



## School Evaluation and Accreditation Program

School Performance (Self-evaluation) Report

**MARIYA INTERNATIONAL SCHOOL**

**2024**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



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## Introduction

This report is part of the ongoing partnership between the Ministry of Education and the Education and Training Evaluation Commission (ETEC), which aims to improve the quality of education, support Vision 2030 goals, and build a team of competitive educators through the Human Capability Development Program. Acknowledging that school development is the first step towards improving education quality and learning outputs, the report details the ETEC's standards for school evaluation and accreditation.

The goal of these standards is to provide reliable criteria for identifying school strengths and development areas, enabling schools to improve performance, achieve desired learning outcomes, find innovative solutions for their challenges, and ensure optimum utilization of resources (including human resources). Additionally, the report aims to help stakeholders make better decisions and manage the education ecosystem more efficiently, by providing them with reliable, comprehensive information about schools of all types and sizes. The standards cover 4 main domains.

### School Leadership (Administration)

- Planning
- Leading Educational Process
- School Community
- Institutional development

### Teaching and Learning

- Building learning experiences.
- Learning evaluation.

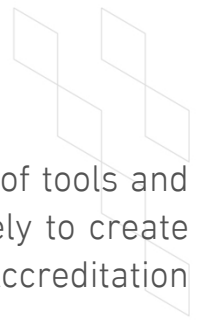
### Learning Outcomes

- Academic Achievement.
- Personal, health and social development.

### School Environment

- School building.
- Safety and security.





## The Evaluation Process

School evaluation and accreditation are based on a clear, consistent set of tools and criteria. The evaluation team is committed to using these tools objectively to create fair and reliable assessments. Available on the School Evaluation and Accreditation Portal, these tools include:

- Document Analysis
- Classroom Observation
- The School Environment Observation
- Interviews with the students, teaching staff, student counselor, and school Principal.

Along with these tools, other factors are taken into account, too, such as the national examination results, professional licenses, and survey results (which are shared online with teachers, students and parents). These factors provide valuable insights regarding the school's performance in each of the evaluation and accreditation criteria. The school is then given one of the following scores:

<b>1</b>	<b>Excellence</b>	High performance with an average score 90+% requires the continuity of excellence and innovation
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<b>2</b>	<b>Advancement</b>	Good performance with an average score 75% - 90% requires continuous follow up of improvement and development
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<b>3</b>	<b>Getting Started</b>	Acceptable performance with an average score 50% - 75% requires major improvements in certain fields
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<b>4</b>	<b>Preparation</b>	Weak performance with an average score 50% or less requires substantial interventions for improvement in most evaluation areas
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## School Information

General Information	
School Name	MARIYA INTERNATIONAL SCHOOL
School Ministerial Code	S-56506
School's Grade Levels	Primary
School Type	Morning
Education Office	مكتب التعليم العالمي والأجنبي بالمنطقة الشرقية
Regional Education Administration	GENERAL DIRECTORATE OF EDUCATION AT THE EASTERN REGION
School Gender	Girls
Independent/Attached	Primary joint
Building Type	Educational
School Authority	Foreign Education

School Information	
No. of Classes	18
No. of Students	423
No. of Teaching Staff	24
No. of Deputy Principals	3
No. of Laboratory	1
No. of Licensed Teachers	24
No. of Student Mentors	1
No. of Administrative Staff	15

