

Truly different.



International School



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Accreditation



The Decision of the Ministry
of Education, Science and
Technological Development
of the Republic of Serbia no.
022-05-203 / 2018-07, of 25
August 2020

The Decision of the Ministry of
Education, Science and
Technological Development of
the Republic of Serbia no. 022-
05-00036 / 2015-03, of 14
March 2016

Cambridge International
School EA034
of 29 February 2016





International
School

Mission and Vision

Quality education and our students' progression is the best confirmation of our success. This is why International School's primary motivation and mission is to **help its students become citizens of the world** whose knowledge, ideas and actions will make them successful people and **role models** for future generations.

Quality education as the key to **success** gives us the ability to properly perceive the world around us, to make the **right decisions** and to use our opportunities in the best possible way. This is why our mission is to give our students **strength** and **wisdom** to **change the world** for the better through their decisions. Having a vision that our school is a place where **new ideas** are born, **talents** nourished and **knowledge** improved, we would like to encourage our students and parents to join us in our **common efforts** and share with us the joy of **success**.

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Values we cherish

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Students come to our school not because they have to, but because they want to, which is of paramount importance to us. This is why we try to furnish this environment with conditions for learning and socialising which reflect the values that we cherish.

Although modern when it comes to teaching methodology and use of technology, our high school has remained true to traditional moral values. At our school, all students are equal, regardless of sex, financial status, nationality or religion, and we pay special attention to respecting human rights and nourishing friendship.

We hold that it is a great value to be just, fair and truthful, because that is the way to build a responsible relationship toward oneself and others.

Developing the awareness of self, our students develop self-initiative, capability of making a self-assessment and expressing one's own opinion.

.....

We encourage them to build their opinions, beliefs and value system through cultivation of personal and national integrity, but we also encourage openness to multiculturalism and preserving the world's cultural heritage. International School is a healthy environment in ecological as well as ethical sense. We encourage our students to develop and practice healthy lifestyles, the awareness of the importance of one's health and safety, as well as the need for nurturing and developing one's physical abilities.

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It is important to us that our students accept healthy habits, to become environmentally aware, and to contribute to the protection and preservation of nature and environment through responsible actions. We see our students in the future as citizens of the world: educated, modern, successful and, above all, responsible. And that is the way our school makes them.



Curriculum Principles

- The school curriculum should deliver a **broad, balanced, coherent and consistent programme** of horizontal and vertical learning with clear and smooth progression routes designed for the needs of all learners.
- The curriculum supports the **development of learners and teachers** who are confident, responsible, reflective, innovative and engaged.
- Each subject curriculum should be designed to provide learners and teachers with **inspiring and relevant content** and an appropriate breadth of subject knowledge and skill development appropriate for the learners' developmental stage.
- The school curriculum should recognise the **language background** of learners and provide them with the **support** they need to access the curriculum.
- Assessment has a number of purposes that are essential to the educational process. These include **formative assessment for learning** (providing feedback in support of the learning process), and summative assessment (determining a learner's level of performance).
- Clear and meaningful **educational standards** are essential to ensure accurate measurement of progress and achievement and allow for international benchmarking and comparability.
- The **quality of teaching** is a critical determining factor in learner development.
- **Reflective practice** supported by **professional development** is an essential and continuous part of a teacher's life.
- The pedagogy required to enable learners to achieve their maximum performance using international curricula and assessments is based on **active learning**.
- **Strong leadership** is a necessary condition for school improvement and curriculum development.
- Curriculum development involves an **ongoing process** of evidence gathering and evaluation.





IGCSE CAMBRIDGE INTERNATIONAL

Cambridge International qualifications provide the learners with challenging and inspiring curricula that are deliberately designed to raise achievement and improve outcomes for all learners.

