance or inclusion characterises the school, where students feel seen and heard, reassured that teachers know them by name. Teachers strive to remove barriers to learning and ensure that there is a safe, reassuring and supportive atmosphere in which students can grow and develop their unique potential.

Parents assert that the school's most valuable asset is its student body, while teachers regard their students as the school's greatest treasure.

An integral part of school life is a commitment to service in the school and local community. Priding itself on providing a student centred, holistic education for its students, the school also values the cultural and linguistic diversity of its student and staff population and its long-standing ties with a sister school in Japan.

H. Conclusion of the IB on the school status as an IB World School

Middle Years Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Remy Lamon (remy.lamon@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

Adrian Kearney
Director, IB World Schools