



# Ibn Khuldoon National School

## The School

Ibn Khuldoon National School (IKNS) is a non-profit, self-supporting, coeducational institution that is dedicated to providing high quality education for local and expatriate students. The school is licensed by the Bahrain Ministry of Education to offer a bilingual programme of study for students from Kindergarten to Grade 12.

The school received its first accreditation from the Middle States Association Commissions for Elementary and Secondary Schools (MSA) in 1994, and it continues to be in good standing with the association. As articulated by MSA, the accredited status of the school validates the integrity of the school's programme and students' transcripts. It also affirms



that the school's purposes are appropriate and accomplished through a viable educational programme and justifies the faith and resources stakeholders place in the school.

IKNS received an "Outstanding" rating by the Directorate of Private Schools & Kindergartens Reviews, which is a part of the Education & Training Quality Authority (BQA) in both the first and second review cycles that were conducted in March 2014 and October 2017 respectively. During both reviews, "reviewers observed lessons and other activities, scrutinised

students' written works and analysed school's performance data and other documents. They met with staff members, students and parents."

## IKNS Statement of Philosophy

The purpose of Ibn Khuldoon National School (IKNS) is to provide an advanced model of education that builds on Arab and Islamic values, allowing students to develop in harmony with their culture and tradition, and meet the high academic standards of international education, thus preparing students to assume leading roles in the future at the national and international levels.



Ibn Khuldoon is a national school with an international perspective. It is private, non-profit, self-supporting, coeducational and bilingual at all levels. IKNS is open to students who qualify for admission without discrimination.

The school is committed to providing a curriculum that maintains a balance among the social, personal, intellectual, physical, and aesthetic areas of development. It strives to help individual students to develop in each area to the maximum of their ability, with pride and self-esteem, through effective programmes that provide for enrichment and reinforcement, and in which high expectations are set for students, supported by the concern, care, and guidance of the faculty.

The school extends its services to the community beyond the education of children, through providing faculty with professional development opportunities and setting a model of education that fulfils the needs of the country.

## **IKNS Mission Statement**

As a recognized leading school in the region, IKNS offers rigorous bilingual (Arabic and English) educational programmes that are based on the International Baccalaureate mission. The learning experiences of students are enhanced through differentiated instruction and the use of appropriate educational technologies, and the teaching experiences of faculty members are refined through continuous professional training.

## **IKNS Vision Statement**

IKNS is a community of learners that is dedicated to helping its members becoming knowledgeable, inquirers, thinkers, communicators, risk-takers, principled, caring, open-minded, balanced, and reflective.

## **IKNS Governing Body**

IKNS operates under a Board of Trustees, who volunteer their expertise and time to support the school. The Board of Trustees is responsible for overseeing the operation of the school and making decisions and establishing procedures to that effect.

The Board of Trustees is composed of the founding members, who were authorised to establish the School by the decision of the Minister of Education No. 558 of 1996, in addition to members who joined them according to the conditions and criteria set in the by-laws of the Board of Trustees. The 24 members of the Board of Trustees include 4 representatives from the Parent, Teacher and Student Association (PTSA), who are ex-officio members.

The Trustees elect among themselves a Board of Directors for three years at a time. The Board of Directors is the executive body that supervises all educational, financial, technical and legal matters of the school, in order to ensure the proper implementation of the policies and plans approved by the Board of Trustees. The Board of Directors operates through four main committees, The Educational Committee, the Finance Committee, the Technical Committee and the Legal Committee. The Chair of the PTSA is an ex-officio member of the Board of Directors.

## The Parent Teacher Student Association

The School elects a Parents Teachers Students Association (PTSA), which acts as a bridge between parents and the school. The PTSA organizes presentations, workshops and activities for the IKNS community at large. They also work towards raising funds to help the school enhance its facilities.



## Bahrain - The Country

The Kingdom of Bahrain is an archipelago of more than 33 islands; the largest amongst them is Bahrain Island. The Kingdom of Bahrain is situated on the western shores of the Arabian Gulf. It covers a total land area of 765 km<sup>2</sup>, and is approximately 60 km long and 18 km wide.



Bahrain's capital and largest city is Manama, a major financial center, and home to a very diverse population. Bahrain International Airport is located in Muharraq, the second largest island after Bahrain. Moreover, the 25km-long King Fahad Causeway links the Kingdom of Bahrain with the Eastern region of the Kingdom of Saudi Arabia.

The 'Al Khalifa' family has ruled Bahrain since 1783, overseeing its development into a major commercial and banking centre.

Bahrain's total population is estimated to be around 1,200,000, including a significant number of expatriates, making it a highly cosmopolitan society.



## The Instructional Programmes

The instructional programmes that IKNS offers are based on the International Baccalaureate curricula, enhanced by Bahrain's national curricula in Arabic Language, Islamic Studies and Social and National Studies.

For students in Grades 11 and 12, IKNS offers the International Baccalaureate Diploma Programme (IBDP) and the American High School Diploma (AHSD), as two parallel

programmes. Both the IBDP and the AHSD are tertiary education preparatory programmes, and are considered to be equivalent to the Bahraini General Certificate of Education.

The School has been affiliated with the International Baccalaureate since 1990, as a Diploma Programme provider. The first group of students sat for the IBDP examinations in 1992.

In July 2018, IKNS became an International Baccalaureate Primary Years Programme (IB PYP) candidate school, and started offering the programme in September 2018 for all students in KG1 up to Grade 5.

In July 2019, IKNS also became an International Baccalaureate Middle Years Programme (IB MYP) candidate school, and started offering the programme starting September 2019. The IB MYP is for students in Grade 6 up to Grade 10.

As a candidate school for the Primary Years Programme and the Middle Years Programme, Ibn Khuldoon National School is pursuing authorization as a Continuum IB World School. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is important for our students.

## **The Administrative Structure of IKNS**

IKNS is administratively divided into three divisions. The Kindergarten and Elementary School (K1 - G5), the Middle School (G6 - G8) and the Secondary School (G9 - G12). Each division has its own principal, who is responsible for the day-to-day running of his/her school. The three principals report to the School President.

## **The Kindergarten and Elementary School**

The Kindergarten and Elementary School is administratively divided into two divisions: Lower Elementary and Upper Elementary. The Lower Elementary is from KG1 to Grade 2, and the Upper Elementary is from Grade 3 to Grade 5.