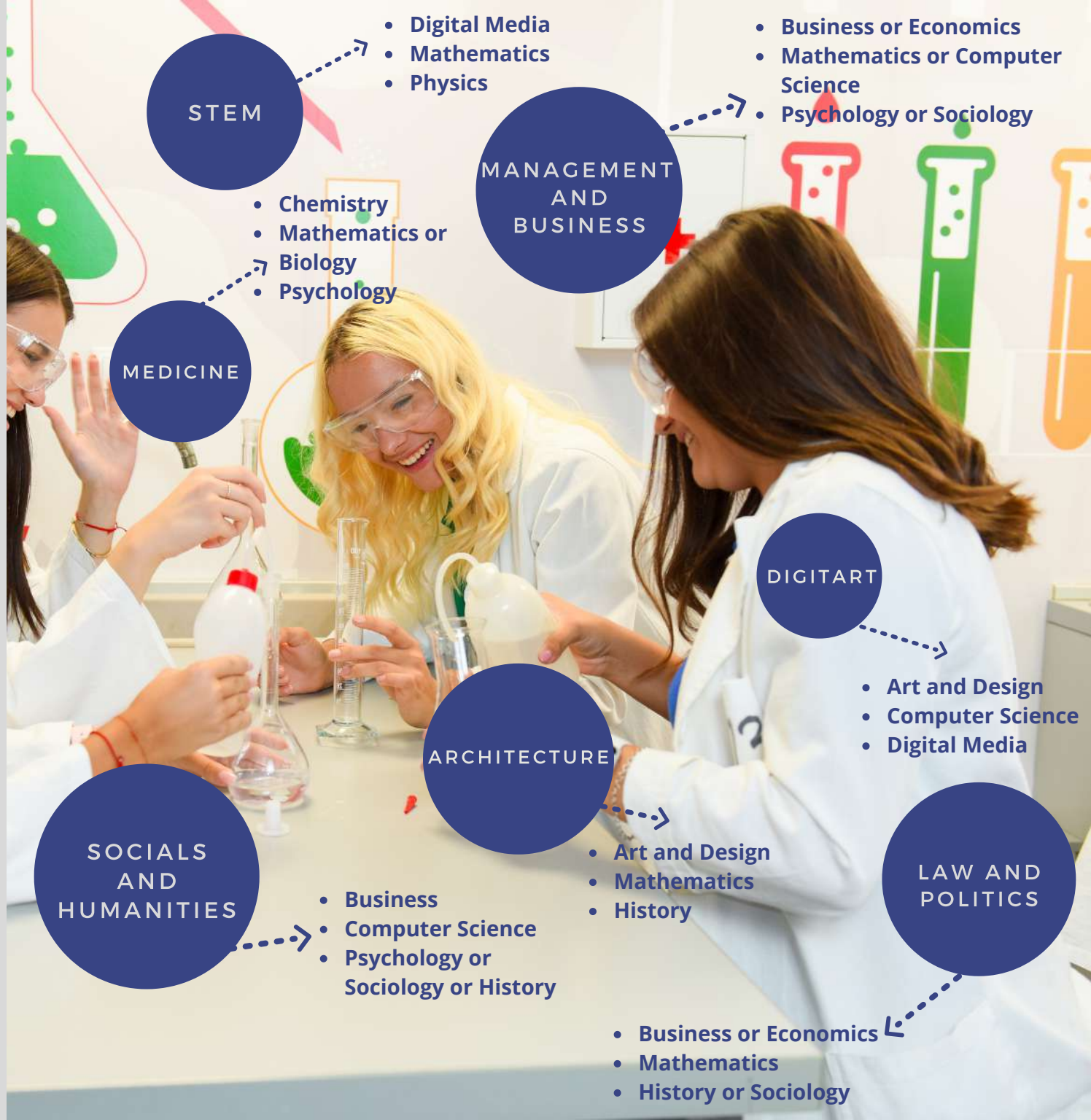
In Years 10 and 11, the students have to attend seven mandatory IGCSE subjects. Cambridge IGCSE is adapted to the students' different levels of knowledge, educational needs and abilities, especially for those whose mother tongue is not English.



ADVANCED CAMBRIDGE INTERNATIONAL

In Years 12 and 13, students choose the A-level subjects which are relevant to their interests and supportive to their further education. With this in mind, we have carefully created A-level bundles in order to offer concrete pre-uni preparation in the areas of our students' interests.

Mandatory subjects English Language and Global Perspectives and Research represent the core of each subject bundle.





SCHOOL EVALUATION DOMAINS AND STANDARDS

The School's Mission and Educational Values

- The school has a clear mission and vision statement underpinned by its educational values.
- The culture of the school focuses strongly on student growth and the realisation of their potential in all areas of development.
- The actions of the school leaders and teaching staff are consistent with the school's values and articulate a purpose for learning that aligns with the school's philosophy.
- The school promotes intercultural understanding, celebrates diversity and fosters internationally minded people who embody all attributes of the learner profile within school.

