

International School Telemark

Tilstandsrapport 2018



1 Introduction

International School Telemark (IST) has again had a very positive year with continued increasing student numbers, further developments to the school building and a strong focus on the 4Rs; respect, reliability, responsibility and resilience. These four themes have become the main drive in terms of what we all do as stakeholders at IST. We continue to develop student wellbeing in line with the changes to Opplæringsloven 9a and have included specific wellbeing classes for MYP and Grade 6 students. This initiative has also meant that we continue to prioritise every student's positive and good experience of their school environment. Wellbeing and resilience are critical aspects of the revised IST Guiding Statements.

IST has had many successful events during 2018 including the MYP organised Hallowe'en party, the PYP Christmas and MYP Christmas play *'The Happy Prince'*, The Model UN conference in Stavanger, and the exceptional MYP personal project and PYP exhibition. The latter two end-of-programme projects were displayed in an excellent exhibition day on 26th March which was attended by many

parents, family members and visitors. All the events were of a very high standard and demonstrate the level of quality learning, hard work and success of the IB at IST.

2 Student psycho-social environment

2.1 Discussion

The Elevundersøkelsen (student survey) results are compared to other school groups locally and nationally, and also with the last four years at IST. This survey is given to Grade 7 and Grade 10, and the results for each are reported on. The results are positive at IST though there appear some small differences. Bullying is seen as almost non-existent and this is reported throughout the school in Student Council meetings and in staff meetings. All teachers follow up information like this closely, especially through the 1:1 student-teacher meetings twice a year.

What is very important is that many of these concepts are firmly aspects of Norwegian state schools and IST students do not always understand such concepts in Norwegian. IST and the IB have very similar ideology and goals, but perhaps we can spend more time showing students what these mean in relevance to the student survey. In IST and with the IB these ideals are integral in the whole teaching and learning approach, whereas in state schools in Norway such ideals are relatively new and also differently articulated.

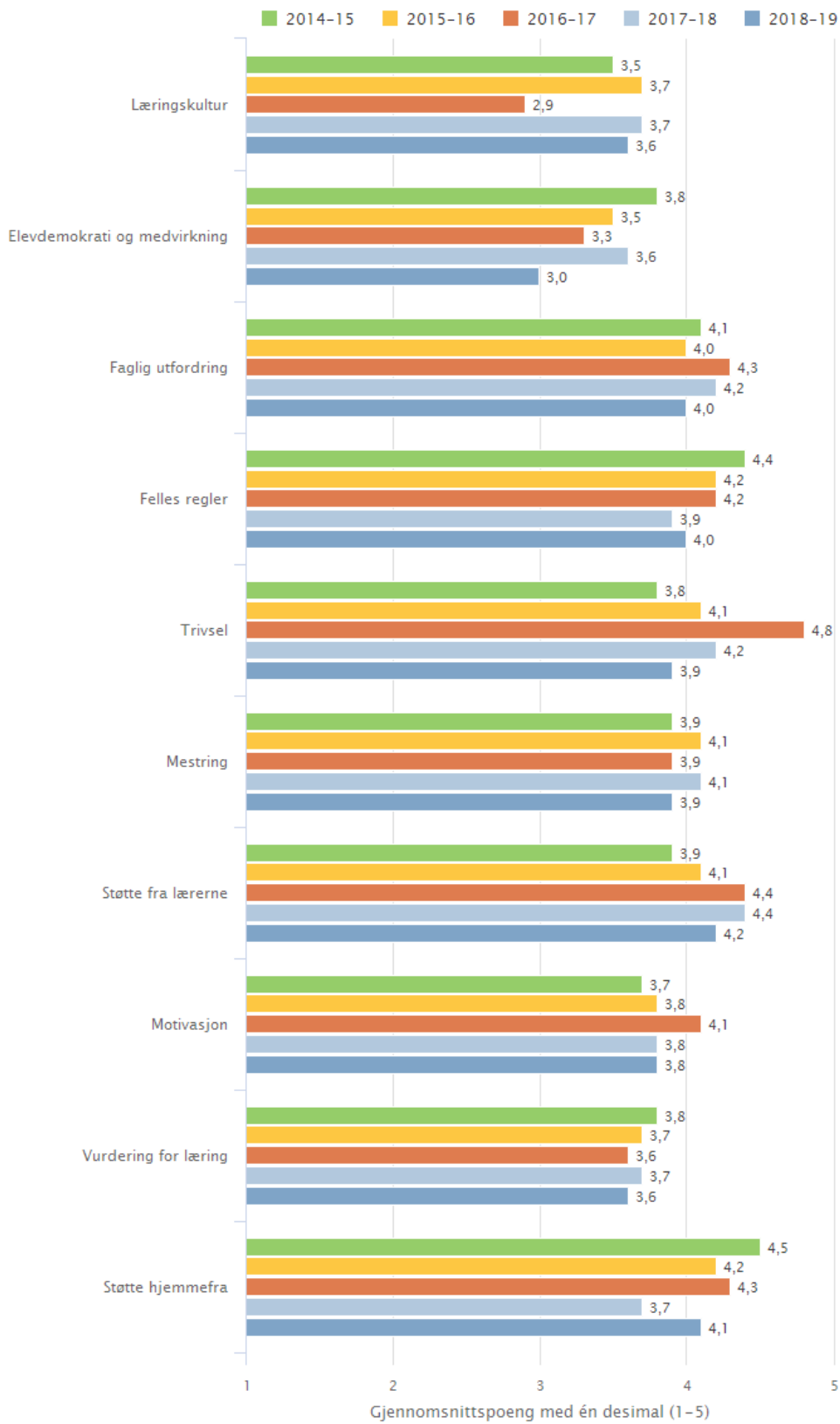
Areas we could develop further are, what is understood about student democracy, especially in Grade 10. It could be that some of the questions are not always fully understood and are very much placed in a Norwegian state school context. However, IST always encourages students to participate, to be critical, respectful and resilient, as per the school and IB philosophies.