The Kindergarten and Elementary School offers the International Baccalaureate Primary Years Programme (IB PYP) as a candidate school that is in the authorization phase. More information about the PYP at IKNS can be found under the tab ACADEMICS on the main page of the website.



## **The Middle School**

The Middle School is from Grade 6 to Grade 8. The Middle School offers the International Baccalaureate Middle Years Programme (IB MYP) as a candidate school. More information about the MYP at IKNS can be found under the tab ACADEMICS on the main page of the website.

## The Secondary School

The Secondary School is from Grade 9 to Grade 12. Starting September 2020, the Secondary School will start offering the IB MYP as a candidate school for Students in Grades 9 and 10 who already started the programme while at the Middle School.

Students in Grades 11 and 12 can choose between either the International Baccalaureate Diploma Programme (IBDP) or the American High School Diploma (AHSD). The IBDP and the AHSD are, both, tertiary education preparatory programmes, and are considered to be equivalent to the Bahraini General Certificate of Education. Students in the AHSD can also opt to study some subjects from the IBDP.

IKNS has been offering the IBDP since 1990. More information about the IBDP the AHSD at IKNS can be found under the tab ACADEMICS on the main page of the website.



## Our Facilities

IKNS is administratively divided into three divisions. The Kindergarten and Elementary School (K1 - G5), the Middle School (G6 - G8) and the Secondary School (G9 - G12). Each division has its own principal, who is responsible for the day-to-day running of his/her school. The three principals report to the School President.

The school campus sits on over 62,000 square meters of land in the Isa Town Educational Area, twelve kilometers away from Manama, the capital city of the Kingdom of Bahrain. The campus is divided geographically into two sections, Kindergarten and Elementary (KG1 - G5) and Middle and Secondary (G6 - G12).

The Middle School and the Secondary School has five buildings, including an indoor sports complex (Farouk Almoayed Sports Complex), a media center, five computer labs, three science labs, careers/universities lab, two meeting halls and sixty three classrooms, including four art spaces and one pottery space.

The indoor sports complex has a total area of 2,314 square meters. It houses a five-lane swimming pool, two basketball-sized courts (that



are also used for volleyball and badminton), a well-equipped fitness hall, a multipurpose hall, a class/meeting room and a first aid room.



The Sports facilities in the Middle and Secondary divisions of the school also include an outdoor mini soccer field and a multipurpose outdoor field . The outdoor field can be used as basketball and Tennis courts, two of each, and handball.

The Kindergarten and Elementary School has a 300 seater purpose-built auditorium, media center, four Music, Drama and Dance halls, three Art spaces, two Science labs, one ICT/STEM center, and a dining hall. There is a total of forty-four classrooms, fourteen of them are used by KG1 and KG2 students and thirty for G1 to G5.



The Kindergarten and Elementary sports facilities include four indoor sports halls and an outdoor mini soccer field.

## Media Centres

IKNS has two media centres, one is located in the Kindergarten and Elementary school and the second is in the Middle and Secondary schools (Fahad Abdulrahman Al Gosaibi Media Center).



The two media centres are committed to providing updated resources and advanced technology services that aid the learning and teaching processes, support the curriculum and satisfy the students' and faculty research needs helping them develop their research skills.



IKNS uses Destiny as its library management system. Through Destiny Library Manager, which is managed by Follett and accessed through the School's website, students and faculty members have access to a wealth of resources. Destiny Library Manager is a complete library management system that can be accessed from anywhere, 24/7, helping to strengthen the bond between the library, the classroom, and home.

The Kindergarten and Elementary Media Centre (K1 - G5) provides 36,317 collections, including 24,895 Title and 1700 audio-visual materials. Fahad Abdulrahman Al Gosaibi Media Centre (G6- G12) provides around 41,500 collections, including 37,834 books and 3,588 audio-visual materials.

The two media centres at IKNS also subscribe to a growing number of online resources, including e-books, educational platforms, such as World Book, Learning A-Z, Tumblebooks, Alef-ba-ta and I read Arabic, and online databases, such as Ebsco, Infobase Learning, JSTOR and Worldbook.

Each media centre has 24 computing devices and a Promethean interactive board for group research. In addition, Fahad Abdulrahman Al Gosaibi Media Centre provides 13 individual computer workstations for students to access the online resources and Destiny catalogue.

## Technology

The campus is fully wireless with connections available in several learning areas. All classrooms are equipped with Promethean Interactive Panels/boards. All teachers are issued Macbook laptops for their professional and personal use.



With regards to the students' computing devices, IKNS implements a 'Bring Your Own Devices' (BYOD) Policy for students in Grades 3 to 12. In Grades 3 to 5 (Upper Elementary), the students bring their devices when requested by their teachers, whereas in Grades 6 to 12, students are expected to bring their own computing device to school. Students in KG1 up to Grade 2 are not requested to bring their own devices. The School provides access to computing devices upon the teacher's request.

## Our Faculty

A diverse faculty, whether teaching in Arabic or English, provides a rich and supportive learning environment for students. There are 150 Teachers from K1 to G12, and over 30 Teaching Assistants serving in the Lower Elementary Section (KG1 - G2). The faculty is supported by a dedicated team of over 70 administrative, IT and support staff.



About a third of the faculty are Bahraini nationals, a third come from neighbouring Arab countries and a third come from the English speaking world, including Canada, Ireland, South Africa, UK and USA. Most of the Teaching Assistants are Bahrainis.

## Our Students



IKNS students come from families that greatly value education. Students can communicate fluently in Arabic and English from an early stage of their lives. They go on to complete their tertiary education in local, regional and international universities, including Bahrain, UK, USA, Canada and Arab countries, many gaining admission to prestigious institutions.

About 82% to 85% of the students are Bahrainis while the rest are mostly Arab nationals.

## The School Year

The school year extends into two semesters. Semester 1 starts in September and extends until the end of January. It is followed by an end of semester break. Semester 2 starts in February and ends in June. It is followed by the summer holiday.

The school year includes a minimum of 180 days of instruction. There is a winter vacation in December and short breaks in the middle of each semester. The school also closes on all Bahrain's official holidays. More information about the school year can be found on the Event Calendar.

## The Instructional Days

The instructional days are Sunday through Thursday. School begins at 7:45 am for students in all levels. Kindergarten students are dismissed at 12:30 pm, Elementary students (Grades 1 - 5) at 1:50 pm, and Middle and Secondary students (Grades 6 - 12) at 3:00 pm. Tuesday is an early dismissal day for students and is referred to as "Short Day". On the Short Day, the Elementary School students finish at 1:10 pm and the Middle and Secondary schools at 1:25 pm.