- The school's pedagogical leadership team has the appropriate knowledge, skills and experience to lead the school in a way that promotes high-quality educational programmes and activities for all students and tracks individual growth.
- The school develops, implements and regularly reviews all the regulations, policies and guidelines to support quality educational programmes' implementation and ongoing development.
- The school culture is inclusive and supports all students and staff in their learning and development by identifying and providing appropriate learning support.
- The school fosters the social, emotional and physical well-being of its students and teachers.
- All members of staff are supported through a performance and development programme which focuses on continuous improvement.
- The leadership team has a clear process for evaluating programmes and developing school-wide improvement strategies.
- The school funds and allocates relevant human, natural, built and virtual resources that sustain and further develop the quality of its educational programmes.
- Students have access to up-to-date technology tools and resources to enable quality learning.
- The school uses resources sustainably and in turn encourages students to take responsibility for the local and wider environment in which they live.
- The school fosters the social, emotional and physical well-being of its students and teachers.

School Management, Systems and Resources



SCHOOL EVALUATION DOMAINS AND STANDARDS

School Community Engagement

- School parents are actively engaged in the life of the school and have regular opportunities to contribute their knowledge and expertise.
- Parents receive regular reports about the progress of their child/ren in academic domains as well as other areas of development.
- Parents are perceived as co-partners in their child/ren's learning.
- The school engages with and mobilises relevant individuals and groups within the community and welcomes them as co-contributors to the life of the school.

Effective Approaches to Teaching and Learning

- The school's written curriculum is fully articulated and made available to the school community.
- The school is committed to an ongoing and rigorous review of its academic programme to ensure quality outcomes for all.
- Teachers and teaching are of an excellent quality and are enhanced by systematic, high-quality professional development opportunities and collaborative practices.
- The teaching and learning programme caters effectively for individual student needs.
- Students at the school actively develop reflective thinking, research, communication, social and self-management skills.
- Students demonstrate behaviours and attitudes that are consistent with the school's mission and values.
- Students exercise the perseverance and confidence they need to bring about positive change in the school and wider community.
- The school's curriculum is horizontally and vertically aligned with the students' development and needs.
- Teachers use inquiry, action and reflection to develop natural curiosity in students, develop their ideas and promote effective relationships and purposeful collaboration to create a positive and dynamic learning community.
- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.
- Students and teachers use feedback to improve teaching, learning and assessment.
- The school uses and administers formative and summative assessment methods that are varied and fit-for-purpose and stated learning and assessment objectives consistently, fairly, inclusively and transparently.

Risk-takers

International School's students always feel empowered to take a risk and be determined to succeed. They are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others – locally and globally.

Learner attributes



Open-minded and caring communicators

By discussing different global issues, our students are encouraged to value other people's opinions, beliefs and traditions. Through a holistic approach to learning, our students develop international mindedness and multiculturalism. Even in different languages - we all speak to each other clearly and with respect.

Principled inquirers

Being a student of the International School also means to nurture morality in everyday life, as well as on their academic pathway. The School's Code of conduct, regulations and academic honesty principles prepare our students to become responsible citizens of the world.

Reflective and balanced

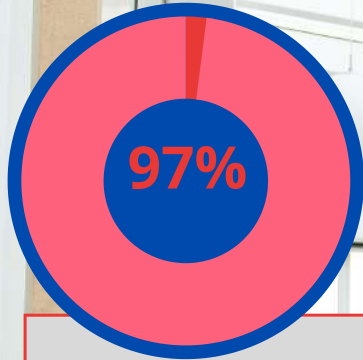
The International School students are empowered to reflect on their academic and social development and to regulate their own pathway accordingly. Our students reflect on their own work and implement strategies to balance their academic success and extracurricular activities.

Knowledgeable thinkers

Being the active learners in many interdisciplinary lessons and project-based activities, our students developed a unique set of skills, reflective thinking and critical approach to the issues that happen locally, as well as globally.