Our results are always difficult to compare to the many thousands of students in the national system. IST has a very strong psycho-social environment and system of follow up for individuals. Students are interviewed individually twice a year by their class tutor (elevsamtale) throughout the school, and academic, social and emotional welfare are well covered and documented. However, IST has a growth mindset and this means we are constantly looking to improve, develop and learn. This focus on constant improvement is critical to ensuring that IST is fulfilling its main quality learning goal of providing *'excellent student learning opportunities and success in life'*. The school will follow up the lower score in student democracy at Grade 10 and investigate further with students as to what might be some of the concerns here.

For all other areas Grade 7 and 10 students comment positively about IST and their school environment. The school follows up any issue of concern over safety and happiness in regards to individual students' experience of the school environment. An action plan following the 5 point process set out in the changes to Opplæringsloven 9a is fully in place and used at IST. When known, an issue of bullying, offensive behaviour or not feeling safe is always acted on immediately.

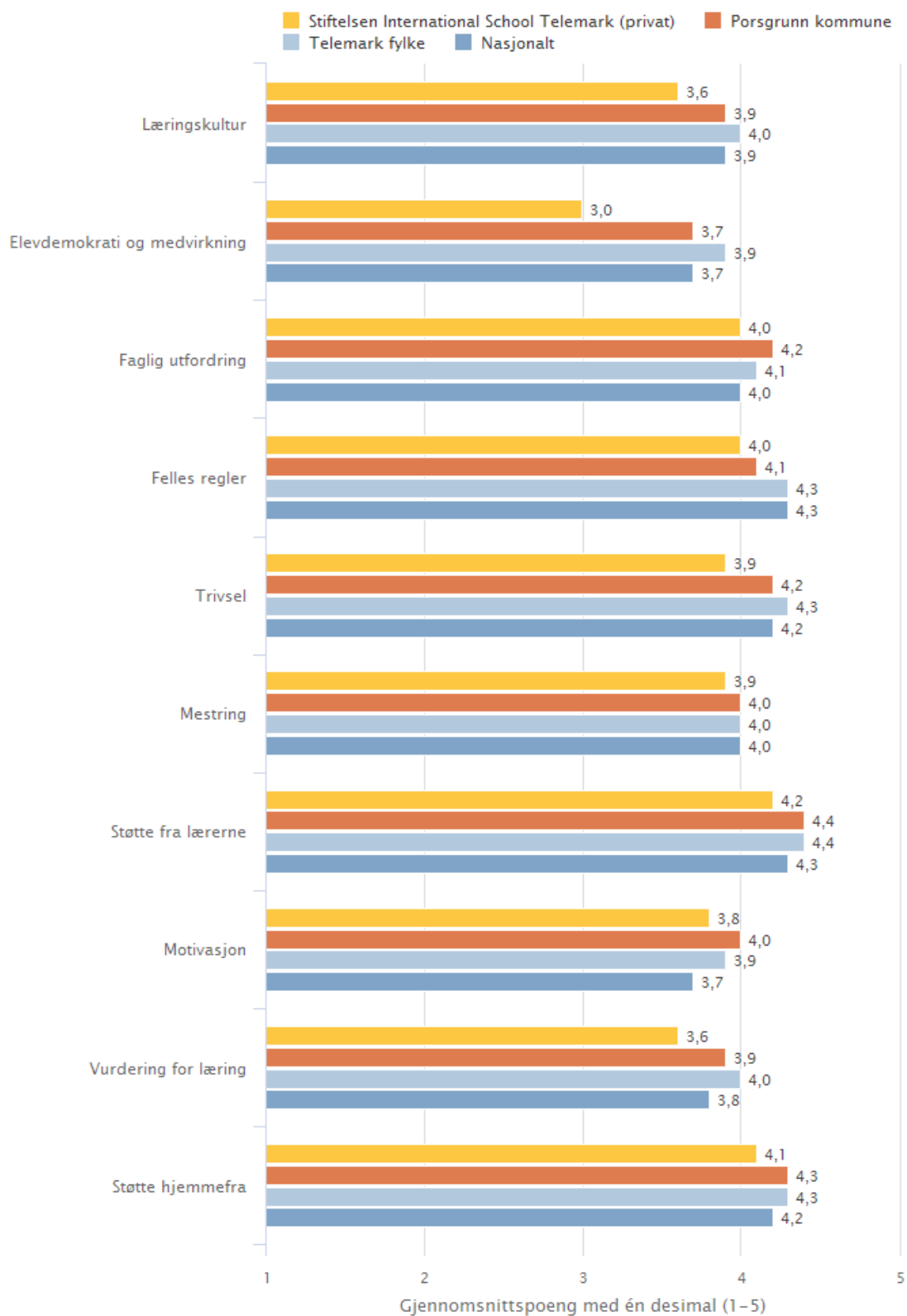
2.2 Grade 7 results (Elevundersøkelsen)