Faculty members from the different sections of the school make use of the Short Day for faculty and departmental meeting. Kindergarten and Elementary faculty plan their collaboration meetings from 2pm to 3pm, following the dismissal of the students, while Middle and Secondary Schools faculty members school set their collaboration meetings during the instructional days.

## A Commitment to Inclusion

IKNS extends learning for all students by creating an affirmative and responsive environment that considers students' identities and embraces learners diversity from a strength-based perspective. A learning community that values inclusion ensures that all students are offered equal and fair opportunities.

The partnership between home and school provides a collaborative foundation to support students' learning, growth, health and well-being and agency.

## Academic Integrity

IKNS is committed to academic integrity and strives to ensure that all IKNS learners and the school community are aware of the school's ethical codes, policies, procedures and the subsequent measures and consequences of breaching the academic integrity policy.

## The IB Learner Profile

The IB identifies ten personal traits that it refers to as the IB Learner Profile. The IB learner profile is at the core of the PYP, MYP and DP models. It aims to develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The IB's programmes aim to develop students according to the IB learner profile. The profile aims to develop learners who are:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”

Source: *The IB Learner Profile. International Baccalaureate, 2013, [www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf](http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf).*

## Approaches to Learning

Approaches to Learning (ATL) are skills and attitudes that all IB programmes aim to help students develop. These skills support the IB learner profile and enhance learning in school and beyond.

The IB summarizes ATL in five main categories that infiltrate all IB programs. The table below states the five categories of ATL and a few examples of each element:

Thinking Skills	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity and innovation</li> <li>• Transfer</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Writing</li> <li>• Presenting</li> <li>• Viewing</li> <li>• Non-verbal communication</li> <li>• Reading</li> </ul>
Social Skills	<ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Group decision making</li> <li>• Resolving conflict</li> </ul>

Self Management Skills	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Affective</li> <li>• Reflection</li> </ul>
Research Skills	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Media literacy</li> </ul>

Source: *Approaches to teaching and learning. International Baccalaureate, 2014, <https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/approaches-to-teaching-learning-dp-en.pdf>.*

## Approaches to Teaching

At the same time, the IB identifies six elements that are referred to as Approaches to Teaching (ATT). These six elements inspire the teaching process and pave the way for a better grasp of the Approaches to Learning five elements.

- Teaching through inquiry
- Teaching through concepts
- Teaching developed in local and global contexts
- Teaching focused on effective teamwork and collaboration
- Teaching differentiated to meet the needs of all learners
- Teaching informed by formative and summative assessment

Source: *Approaches to teaching and learning. International Baccalaureate, 2014, <https://www.ibo.org/globalassets/digital-toolkit/flyers-and-artworks/approaches-to-teaching-learning-dp-en.pdf>.*

## The Academic Programmes at IKNS

### The IB Primary Years Programme (PYP)

The IB connects a worldwide community of learners who celebrate a common humanity and share a belief that education can help to build a better and more peaceful world. Schools offering the Primary Years Programme (PYP) bring a shared commitment to the IB's mission through the learning community.

Ibn Khuldoon National School is a candidate school for the International Baccalaureate (IB) Primary Years Programme (PYP) and pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to improving the teaching and

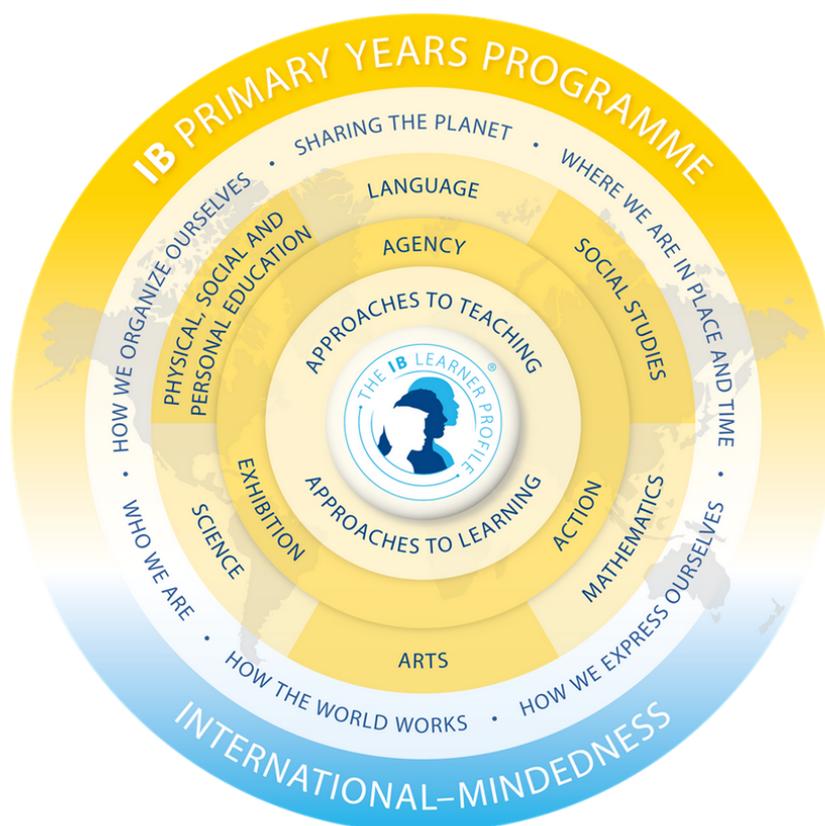
learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision.

### What does the PYP stand for?

PYP stands for Primary Years Programme. The PYP is for children aged 3 - 12 (KG1 - G5). It aims to nurture and develop young students as caring and active participants in a lifelong journey of learning.

Engaging learning environments that inspire the imagination and creativity of learners, and encourage the process of inquiry, action and reflection. These environments provide opportunities for emerging inquiries; students may take their learning in new and unexpected directions, developing and demonstrating the attributes of the IB learner profile.

### The PYP Curriculum Model



PYP programme model - © International Baccalaureate Organization 2018

The PYP curriculum model shows how the different aspects of the PYP fit together to develop the curriculum framework.