Students' Evaluation of Teaching



students satisfied with
teaching in the
International School

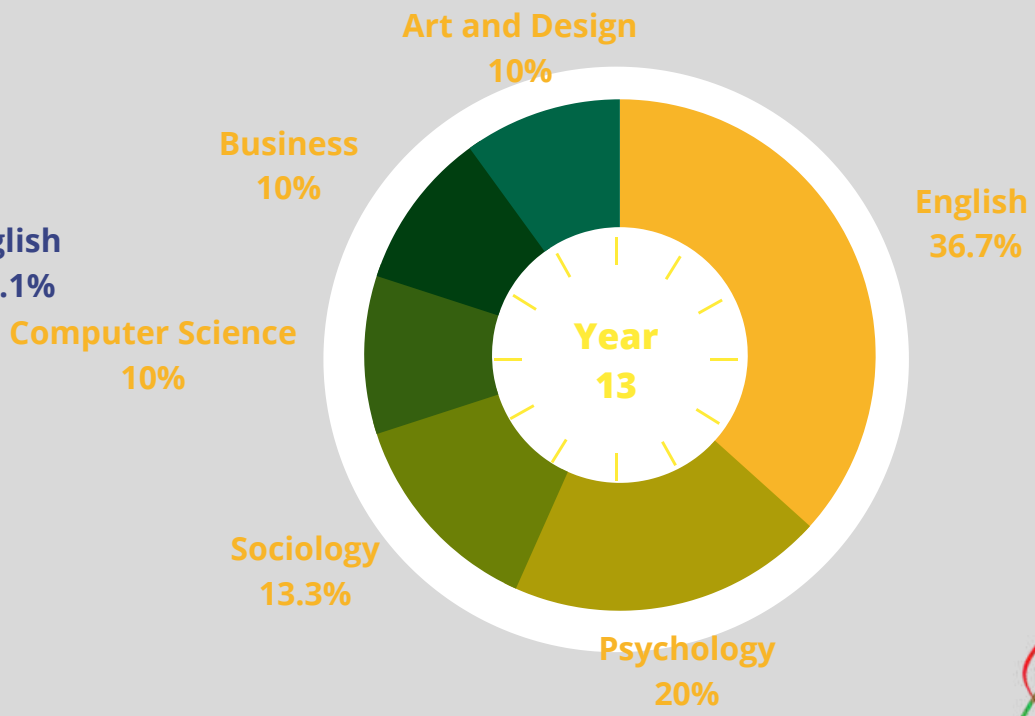
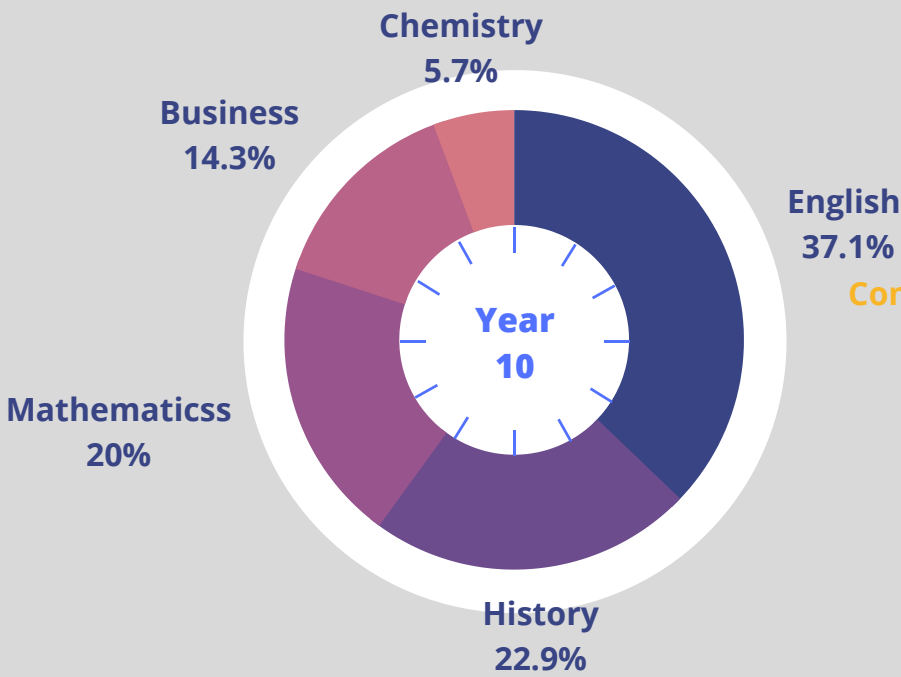