2.2.1 Comparison at IST between 2014 to 2018



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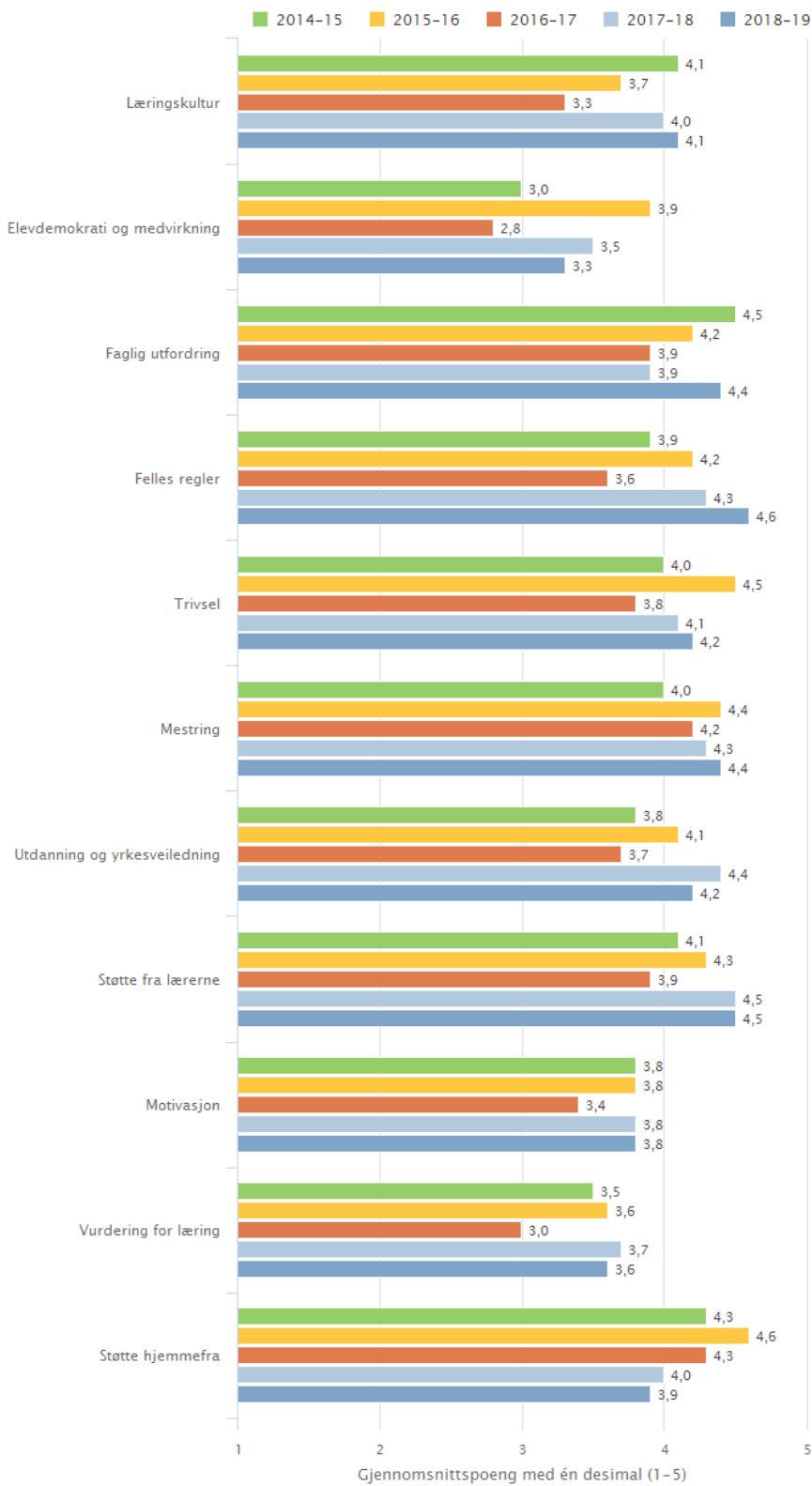
2.2.2 Comparison between IST and other schools