The PYP is an integrated curriculum that is relevant, challenging and engaging for learners from Kindergarten to Grade 5. It is an inquiry-driven, concept-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

## The Five Essential Elements of the PYP

There are five essential elements to the IB PYP curriculum. These are Concepts, Skills, Knowledge, Attitudes and Action. The table below introduces what each of them means.

Concepts	What ideas do we want students to explore?
Skills	What do students need to be able to succeed in a changing world?
Knowledge	What significant relevant subjects matter do we want students to know?
Attitudes	What fundamental values, feelings and beliefs do we want students to have?
Action	How do we want students to act?

Source: *Iborganization*. "Written Curriculum." *International Baccalaureate®*, 2005, [www.ibo.org/programmes/primary-years-programme/curriculum/written-curriculum/](http://www.ibo.org/programmes/primary-years-programme/curriculum/written-curriculum/).

## The First Essential Element: Knowledge

The PYP has six transdisciplinary themes that students investigate throughout the school year. These themes are globally significant and support the acquisition of concepts that are interconnected. The themes can be addressed in all subject areas, and can be applied to real life. They capture human commonalities that are significant and relevant across cultures, geographic regions, and student learning stages.

Who We Are	Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; and human relationships.
Where We Are in Place and Time	Inquiry into our orientation in place and time; personal histories; the discoveries and explorations of humankind; and the interconnectedness of individuals and civilizations.
How We Express Ourselves	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.
How We Organise Ourselves	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; and their impact on humankind and the environment.
How the World Works	Inquiry into the natural world and its laws, the interaction between the natural world and human societies; the impact of scientific and technological advances on society and on the environment.
Sharing the Planet	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; access to equal opportunities; and peace and conflict resolution.

Source: Iborganization. "PYP for Parents." International Baccalaureate®, 2005, [www.ibo.org/information-for-parents/pyp-for-parents/](http://www.ibo.org/information-for-parents/pyp-for-parents/).

## The Second Essential Element: Skills

The world in which we live is constantly changing and evolving. We, therefore, need to equip our students with sets of relevant skills that help them to thrive and adapt in any profession, challenges or situations they find themselves in.

The PYP identifies five categories of interrelated skills, that are referred to as Approaches To Learning (ATL), that aim to support the learning of students of all ages.

ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn. They are intrinsically linked with the attributes of the IB learner profile, aiming to enhance student learning and assist student preparation for life after high school.

## The Third Essential Element: Key Concepts

Concepts represent ideas that are broad, abstract, timeless and universal. The IB recognises eight key concepts that drive instructions through inquiry, questions, and investigation. The eight key concepts are as follows:

Form	What is it like?
Function	How does it work?
Change	How is it changing?
Causation	Why is it like this?
Connection	How is it connected to other things?
Perceptive	What are the points of view?
Responsibility	What is our responsibility?
Reflection	How do we know?

## The Fourth Essential Element: Attitudes

There are twelve attitudes we want students to value and exhibit. They are interwoven throughout every aspect of the curriculum.

Appreciation	Cooperation	Empathy
Integrity	Commitment	Creativity
Enthusiasm	Respect	Confidence
Curiosity	Independence	Tolerance

## The Fifth Essential Element: Action

Students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff, and the wider community.

These are student initiated responses to what they are understanding and learning about themselves and the world in which they live.

## **The PYP at IKNS**

The instructional programme at IKNS addresses four of the six transdisciplinary themes every school year in KG1 and KG2, and all six themes in grades 1 to 5.

Each transdisciplinary theme is introduced through a Unit of Inquiry (UoI) that carries the same title as the transdisciplinary theme itself. Hence, in each school year, KG1 and KG2 students study four Units of Inquiry, and students in grades 1 to 5 study six Units of Inquiry.

In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs. Students inquire, question, wonder and theorize about themselves, others and the world around them. They are keen observers and explorers.

Since the development of mother tongue language is crucial for maintaining cultural identity, we believe that education in mother tongue language, particularly in the early years of schooling, is vital for concept formation as well as literacy and numeracy attainment.

From KG1 up to Grade 2 (the Lower Elementary), the Unit of Inquiry (UoI) is taught in Arabic, while English is offered as a subject. The UoI includes Science, Social Studies, Mathematics and Arabic, and is taught by specialist homeroom teachers and English is taught by native English speaking teachers. In addition, students attend specialist lessons for Visual Arts, Performing Arts, Physical, Social and Personal Education, Math skills and Library research skills, as well as Islamic Studies, National and Social Studies, as per the requirements of the Bahrain Ministry of Education.

In Grades 3, 4 and 5 (the Upper Elementary), the UoI is taught in English, while Arabic is taught as a subject. Similar to the Lower Elementary, the UoI in the upper Elementary includes Science, Social Studies, Mathematics and English, and is taught by specialist homeroom native English speaking teachers and Arabic is taught by specialist teachers. In addition, students attend specialist lessons for Visual Arts, Performing Arts, Physical, Social and Personal Education, Math skills, ICT skills and Library research skills, as well as Islamic Studies, National and Social Studies, as per the requirements of the Bahrain Ministry of Education.

Adequate access to digital technologies is increasingly important to support student inquiries as they develop in the classroom or other learning spaces. ICT and computing skills are incorporated within the different subjects from KG1 to Grade 5. In addition, students in Grades 3, 4 and 5 attend one lesson per week focusing on main ICT and computing skills.

## Assessment in PYP

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Formative Assessments are ongoing and Summative Assessments are taken at the end of each unit. Grading is based on levels 1-5. Detailed information about assessment at IKNS can be found in the KG and Elementary Assessment Policy.

## Level Descriptors

Levels	Descriptors
1	A limited understanding of the learning objectives. The student has difficulty applying the required knowledge and skills.
2	A partial understanding of the learning objectives. The student applies some of the basic elements of the required knowledge and skills.
3	A satisfactory understanding of the learning objectives. The student applies the appropriate knowledge and skills in familiar classroom situations.
4	A good understanding of the learning objectives. The student competently applies the required knowledge and skills in a wide variety of situation
5	A thorough and consistent understanding of the learning objectives. The student independently applies and transfers the knowledge and skills in a variety of classroom and real world situations. The student always produces work of a high standard.

## The IB Middle Years Programme (MYP)

### What Is the MYP?

MYP stands for Middle Years Programme. It is “designed for students aged 11 to 16 (G6 - G10). It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement-essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges and requirements of the IB Diploma Programme (DP)”.