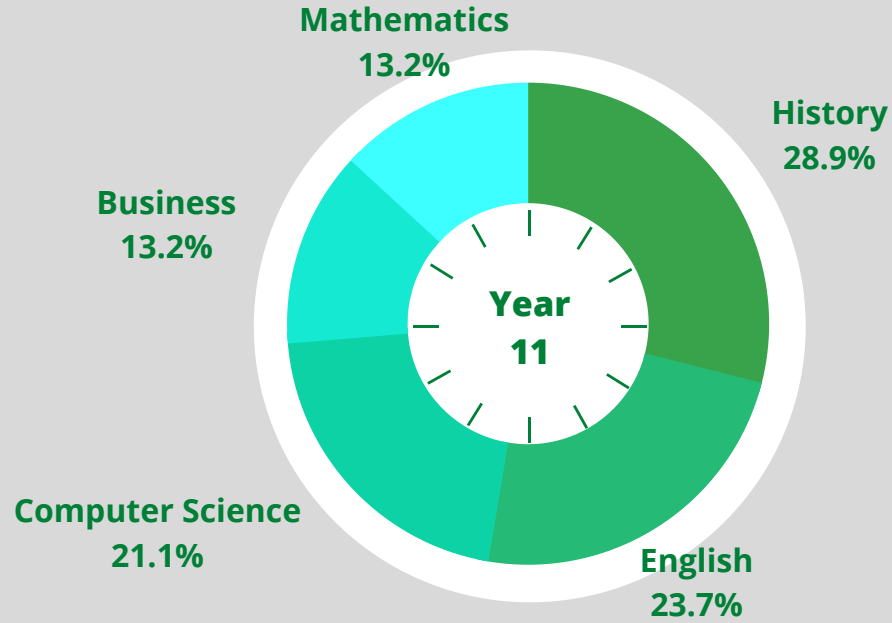
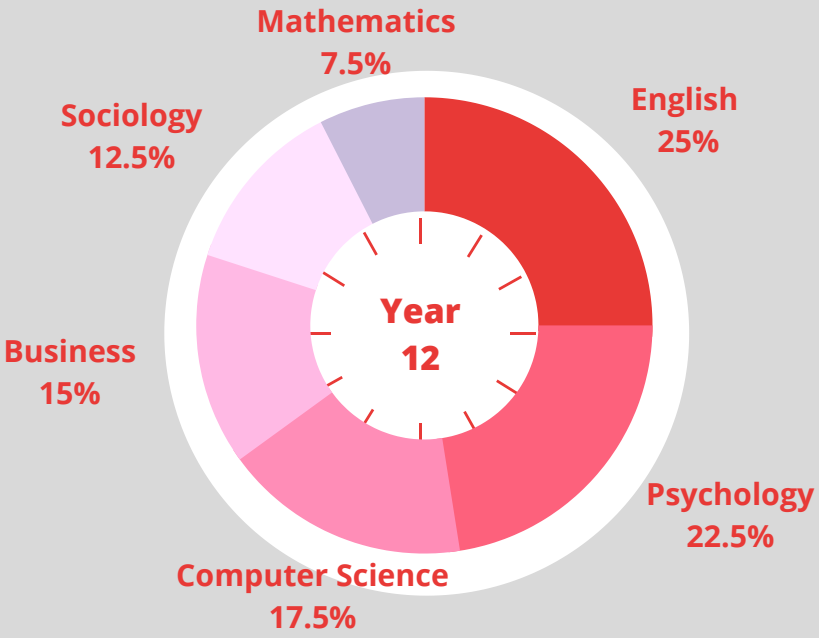
students satisfied
with Humanities
and Socials'
lessons