Stiftelsen International School Telemark (privat), Grunnskole, Elevundersøkelsen, Privat, 2018-2019, Trinn 7, Begge kjønn

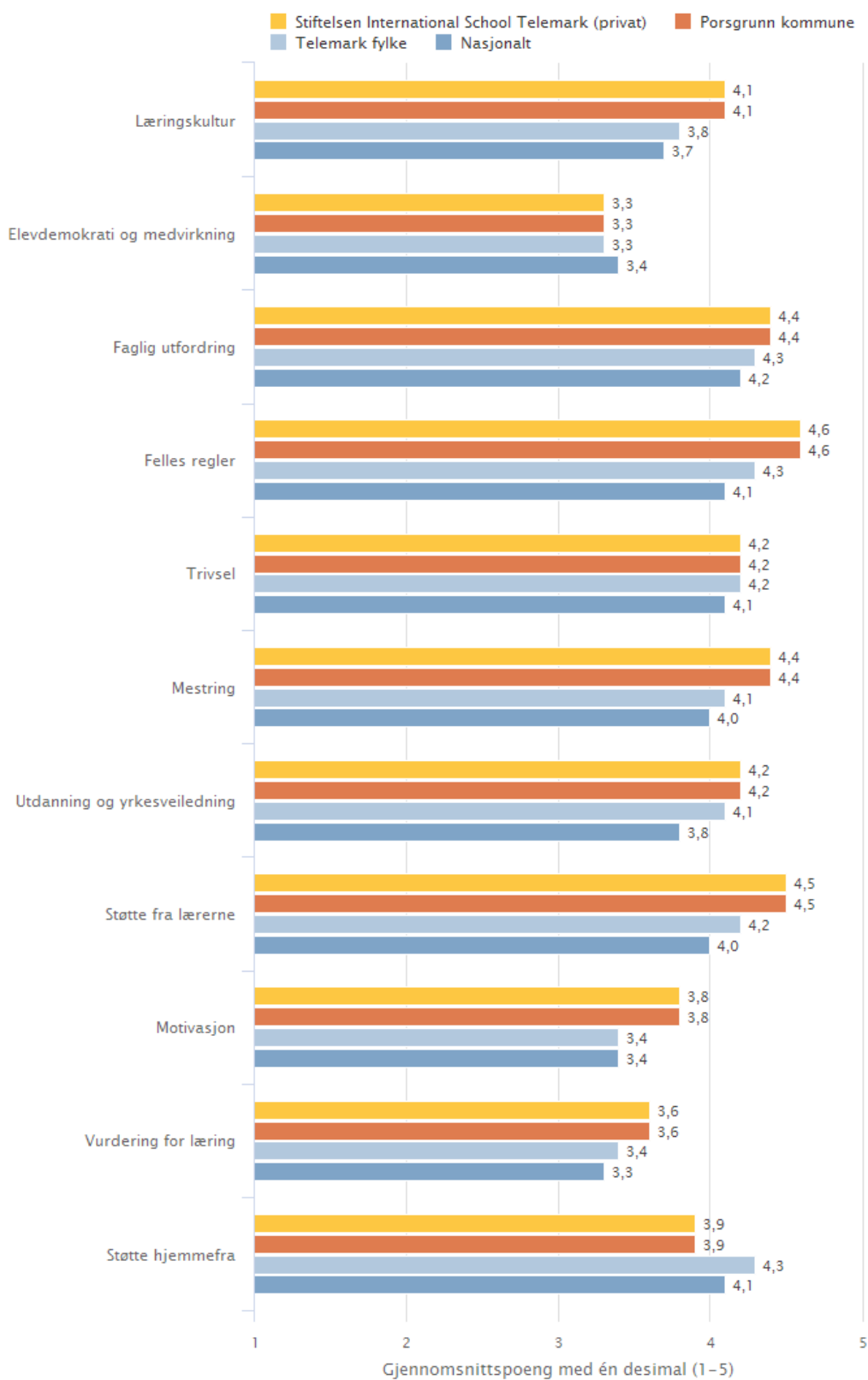
2.3 Grade 10 results (Elevundersøkelsen)