Source: “The IB Middle Years Programme.” *International Baccalaureate, 2015, [www.ibo.org/globalassets/digital-toolkit/brochures/myp-programme-brochure-en.pdf](http://www.ibo.org/globalassets/digital-toolkit/brochures/myp-programme-brochure-en.pdf).*

“The MYP ensures breadth and depth of understanding through study in eight subject groups. Addressing the intellectual, social, emotional and physical well-being of students holistically, the MYP prepares them to take principled action by participating in service within the community and requiring study of at least two languages (at IKNS they are English and Arabic languages) to support the understanding of their own culture and those of others.

MYP students also engage with big ideas, rather than simply memorizing facts in order to prepare for exams. As a result, they develop learning skills that they can rely on throughout the course of their independent, purpose-driven lives.”

*Source: “The IB Middle Years Programme at a Glance.” International Baccalaureate, 2016, [www.ibo.org/globalassets/digital-toolkit/brochures/1703-myp-at-a-glance-en.pdf](http://www.ibo.org/globalassets/digital-toolkit/brochures/1703-myp-at-a-glance-en.pdf).*

Ibn Khuldoon National School is a candidate school for the International Baccalaureate (IB) Middle Years Programme (MYP). The School is expected to apply for Authorization during the 2020-2021 school year.

## **Global Contexts**

These are the links to “real world” applications of academic content. There are six designated MYP contexts: Identities and relationships, Orientation in space and time, Personal and cultural expression, Scientific and technical innovation, Globalization and sustainability, and Fairness and development.

In Grade 10 (MYP5), student’s inquiry into one, personally chosen Global Context is assessed through the Personal Project. The Personal Project is a significant body of work produced over an extended period. It is a product of student initiative and should reflect their experience of the MYP and their ATL skills development.

## **MYP Projects**

Students will also have the opportunity to engage in both a community project and a personal project. The community project and the personal project are known together as MYP projects. At IKNS, the Community Project is done in the third year of the programme (G8) and the Personal Project in the fifth year of the MYP (G10).

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate Approaches to Learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners.

## **Service As Action**

In Grades 6-10 (MYP1-5), students participate in service-based activities where they have to take action. Activities vary by grade level/MYP year and students will be given opportunities to take part in group projects, school-based projects, on a voluntary basis and self-initiated projects. The aim is for students to use and build upon their own interests

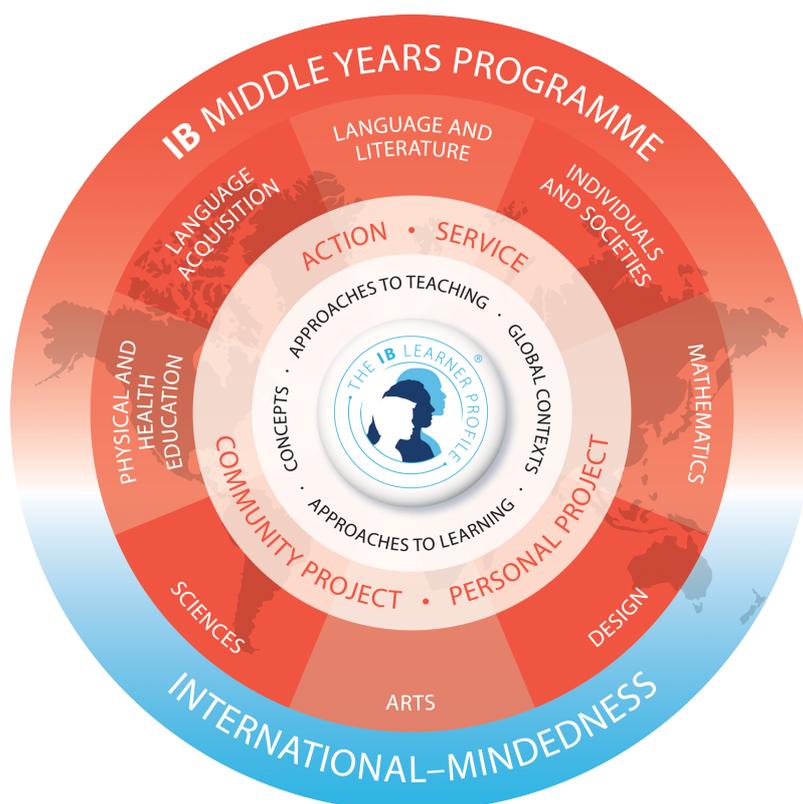
and experiences to come up with solutions, think critically and creatively, build on their ATL skills and become more involved in their community and beyond.

## Approaches to Learning Skills

Approaches to Learning (ATL) skills help students effectively manage and evaluate their own learning. ATL skills (Communication, Social, Self-management, Research and Thinking) are not always formally assessed; however, such skills are taught in each unit of study to emphasize the importance of reflection on learning how to learn.

ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. They help students prepare for, and demonstrate learning through, purposeful and meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning.

## The MYP Programme Model



MYP programme model - © International Baccalaureate Organization 2018

In the MYP, teachers organize the curriculum collaboratively, designing and implementing a concept-driven curriculum. The MYP Curriculum Model comprises eight subject groups.

These are:

- Language Acquisition
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health education
- Design

### Assessment In the MYP

In each of the eight subject groups, the progress of students is assessed against four subject specific MYP criteria. (See Table 1 below)

While the eight subject groups are taught and assessed separately, students will have the opportunity to engage in one unit of study, yearly, that combines two or more subject groups - the Interdisciplinary Unit (IDU).

**Table (1): MYP Criteria per Subject Group**

MYP Subject Group	Category A	Category B	Category C	Category D
<b>Language and Literature</b>	Analysing	Organising	Producing text	Using Language
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of Science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying Mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding

<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP Year 5</b>				
The Interdisciplinary Unit (e-assessment)	Evaluating	Synthesizing	Reflecting	
The MYP Project	Investigating	Planning	Taking action	Reflecting

Each subject specific MYP criterion is assessed on a 0 - 8 Achievement Level scale, yielding a total score of 32 for each subject. All MYP subjects share the same 0 - 8 Achievement Level scale. However, the achievement levels descriptors differ from one subject to another reflecting the specific nature of the subject itself.

