

Student Evaluation Results 2023-2024 October 2023



Mission

International School Ikast-Brande is a school committed to the happiness and sustainability of our community. Focused on excellent academics and developing individual skills and attributes, we prepare students for the challenges of an ever-changing world.

Purpose of Evaluation

Our Student Representative Council annually reviews the students' observations of their school. To ensure the mixed methods questionnaires were appropriate for age – it was decided that there would be two questionnaires:

- Early Years – Year 4
- Year 5 – Year 10

Both questionnaires included areas that evaluated:

- Environment
- Safety
- Academics
- Inclusivity and Belonging
- Additional Information (Clubs / Transport)
- Overview

Overview of Evaluation

Our Early Years – Year 4 assessment was conducted through the Homeroom classes, where students were delegated the paper-based questionnaires which required both quantitative and qualitative responses from the students. There were 72 responses. A smiley face scale was employed to collect our student's impression for each question.

Our Year 5 – Year 10 assessment was conducted through the Homeroom classes, where students were asked to fill in an online questionnaire which required both quantitative and qualitative responses from the 97 respondents. Students used a Likert Scale of Strongly agree; Agree; Disagree; Strongly Disagree to answer most questions.

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Early Years – Year 4 & Immersion Class Results

The majority of respondents noted the following statement with positive responses:



The statements that were noted as areas of development from this evaluation are:

- “Bullying is not a problem at my school.”

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Observations and Actions

It is essential to consider that a significant portion of the student population at ISIB consists of individuals who are not native English speakers. Regarding the statement "Bullying is not a problem at my school," it has been observed that some teachers have encountered difficulties in evaluating this statement due to its wording. Consequently, this statement will be modified in the forthcoming assessment to enhance its clarity.

Consequently, the Primary Team will develop a specialised curriculum comprising lessons with a focus on preventing and addressing bullying. These lessons will be integrated into the curriculum during the Personal, Social, and Health Education (PSHE) sessions. Students will engage in a series of sessions covering various topics tailored to the needs of each grade level.

Furthermore, as part of our school-wide objectives, all key stakeholders will be provided with the opportunity to express their perspectives on the issue of bullying at ISIB. Key themes arising from these discussions will be addressed, and the school's Anti-Bullying Policy will be revised to incorporate the most recent research findings and the feedback received from the evaluation. Additionally, the school has established events such as Anti-Bullying Week and Odd Socks Day to promote awareness and understanding of bullying-related issues.

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Year 5 – Year 10 Results

The majority of our students strongly agreed / agreed that (they):

Like the way the classrooms and school look	There is enough light	The temperature was just right	The level of noise in lessons is getting better (in comparison to last year)	The chairs and desks were comfortable when working.	The school is clean	Like our break and lunch areas
Think the internet connection is fast and reliable	Know what to do in case of an emergency	Feel safe in school	Are mostly happy when at school	Have friends that they can talk to at school	Their teachers are respectful	Bullying is not a problem at ISIB
If bullying takes place, it is dealt with quickly	If feeling sad, they have a friend to talk to	If feeling sad, they know which adult to talk to	Enjoy their PSHE lessons	Find their classes interesting	Find their classes challenging	Share their opinions openly
Get quick feedback from teachers	Get supported by the teacher if they don't understand a lesson	Do useful peer-assessments in classes	All genders are treated equally	Every race is treated equally	All nationalities are treated equally	Feel that they belong to the ISIB community
			Feel that there is enough local transport			

The areas that were noted as areas of development from this evaluation are:

- Level of noise in some classes.
- Bullying

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Observations and Actions

Two specific year groups have indicated that, on occasion, the level of noise within classrooms may have a minor impact on students' ability to focus on their tasks. While this sentiment does not represent the majority of students, we are committed to enhancing this aspect. Substantial improvements have been made since the previous evaluation, and the school is actively implementing a variety of strategies to ensure an optimal learning environment for all students.

Although bullying is not currently a predominant concern, our school aims to further develop and instill a zero-tolerance stance against bullying, should it arise. As part of our overarching school-wide objectives, we will afford all key stakeholders the opportunity to express their opinions on the topic of bullying at ISIB. Notable themes arising from these discussions will be addressed, and the school's Anti-Bullying Policy will be revised to encompass the most recent research findings and the feedback obtained from the evaluation. Additionally, the school has introduced initiatives such as Anti-Bullying Week and Odd Socks Day to heighten awareness pertaining to bullying issues.