2.3.1 Comparison at IST between 2014 to 2018



Stiftelsen International School Telemark (privat), Grunnskole, Elevundersøkelsen, Privat, Trinn 10, Begge kjønn

2.3.2 Comparison between IST and other schools



Stiftelsen International School Telemark (privat), Grunnskole, Elevundersøkelsen, Privat, 2018-2019, Trinn 10, Begge kjønn

3 National test results

3.1 Introduction

One of the strategic goals is to *'improve and inspire students' learning (academic) through using Grade 10 final grades (grunnskolepoeng) and international benchmark assessment to be in the top 5 schools in Norway (grunnskolepoeng) and in the top 5 schools in Nordic Europe (international)*, as outlined in the revised IST strategic plan 2017-2021.

National test data has been re-evaluated as to whether it is an indicative means to understand how IST students compare to other students and schools. However, in contrast, the grunnskolepoeng average at Grade 10 is the end product and comparison of final subject grades, and is a much more effective an indicator and comparison medium. Therefore, we will place less focus on the national test results as we use far more formative (ongoing monitoring) assessment that fits with the IB programme and philosophy than summative testing assessment which is found in the state system. Also, the national tests examine students using the state curriculum in Norwegian and with Norwegian assessment methods. None of this is applicable to IST.

However, in analysing the annual Nasjonale Prøver results, IST gains useful feedback ensure the following learning developments, which are part of the **IB Standards and Practices**:

<http://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>

- To be able to reliably judge where our students are at in their learning and their progress;
- To be able to reliably improve the quality of the teaching and learning environment at IST, in line with IB ideals and guidelines;
- To be able to assess strengths and weaknesses in the delivery of the curriculum;
- To be able to determine a priority for improvement;
- To ensure high achievement in the core skills of Language, Science, Technology and Maths.

Performance targets for our Nationale Prøver results:

- ✓ **Increase the number of students attaining mastery at levels 2 and 3 in Grade 5**
- ✓ **Increase the number of students attaining mastery at levels 3 to 5 in Grade 8 and 9**
- ✓ **Improve higher level mastery and understanding in maths**

We work directly with students needing support in English, maths and Norwegian beyond those who have individual decisions (enkeltvedtak). Differentiated learning and learning outcomes are integral to the IB curricula and philosophy, and we are able to use focus on developing skills necessary in all students; focusing on their individual needs and skill levels. IST has worked on developing the curriculum in language and maths throughout the whole school so that all grade levels have clear expectations, targets and foci. We continue to use the national test results to follow up individual needs and whole grade learning so as to improve the delivery of the curriculum. However we realise that these results are always an inaccurate reflection of our actual curriculum and philosophical

approach to learning, and therefore we use such results as indicators rather than definitive benchmarks of comparative achievement.