Teachers, within their taught subjects, will assess the achievement levels of their students for one or more criteria in every assessment task. When the assessment task covers more than one criterion, teachers will assess the student's achievement level in each criterion independent of the others. The student will be allocated a 0 - 8 score per assessed criterion. For every assessed criterion, teachers define the different achievement levels (from 0 to 8) using descriptors that best illustrate and represent each level for that specific criterion. They start with level 0, until they reach a descriptor that describes an achievement level that the work being assessed has not been attained. The work is therefore best described by the preceding descriptor. This assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

The four MYP criteria will be progressively assessed over the course of the semester. Each of the four criteria will be assessed at least twice yearly in every subject. However, it is important to note that not all of the four criteria will necessarily be assessed in each grading period for every subject. In such a case, no Level of Achievement will show in the student's mid-semester progress report (November) for that unassessed criterion. By the end of the semester, teachers will be able to assess all four criteria, which then will be reflected in the end of semester report.

For teachers to “determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment.

The judgments will reflect the teacher's professional opinion on the achievement level of each student in each of the criteria at the end of the marking period or year. In gathering the evidence for the judgment to be made, teachers will analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period, paying particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.”

Source: "International Baccalaureate Middle Years Programme Award." International Baccalaureate, 2016, [www.ibo.org/globalassets/digital-toolkit/brochures/1702-myp-brief-awards-en.pdf](http://www.ibo.org/globalassets/digital-toolkit/brochures/1702-myp-brief-awards-en.pdf).

While the achievement levels of students per criterion are assessed using a 0 - 8 scale, yielding to a maximum score of 32 for every subject, the Overall Subject Grade of the students in the subject itself is reported using a 1 - 7 scale.

Table 2 provides a means of converting the total criteria score per subject (Out of 32) into an Overall Subject Grade based on a scale of 1–7.

Total Score in the four criteria per subject	Overall Subject Grade	Overall Subject Grade Descriptors
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.

28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.”
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Source: “International Baccalaureate Middle Years Programme Award.” International Baccalaureate, 2016, [www.ibo.org/globalassets/digital-toolkit/brochures/1702-myp-brief-awards-en.pdf](http://www.ibo.org/globalassets/digital-toolkit/brochures/1702-myp-brief-awards-en.pdf).

## The IB Diploma Programme (DP)

Ibn Khuldoon National School has been affiliated with the International Baccalaureate since September 1990. The first group of IKNS graduates sat for the IB Diploma Programme (IBDP) examinations in May 1992.

The IBDP gives students in grades 11 and 12 a rigorous and balanced education that opens the doors for admission to the top universities around the world. It is a two-year programme ending with external examinations.

### The IBDP Programme Model



Diploma programme model - © International Baccalaureate Organization 2018

The curriculum is made up of three DP core elements and the six subject groups. The three DP core elements aim “to broaden the student’s educational experience and challenge them to apply their knowledge and skills.

### **The three core elements are:**

- Theory of Knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The Extended Essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, Activity, Service, in which students complete a project related to those three concepts.

### **The six subject groups are:**

- Studies in Language and Literature
- Language Acquisition
- Individuals and societies
- Sciences
- Mathematics
- The Arts

*Source: Iborganization. “DP Curriculum.” International Baccalaureate®, 2005, [www.ibo.org/programmes/diploma-programme/curriculum/](http://www.ibo.org/programmes/diploma-programme/curriculum/).*

### **Languages in the IBDP**

Languages in the IBDP are categorised into two subject groups, allowing students to study two languages at different levels of mastery. An IBDP student must study one Language from the subject group (Studies in Language and Literature). The student can choose his/her second language from the same subject group (Studies in Language and Literature) or from the second language group (Language Acquisition). IBDP Students who study two language courses from the language subject group (Studies in Language and Literature) receive the prestigious bilingual IB diploma.

### **The IBDP at IKNS**

IKNS students have the opportunity to participate in the IBDP on two levels:

1. An IBDP candidate - this means completing the six subjects (with three or four subjects at the higher level) as well as the core elements of the IBDP
2. A Course candidate - students can select a single or several DP subjects at either higher or standard level

Students opting for the IBDP select three (or four) subjects at the Higher Level (HL) and three (or two) subjects at the Standard Level (SL), including:

- Two languages: One of them must be from the Studies in Language and Literature subject group. Languages offered at IKNS are Arabic and English.
- Mathematics
- A Science
- An Individuals And Societies subject
- A sixth subject, which could be an Arts subject, or another Science or Individuals and Societies subject.

### Higher and Standard Level Courses

Higher Level (HL) courses require 240 hours to be covered. They provide students with in-depth preparation for their university studies. UK universities treat HL courses as equivalent to A-levels. While Standard Level (SL) subjects require 150 hours to be covered. They provide students with breadth and a well-balanced education.

IKNS allocates five hours (lessons) per cycle (1 cycle is 6 school days) for HL courses over Grades 11 and 12, while SL courses are allocated four hours in Grade 11 and three hours in Grade 12.

IBDP students have three teacher-supervised Study Periods in grade 11 which they use for managing the demands of the programme. This includes organizing their Extended Essay, Internal Assessments, reading and working on assignments, and later on, working on college applications and personal statement, among other things. The teacher-supervised Study Periods is time provided to students to develop their Approaches to Learning Skills.

Grade 12 students continue to have three teacher-supervised study periods, and also have two free periods. During the free periods, students may use the Media Centre, the Career Lab or the Students' Lounge for private study.

HL courses have an added value of 1.5 GP and SL courses have an added value of 1.0 GP. When calculating a student's annual average 15% is added to an HL average and 10% is added to an SL average.

### IBDP subjects offered at IKNS

<u>Subject group 1</u> Studies in Language and Literature (Language A)	Arabic Language and Literature SL Arabic Language and Literature HL English Language and Literature SL English Language and Literature HL
<u>Subject group 2</u> Language Acquisition (Language B)	Arabic B SL Arabic B HL English B SL English B HL

<u>Subject group 3</u> Individuals & Society	Economics SL Economics HL Business & Management HL Psychology SL Psychology HL History SL Information Technology in a Global Society SL
<u>Subject group 4</u> Sciences	Biology SL Biology HL Chemistry SL Chemistry HL Physics SL Physics HL
<u>Subject group 5</u> Mathematics	Mathematics Analysis & Approaches HL Mathematics Analysis & Approaches SL Mathematics Applications & Interpretation SL
<u>Subject group 6</u> The Arts	Visual Arts SL Visual Arts HL

## Theory of Knowledge

Theory of Knowledge (ToK) is one of the three core elements of the IBDP. It is a course in which students reflect on the nature of knowledge and on how we know what we claim to know.