students satisfied
with STEAM lessons



Favourite Subjects in the International School

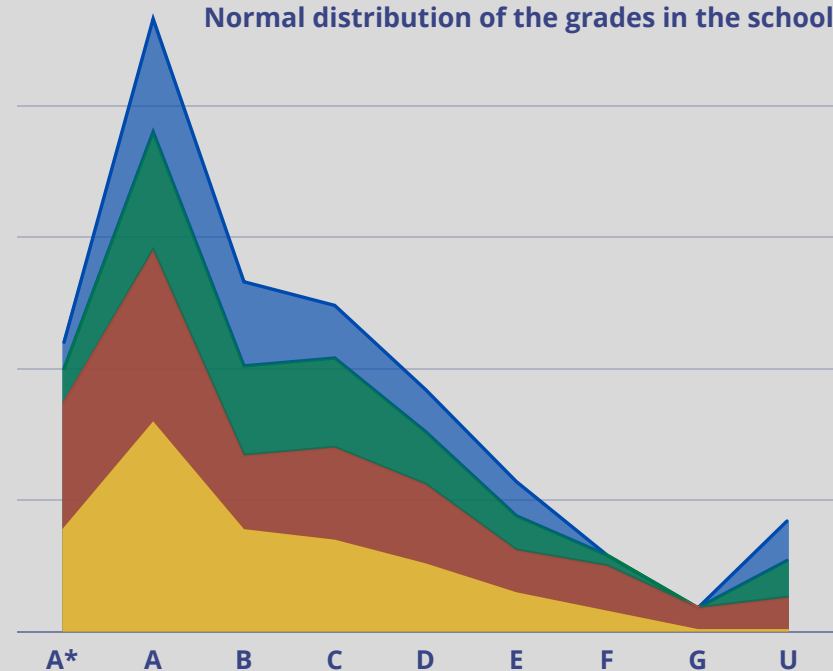


Assessment

International School encourages its students to achieve great results and obtain quality international education. Since the assessment goal is to monitor, evaluate and improve students' competencies, International School presents the following **assessment principles**:

- Suitable forms of assessment are used;
- Criteria, assessment objectives and learning objectives are clearly presented to students;
- Assessment components may be differentiated in order to improve students' competencies and results;
- Assessment and evaluation process can be done in different forms;
- Assessment and evaluation process is fair to all students;
- Assessment outcomes are considered as guidance for improvement for both teachers and students;
- Assessment modifications can be done in order to support the inclusion policy;
- Students' achievement is marked in accordance with the subject assessment objectives and criteria.

Normal distribution of the grades in the school



Mentorship Programme

International School's teachers are experienced educators with years of experience and a high level of expertise.

International School's students chose their favourite teachers to be their mentors during this school year. Mentors were there to help them develop academic and social emotional skills and to support them along the way.

97%
satisfaction
rate

Student's satisfaction with the quality of their relationship with their mentors, resulted in an average grade of **4.84/5**

Mentees praised their mentors' supportiveness, care, approachability, helpfulness, honesty, understanding, friendliness, interest in their mentees' well-being, ability to inspire them to achieve more, as well as readiness to discuss problems they were facing, academic or otherwise.





Development of our students' competencies

The International School has developed an Action Plan for the school year 2020/2021, that evaluates the development and outcomes of the students' and teachers' competencies through various projects and activities in regard to the LINK Education Strategy.

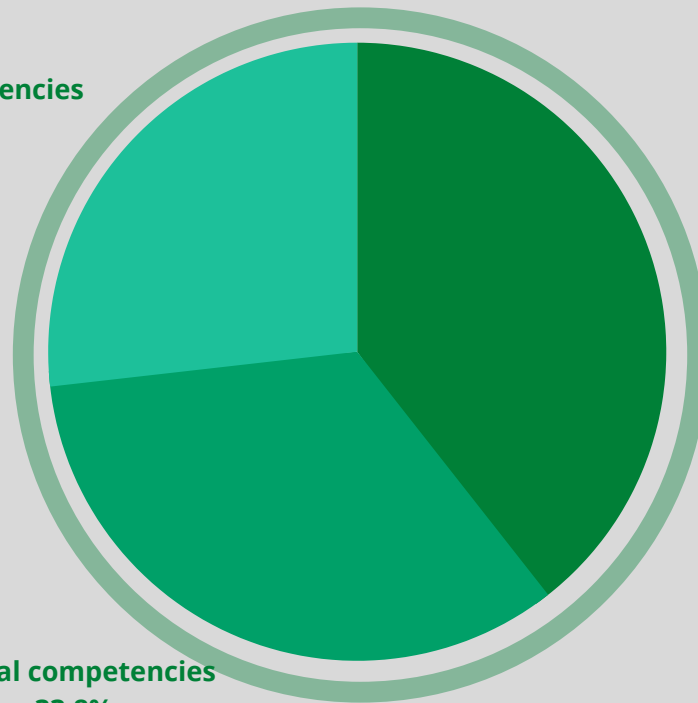
Through many extracurricular activities, voluntary service, competitions and participation in international projects, the International School's students have developed the following skills:

- **metacognition**
- **problem-solving**
- **interdisciplinarity**
- **collaboration**
- **communication**
- **research and analysis**
- **digital literacy**
- **ethical awareness**
- **collective solidarity and empathy.**

Social emotional competencies
26.8%

Digital competencies
33.8%

Academic competencies
39.4%



Voluntary Service

and Interdisciplinary Projects



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Parents Teach This Week



Every month, the International School hosts different parents who will have different topics for our students. The main goals of this project are to support students to think about professional orientation and future career, and to raise awareness about different professions. It provides students with an up-close and personal view of a wide variety of jobs. As a result, this project allows students to take pride in their parents and their parents' support.