3.2 Analysis of the results for 2018

3.2.1 General observations

The results demonstrate that all students continue to perform well and attain a good basic level of mastery. A significant number of students achieve higher levels of mastery, and this is a focus that IST has to increase. IST students, on average, perform well, and in fact, in all areas tested in 2018, students attain higher results in 4 out of 8 tested areas. In the other areas IST is slightly below the average, and this could well reflect a wide level of ability in each class and a recent influx of students from other schools.

It is critical to remember that the tests analyse performance within the Norwegian state curriculum, and IST uses the IB which has a different learning curve and philosophy. Therefore we still consistently out-perform our counterparts in state schools, especially in English. It is also important to note that IST uses different methods of teaching, subject structure and a different time line in skill teaching too. Therefore we are tested in a curriculum that we don't use and in Norwegian, whereas English is our school language.

As stated in the tilstandsrapport for last year (2017), the results should be read as a benchmark comparing IST to state schools. However this is only one lens on the school's academic success and, therefore, has limitations. Children have different ways of learning and different progression, so comparing like for like should be done carefully.

In general, it is to be expected that IST students do exceptionally well in English, and often above average if not higher in both reading and maths. This is, again, compared to students in state schools who are being tested on their own curriculum and often have a great deal of preparation for these tests. Maths is one area we are focusing on in particular so that we do follow up our results effectively. IST is also looking to improve higher level mastery for individual students in all three test areas.

3.2.2 Grade 5

Grade 5 is a relatively small class of 14 students. However the results throughout were very good and excellent in English. Maths and reading results show a focused spread of mastery. The English results are very strong, as with previous years, and students continue to demonstrate a much higher mastery level than the national average.

3.2.3 Grade 8

Grade 8 has 18 students which is a sizeable class but still offers a weaker comparison against larger data. Maths and reading results are slightly below average and this reflects a wide range of ability levels and newer students arriving from local schools. English is consistently high. In all areas mastery in the mid-high levels is often very strong and continues to develop positively.



3.2.4 Grade 9

Grade 9 is only tested in maths and reading, and this always affects the average when comparing to Grade 5 and 8. There are 17 students in this class. In both reading and maths there are lower than average results compared to the national norm, though the students are tested in a completely different curriculum and in Norwegian.

3.3 Action

3.3.1 English

- Continue to focus on reading in English and Norwegian, and to encourage reading including mother tongue books at home;
- A focus on key words and subject vocabulary at different grade levels and in specific subjects;
- Develop further language creativity throughout the school;
- Further enrichment in books and materials hosted in the library;
- English language support for new students and those needing assistance, especially in Early Years and in students new to IST.

3.3.2 Norwegian (reading)

- Linking Norwegian to key unit work, especially in PYP;
- Encouraging reading in Norwegian both at school and at home;
- Increasing vocabulary and use of words in written and spoken tasks;
- Norwegian language support for new students and especially those needing assistance identified in the kartleggingsprøver;
- Increase in the number of Norwegian books in the library and at Early Years.

3.3.3 Maths

- Specific skill levels at each grade level and within the different IB phases;
- Maths support for specific students at MYP, particularly in Grades 9 and 10;
- Stronger focus on basic arithmetic skills and use of the 4 rules in PYP;
- Problem solving and project work using maths;
- Cross disciplinary work, particularly design and science, in PYP units;
- Development of IDUs in MYP utilizing maths;
- Further teacher training in maths.

3.3.4 Whole school areas for development

- Continue to develop and extend study skills, particularly in decoding and research;
- Specific subject key word knowledge through display and unit work;
- Close reading skills of both instructions and texts, and developing the ability to analyse and discuss textual information and sources;
- Extend differentiation;
- Focus on resilience, respect, responsibility and reliability for all stakeholders;
- Development of Inter-Disciplinary Units (IDUs) in all MYP subjects to develop cross disciplinary understanding and language;
- Continue to work on the change from Grade 6 to Grade 7 (PYP to MYP) in terms of expectations, organisation, skills, responsibility and independence;
- Student language support in particularly English but also Norwegian;
- Continue to develop strong language learning as having several languages greatly assists language understanding and skill development;
- Development of a consistent and strong Maths continuum;
- Continue to prepare for test familiarity, understanding and knowledge of structure.