TOK at IKNS is allocated two periods per cycle over the two-year programme. Students submit their ToK Presentations in the second semester of Grade 11, and submit their ToK Essay on one of the Prescribed Questions in the second semester of Grade 12. Subject teachers are encouraged to discuss relevant TOK questions in their subject classroom to enrich the experience of students and help them appreciate how knowledge is created in each subject.

## The Extended Essay

The Extended Essay is one of the three core elements of the IBDP. It is an independent research in a subject of the student's choice that leads to a 4000-word essay.

The Extended Essay process extends from November of Grade 11 to November of Grade 12 at IKNS. The student selects the subject and topic he/she is interested in and works on a concise research question. Based on this he is assigned a member of staff as a supervisor. The supervisor supports the student in refining the research question, finding suitable sources, deciding on the methodology of the research and ensuring the authenticity of the work.

Students at IKNS have one period per cycle allocated to Extended Essay work in Grade 11. They receive guidance on academic writing and familiarize themselves with the subject specific requirements before deciding on their own research topic and question.

IKNS students have engaged in interesting extended essays in most subjects areas. These essays are made available to read in the library.

## **Creativity, Activity, Service**

Creativity, Activity, Service (CAS) is one of the three core elements of the IBDP in which students engage over the two years of the programme in activities related to creativity, activity and service. In addition to these activities, IBDP students are required to work collaboratively to complete a CAS related project.

The Creativity aspect of CAS entails exploring and extending ideas leading to an original or interpretive product or performance. The Activity aspect entails physical exertion contributing to a healthy lifestyle, and Service entails collaborative and reciprocal engagement with the community in response to an authentic need.

CAS paves the way for students to learn through experience and balances the academic pressures of the DP. It encourages students to develop their skills, work collaboratively on shared goals and be actively involved in the local, national and global communities.

IKNS students engage in a variety of activities within the school that are recognised as CAS related activities and projects. These include involvement in after school clubs, societies and activities. IKNS provides a wide variety of activities that suit the different students' talents and interests, and provide new learning experiences for them. Activities include the Honor Society, Student Congress, Go Green, MUN, Tradequest, Injaz, Arabic Magazine, Yearbook Club, Heritage Club, Leadership Club, Basketball, Volleyball, Soccer, Track and Field, Badminton, Tennis, Table Tennis, Handball. They participate in competitions, organize charity events and propose initiatives for improvements around school and beyond.

Students also participate in clubs and activities outside school and volunteer to work with less advantaged groups both nationally and internationally.

## **IBDP assessment**

IBDP students sit for cumulative examinations in the six subjects at the end of the second year of the programme and receive an IB Diploma from the International Baccalaureate.

The IB Diploma score is out of 45 total possible points.

Each of the six subjects is graded on a scale of 1-7. The grade is decided based on three or four components for each subject. The majority of components are externally assessed by IB examiners.

Each subject has one internally assessed component that the student completes over the two year programme with the guidance of his/her teacher. This component is marked by the teacher and a sample of work is selected and moderated by an IB Examiner which may lead to an adjustment of the marks.

The Extended Essay and TOK are graded on a scale of A-E giving up to 3 diploma points according to the matrix:

		THEORY OF KNOWLEDGE				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing Condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Source: "Understanding DP Assessment." *International Baccalaureate, 2018*, [www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf](http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf).

### IBDP Mock Examinations

These are practice IB examinations that students at IKNS sit in April of their graduating year. Teachers prepare papers that match the length and style of the IB exams. The mock exams are marked by IKNS teachers and the IB subject boundaries are used to decide on the student's grade in the subject. These exams replace the semester exams in the second semester of Grade 12.

### IBDP External Examinations

IB External examination take place in May, and the IB results are issued on 5th July and the official documents arrive in school at the end of August.

### IBDP Achievement Levels

The IKNS Assessment Policy links the IBDP Achievement levels (1 - 7) to percentage grades according to the table below.

IB Grade	Descriptor	Percentage Grade
7	Excellent performance	90 – 100%
6	Very good performance	80 – 89%
5	Good performance	70 – 79%
4	Satisfactory performance	60 – 69%
3	Mediocre performance	50 – 59%
2	Poor performance	40 – 49%
1	Very poor performance	0 – 39%

The following conditions would lead to failing the Diploma:

- Candidate is found guilty of academic misconduct

- Obtaining less than 24 diploma points
- Obtaining less than 12 points in three HL subjects
- A grade is not awarded for one or more subjects, TOK or EE (for example for missing an examination)
- A grade E is obtained on TOK or EE
- A grade 1 is obtained in a subject
- Not completing CAS

Source: "Understanding DP Assessment." *International Baccalaureate, 2018*, [www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf](http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf).

## **University Recognition**

The IB Diploma is seen as excellent preparation by most universities around the world.

In the UK, Ireland and Australia the IB Diploma allows the student to move directly to the first year of a university course based on meeting conditional offers with their IB results. Without the IB Diploma the student has to complete a foundation year before starting the university course.

US and Canadian universities often give credit to specific IB subjects especially if a student obtains a grade 5 or above. The subjects and grades awarded credit vary between different universities and courses of study.

## **The American High School Diploma Programme**

IKNS students who select the American High School Diploma (AHSD) Programme study six major courses in Grade 11 and six major courses in Grade 12. These courses must include Arabic, English and Mathematics. Courses offered as part of the AHSD programme are one year courses and students select new courses for Grade 12. Students select their courses at the end of Grade 11.

Students in the AHSD programme sit for internally prepared exams at the end of Semester 1 and Semester 2 in Grade 11 and Grade 12. These exams cover the material taught in that particular semester.

IKNS students in the AHSD programme can also select one or more IBDP subjects to study. In this case, the student will sit for the IBDP external exam(s) that covers the material taught over the course of the two years.

## **Courses offered in the AHSD Programme**

IKNS offers a wide range of courses for students enrolled in the AHSD programme. The table below is an example of AHSD programme courses offered in one school year.