Lastly, the project supports communication among school and parents and makes stronger bonds in the Parent-Teacher-Student triangle.



International School



ISMUN Club

International School, Model United Nations is an academic activity that allows students to participate in a challenging simulation of a United Nations debate. Students as chairs and delegates discuss important on-going global issues using communication skills, vast knowledge and a diplomatic approach.



International School's ISMUN programme engages students in real-life situations. By empowering students to think critically, analytically and beyond personal and local perspectives, the International School gives the students the opportunity to make their voices heard and nurture international-mindedness.



Eco-School Committee

The International School acts in compliance with the strict regulations set by the Foundation for Environmental Education (FEE), whose goal is to encourage and involve people in the preservation and development of our natural environment through educational activities.

In order to adhere to these strict rules and contribute to making this world a better place, the International School keeps its daily activities environmentally friendly by:

- using **modern technologies** in its classes and administrative work. As a “**paperless school**” it makes sure that no trees are cut on its behalf because deforestation is one of the biggest environmental concerns of our time;
- being a modern and well-insulated building. It uses its **energy efficiently**, making sure that none of it goes to waste;
- having sensors that regulate heat emission and accordingly adjust the indoor temperature so that the school’s **carbon footprint** is kept at the lowest rate;
- employing a lighting system especially designed to be energy efficient: **energy-saving** light bulbs and movement sensors which regulate the use of power in each classroom;
- using **ergonomic furniture** and equipment, chairs whose height can be adjusted to that of the student, which improves their posture and promotes a **healthy lifestyle**.



Peer-tutoring programme

The Peer Tutor programme enables International School's students to help each other with particular subjects. This is not standard instruction, but a type of development where students learn from each other. The tutors can help their schoolmates with different subjects and the area they know best.

On the other hand, the tutees can become tutors. This is the perfect opportunity for International School's students to help their schoolmates with a particular subject and acquire skills in an area they might be struggling with.

A good school resume sets the students apart. Peer tutoring will not only help the tutees with their skills, but it will also be a great addition to the tutors' school resumes, helping them with their college admissions.

The results of this extra-curricular activity are evident and can best be measured by the teachers who have had the opportunity to teach the students that were participating in this programme.

Some of the tutees managed to get better grades and to generally improve their understanding of the subject matter, especially seen during the summative assessments.



Clubs and extracurricular activities

This term, we have offered **13 clubs** for our students, out of which the Book Nook and the Mindfulness were attended the most.



In the second term, a new student-led club will be introduced - Speech and Debate Club, where our students will learn the art of rhetorics and presentation.

In October, due to many successful stories regarding Model UN, our students formed the ISMUN club, led by Mr Uroš Jež and Ms Maša Mitić.

Students will organize the first ISMUN conference in April, hosted by the International School.



Accomplishments



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In October, the third round of the National Matchplay Qualifications was held and Year 12 student **Lara Todorović** took first place, while Year 10 student **Mia Aleksić** came second. In the boys' competition, Year 11 student **Momir Vicković** won first place, Year 12 student **Nikola Bojanić** was second, while third place went to **Vukašin Suturović** from Year 10. By winning first place, Momir Vicković qualified for the World Amateur Golf Rankings.

This year's Serbian Amateur golf League winner is Year 12 student **Nikola Bojanić** and Year 10 student, **Vukašin Suturović** was third in the same Under-16 category. **Lara Todorović** from Year 12 once again showed her magnificence by winning first place in the Under-21 category.

Tea Ćulibrk, Anja and Mina Kaljević have had notable results in swimming competitions at the national and international level in Bulgaria and Macedonia.



Students **Elena Ćuća, Sara Čučaković, Anja Gajić** and **Iva Pavlović** participated in the BIMUN 2020 conference in October. The topic of the plenary discussion was "The future we want, the UN we need"



Mina Pavlović was first in the international competition Owlypia and won a gold medal in Economics and Business.

Petar Tomić achieved a gold medal in the Global Hippo competition in English language, with a result Pass with Merit.