3.4 National test results comparison 2014-2018

IST results	2014			2015			2016		
	Grade 5	Grade 8	Grade 9	Grade 5	Grade 8	Grade 9	Grade 5	Grade 8	Grade 9
English	57	63		60	67		67	61	
Reading	48	53	58	49	54	60	55	53	57
Maths	45	54	58	51	50	56	53	50	54
Average score nationally									
English	50	50		50	50		50	50	
Reading	50	50	54	50	50	53	50	50	54
Maths	50	50	53	50	50	54	50	50	54

IST results	2017			2018		
	Grade 5	Grade 8	Grade 9	Grade 5	Grade 8	Grade 9
English	61	61	63	60	55	
Reading	47	47	60	53	46	50
Maths	49	49	49	51	47	50
Average score nationally						
English	50	50	50	50	52	
Reading	50	50	50	48	51	54
Maths	50	50	50	48	51	55

Colour Key	Higher than national average
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3.5 National Tests Conclusions

3.5.1 Where is IST placed in Norway?

- There is no longer a ranking system used to compare individual schools, therefore it is difficult to judge where IST comes in relation to other schools though we can continue to compare year-on results
- Compared to previous years, **Grade 5** continues to be stronger in English, but has now higher than average scores in maths and Norwegian
- **Grade 8** has higher level mastery in English and maths, though slightly lower in maths and Norwegian
- **Grade 9** results are always not comparable and the grade does not have an English test which would undoubtedly have made data scores much higher
- Background, parental aspirations and education, and exposure to language and different cultures have a positive impact in general

- We have found that more SEN students and students coming from local schools makes a difference to the average scores
- Information about national results can be found here:
<https://www.udir.no/tall-og-forskning/statistikk/statistikk-grunnskole/nasjonale-prover-5.-trinn/>
- Further general information can be found at the following web page:
<https://www.udir.no/tall-og-forskning/statistikk/statistikk-grunnskole/nasjonale-prover-8.-og-9.-trinn/>

3.5.2 Trend over the last 5 years

Year	Results above average	Results average	Results below average
2014	6	0	2
2015	6	1	1
2016	6	2	0
2017	5	0	3
2018	4	0	4

3.5.3 Final comment

The National Test results are based on small class numbers and can change dependent on the skill set, language background and requirements of the children who are tested. There is no Grade 9 test in English. There is a slight downward trend, though a deeper analysis of this pattern would need to be done. We do have more SEN students and students moving from local schools, often in the middle of the year, and the increasing number of students in general. State schools are conditioned to and prepare for these tests extensively, and we are not using this kind of time to prepare for such an assessment of a curriculum we do not deliver. It could also be that all students are improving in the specific curricula, whether this is IB or state systems. We are a small school being compared with hundreds of thousands of students and with thousands of other schools. We do not teach the curriculum being tested in the National tests, nor do we teach the skills examined at necessary the same time or in the same way, certainly not in the same language. Yet we do consistently outperform other schools. This is very positive and IST uses this information and data to constantly improve the teaching, learning and environment for all the students.

4 Grunnskolepoeng at Grade 10

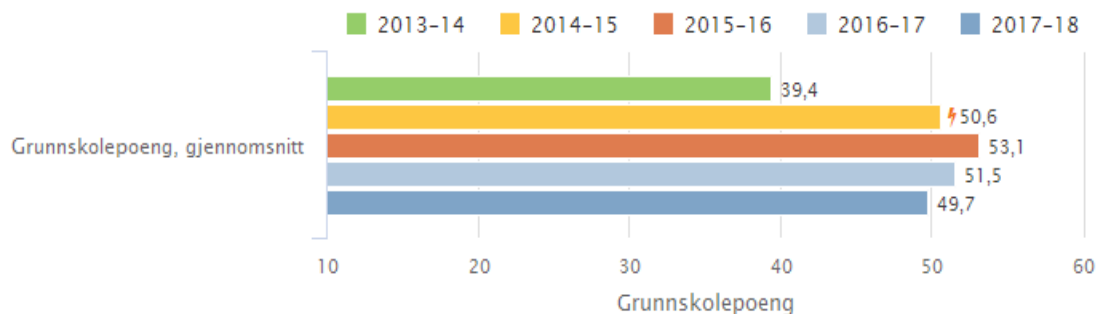
4.1 Grunnskolepoeng discussion

The Grunnskolepoeng for Grade 10 in 2018 was again as in previous years extremely high at 49.7 and well ahead of local and national norms. The national average for 2018 is 41.8, the fylke average is 40.8 and the kommune average is 41.3.