Subject	Course	Grade Level	
Arabic	Arabic, High School	G11	G12
	Arabic Core Level, High School	G11	G12
English	IB English Language and Literature, HL & SL	G11	G12
	IB English B, HL & SL	G11	G12
	English, Core Level	G11	G12
Social Studies	History, High School	G11	-
	Business Organization & Marketing, High School	G11	-
	Accounting & Management, High School	-	G12
	Microeconomics, High School	G11/12	G11/12
	Macroeconomics, High School	G11/12	G11/12
	Psychology, High School	-	G12
	Global Issues, High School	-	G12
	IB Economics, HL & SL	G11	G12
	IB History, SL	G11	G12
IB Business & Management, HL	G11	G12	
Science	Biology, High School	G11/12	G11/12
	Chemistry, High School	G11/12	G11/12
	Physics, High School	G11/12	G11/12
	Forensic Science, Core Level	G11/12	G11/12
	Environmental Studies, High School	G11/12	G11/12
	IB Biology, HL & SL	G11	G12
	IB Chemistry, HL & SL	G11	G12
	IB Physics, HL & SL	G11	G12
Mathematics	Mathematics, High School	G11	G12
	Mathematics, Core Level	G11	G12
	IB Mathematics Applications & Interpretation, SL	G11	G12
The Arts	Art, High School	G11/12	G11/12
	Pottery, High School	G11/12	G11/12
	Art Sculpture, High School	-	G12
	IB Visual Arts HL & SL	G11	G12

## Course Selection

Students are advised to select their courses based on their interests, abilities and skills in different subjects, and the requirements for the courses they are considering at the university level. The school publishes a list of prerequisites (course and grade required to pursue a course in Grade 11) to help students in selecting the courses they qualify for. Students achieving a GPA above 2.70 are encouraged to consider enrolling in the IB Diploma Programme. Courses are arranged in six scheduling blocks, one set for students following the IB Diploma Programme and another for students selecting the American High School Diploma programme. Students select one course from each block. The blocks are modified when possible to meet the majority of students' preferences.

The College Counselor and IB Coordinator hold several orientation meetings with the Grade 10 students in February to discuss all these considerations. Heads of Departments also visit Grade 10 classes to explain their departments' subject offerings in Grade 11 and answer any questions the students have.

### **Graduation Requirements:**

All students need to satisfy the Ibn Khuldoon National School Graduation Requirements.

In order to be eligible for graduation, IKNS students must have a record of regular attendance and acceptable discipline. The total number of credits attempted (G9 to G12) is 29.75 credits. The minimum credits required for graduation is 27.75 credits. A student may graduate with one credit less in major subjects (other than Arabic and English) and one credit less in minor subjects (other than Islamic Studies).

*IKNS Students must have earned the following credits in grades 9-12:*

#### Major subject credits:

- 4.0 credits in Arabic
- 4.0 credits in English
- 3.0 credits in mathematics (at least)
- 3.0 credits in Science (at least)
- 3.0 credits in Social Science (at least)

#### Minor subject credits:

- 2.0 credits in Islamic Studies (for Muslim Students)
- 2.0 credit of National Social Studies (1.0 credit for IB students)
- 2.0 credits of Physical Education (for eligible students)
- 0.5 credits of grade 9 electives
- 1.0 credit of Theory of Knowledge (IB students only)

#### 6.0 credits selected from:

- Science
- Social Studies
- Art
- Computing Studies

### **College Placement and Career Guidance**

Grade 12 students have a semester course of college placement and career guidance. During this course students research university courses, their entry requirements and

application deadlines. They also prepare personal statements, complete and submit letters of application forms and work on portfolios (if required).

The College Counselor holds two College Nights every year where parents and students are informed about the requirements and application processes to universities in different countries. These events are open to Grades 10, 11 and 12. Parents and students can also arrange a meeting with the College Counselor at any time.

Career Day is held every year where IKNS alumni and other members of the community working in different fields visit the school and speak to interested Grade 11 and 12 students about their university studies and professions, and answer the students' questions.

For students in Grades 9 and 10, Career Day involves visiting an institution to see the workplace first hand. Examples of institutions that students visit are law firms, banks, hospitals, architecture firms, marketing agencies, government offices, and telecoms.

University representatives from several universities around the world visit IKNS every year to meet with interested students, and several college fairs are held at school.

Grade 10 and 11 students sit for the PSAT every year which is a practice version of the SAT. Analysis of the PSAT results provide indicators to student's command of English reading, comprehension, writing and Mathematics.

<b>School President</b> Dr. Kamal Abdel-Nour	
<b>Programmes Offered</b>	
IB Diploma Programme (IB DP) Authorized in 1990	IB DP Coordinator Ms. Roula Barghout
American High School Diploma (AHSD)	HS Coordinator/College Counselor Ms. Reem Ahmadi
IB Middle Years Programme (IB MYP) Candidate School since July 2019	IB MYP Coordinator Ms. Mervat Awamleh
IB Primary Years Programme (IB PYP) Candidate School since July 2018. IKNS is currently in the Authorization phase	IB PYP Coordinator Ms. Rosy Johnson
<b>School Information</b>	
<b>Address</b> Building 161, Road 4111, Area 841, Isa Town Kingdom of Bahrain Tel +973 17780661 Fax +973 177689028	
<b>Email</b> <a href="mailto:hr@ikns.edu.bh">hr@ikns.edu.bh</a>	
<b>Website</b> <a href="http://www.ikns.edu.bh">www.ikns.edu.bh</a>	

## Ibn Khuldoon National School Facts Sheet

Year Established	1983
Accreditation Agency	MSA (Since 1994)
IB Diploma Programme	Authorized in 1990
IB Primary Years Programme	Submitted request for Authorization
IB Middle Years Programme	Candidate Phase
School Type	Coeducational, Day Private Non-Profit
Language of Instruction	Bilingual, Arabic English
Total Enrolment	1,677
Kindergarten Enrolment	281
Elementary School Enrolment	641
Middle School Enrolment	335
Secondary School Enrolment	420
Average percentage of Bahraini Students	82% - 85%
Student Age Range	KG1 -G12 (4 - 18 years)
Percentage of Annual Students Turnover	3%
Average Student/ Teacher Ratio	9:1 (including TA), 11:1 (Excluding TA)
Number of Faculty	180, including 30 Teacher Assistants (TA)
Percentage of Faculty Turnover	8% - 12%
School Fees	BD2,730 -BD4,745 (\$7,280 - \$12,653)
Operating Budget	BD6,000,000 (\$16,000,000)
Number of Board of Trustees	20 voting, 4 ex-officio
Number of Board of Directors	8 voting, 1 exofficio