These strong results continue IST's trend upwards. Though the average is slightly down on last year, the results are round 50, which is consistently strong compared to local and national schools. Results on year can always fluctuate given the number in the Grade 10 class, individual backgrounds and skill levels, and how long each student has been at IST.

Each year this will change according to the student group, and as our classes are no more than 21, we are comparing against thousands of others as aggregated data. In fact, as an exception, Grade 10 in 2018-2019 has been 23 students. The grunnskolepoeng score is the average for the Norwegian grading of IB subjects and is the most accurate form of comparison with other private schools in Norway, and both regional and national school data.

4.2 Grunnskolepoeng at IST (comparison from 2014 to 2018)



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5 Conclusions

5.1 Achievements during 2018

- 190 students at present signed up for next academic year starting in August 2019;
- The current leadership structure of principal, deputy principal, IB coordinators and the Learning Support coordinator, continues to work well with further training being given from Fønix and the IB;
- Excellent series of student social and academic events including the Grade 10 personal project, Grade 6 exhibition, PYP unit celebration, Christmas plays, ski day, Grade 6 leirskole, Grade 10 Poland trip, Model UN representation in Stavanger, other local and regional visits, guest visitors et al;
- Excellent choir presentations at various concerts in the area and for the town hall 17th May celebrations;
- Successful use of social media, especially both *Facebook* and *Instagram*, to communicate information and events to parents and to the wider community;

- Systematic and thorough procedures, focusing on a continued positive student environment and using the established 9a law changes;
- IST emergency plan (beredskapsplanen) has been established with staff training;
- Thorough and immediate follow up of any cases of offensive behaviour and anti-bullying through strong procedural systems;
- Use of wellbeing into the school goal and the focus on the 4Rs developing respect, responsibility, reliability and resilience in students, staff, parents and the wider community;
- A continued very sound budget and healthy economic foundation to IST;
- Very positive and attractive work environment at IST for students and staff;
- Continued effective procedures and system in dealing with students' positive experience of the school environment;
- One-to-one monitoring of student academic, social and emotional development and welfare works very effectively and is systematically applied;
- Continued interest to work at IST:
- Strong and effective communication with and work by Student Council, school leadership and FAU;
- Active membership, contribution to, and work in Abelia and Nordic Network of International Schools;
- IST has a very strong profile nationally and internationally within international education and the IB;
- IST is well known in the locality and further afield for its high quality education, positive wellbeing and social experience for students;
- Improved school and classroom appearances including new sofas, furnishings, resources and IST window and door folios;
- Strong, involved and active board;
- Continued review of maths, support systems, resourcing and structure;
- Improvements in the building, and both the inside and outside school environments;
- Alumni success in the IB diploma and access to high quality universities throughout the world;
- Continued use of the newly revised IST strategic plan 2017-2021 with yearly goals in the established four areas of quality education, facilities, professionalization and community.



5.2 Challenges for 2019

- Further developing the work on whole school maths and language skills and continuity;
- Strategies to continue with and manage strong student growth;
- Controlling and dealing effectively with any misunderstandings about the school environment, especially in response to changes in opplæringsloven §9a;
- Ensuring careful control of the school budget whilst also developing the school environment and specific education needs;
- Increasing business interest in IST within the local area;
- Deepening the understanding locally of what an international, private and IB school means and how it can be beneficial;
- Further attracting and retaining excellent quality staff both in teaching and administration;
- To look at joining the Council of International Schools (CIS) as an active member and for eventual school accreditation.



<http://istemark.no/>

<https://ibo.org/programmes/>

<http://www.nordicnetworkonline.net/>

<https://www.ecis.org/>

<https://www.abelia.no/>





6 Membership

IST is an active member of the following professional and educational organisations:



International School Telemark

Inspiring

Students

Together.....