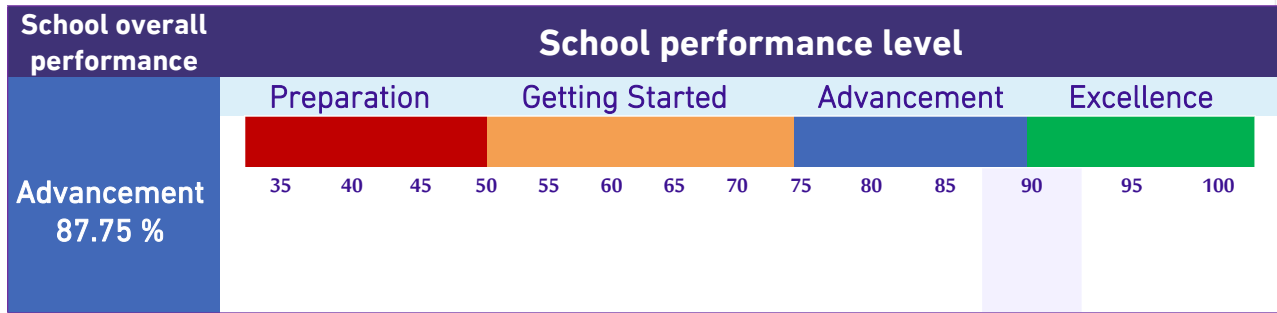
## School Accreditation

AdvancEd - 1439



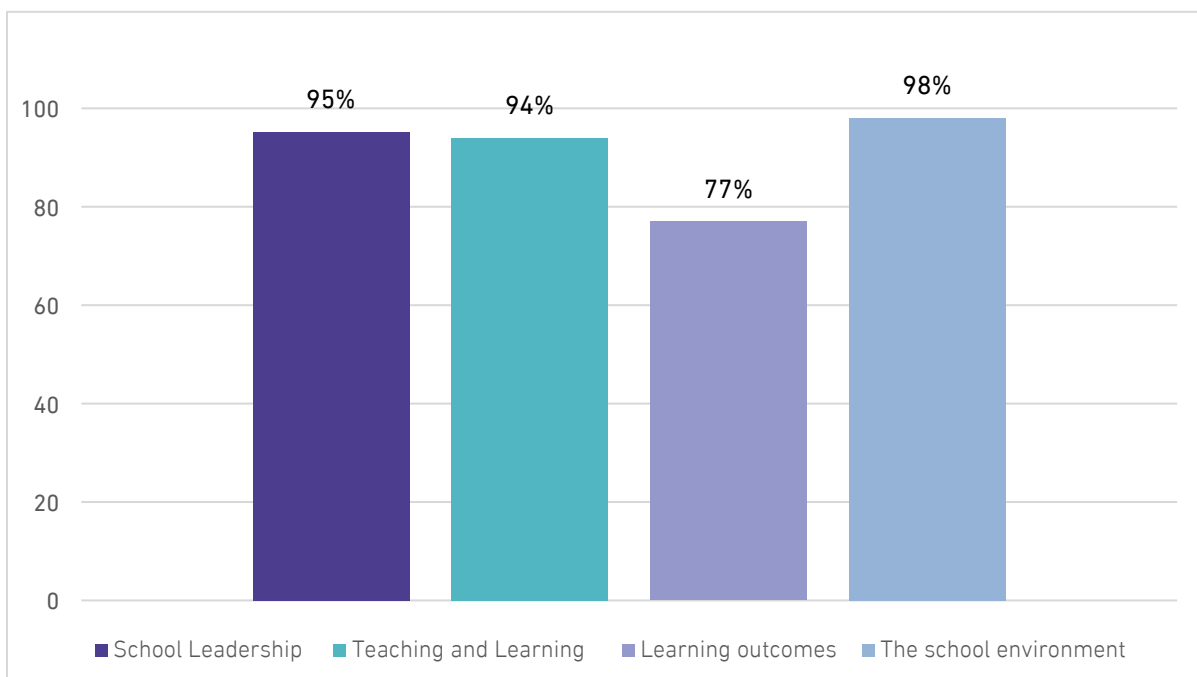


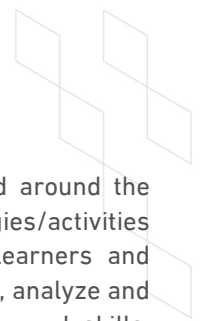
## School Performance Summary



## School Performance in Each Domain

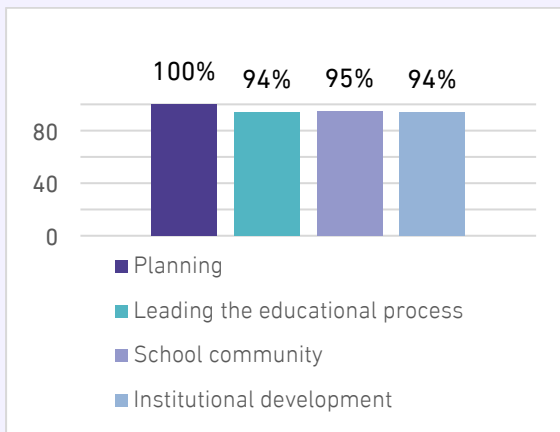
School evaluation and accreditation fall within (4) main domains: school leadership or administration, teaching and learning, learning outcomes, and school environment. The following figure shows the school's overall performance in these domains across all grade levels:





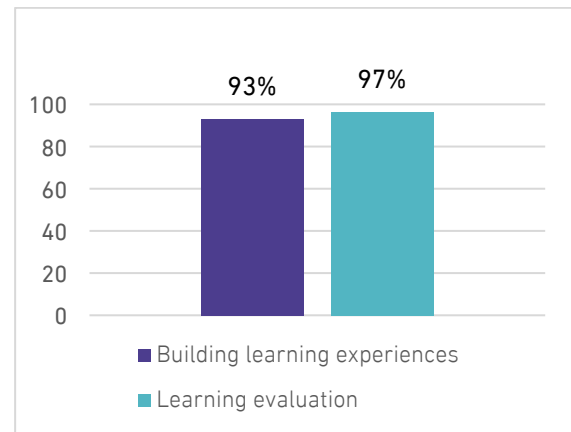
## School Leadership

The school leadership or administration focuses on making a positive impact on the school community to achieve outstanding performance, support plan implementation, offer more effective teaching and building learning experiences to students/staff, ensure continuous professional development of its employees, improve learning outcomes, and foster cooperation between school, family, and community. This evaluation domain is based on 4 criteria: planning, education process management, school community, and institutional development. The school's performance was evaluated as follows:



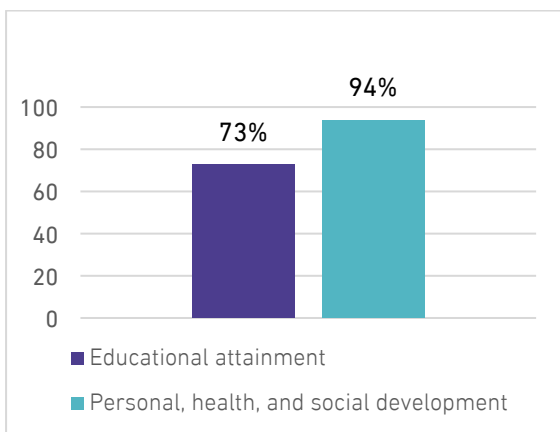
## Teaching and Learning

The learning environment is centered around the learner. Teaching and learning strategies/activities are tailored to meet the needs of learners and develop their abilities to acquire, apply, analyze and evaluate different types of knowledge and skills. These strategies are also designed to offer effective evaluation methods and tools that enhance students' learning and performance. This domain is based on 2 criteria: building learning experience and learning evaluation. The school's performance was evaluated as follows:



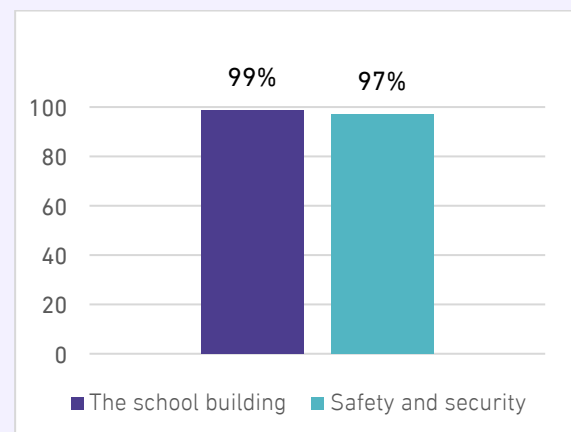
## Learning outcomes

Learning outcomes represent the knowledge, skills, attitudes, and values expected to be achieved by learners as a result of their planned educational experiences. and are related to educational attainment and personal, health and social development. This domain is based on 2 criteria: academic achievement, as well as personal and social development (including students' wellbeing). The school's performance was evaluated as follows:



## The school environment

The school environment fulfils the basic learning requirements and ensures that appropriate security and safety measures are in place to enable all the members of the school community to achieve the required educational goals and learning outcomes. This domain is based on 2 criteria: the school building, and safety and security. The school performance was evaluated as follows:

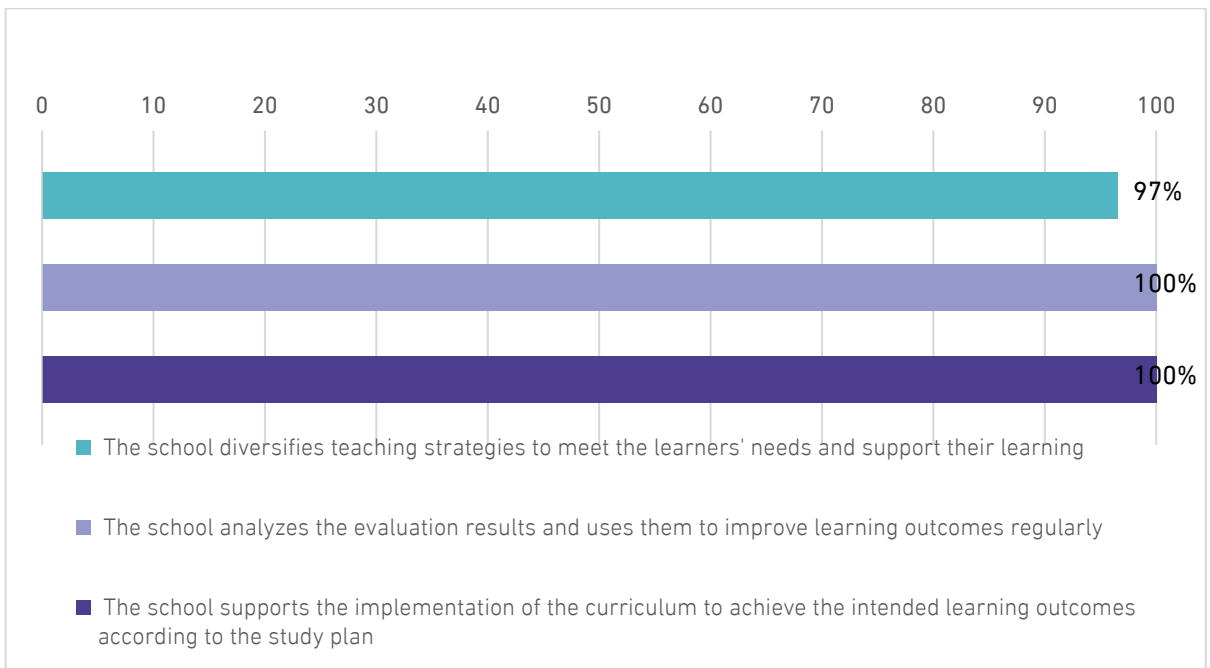
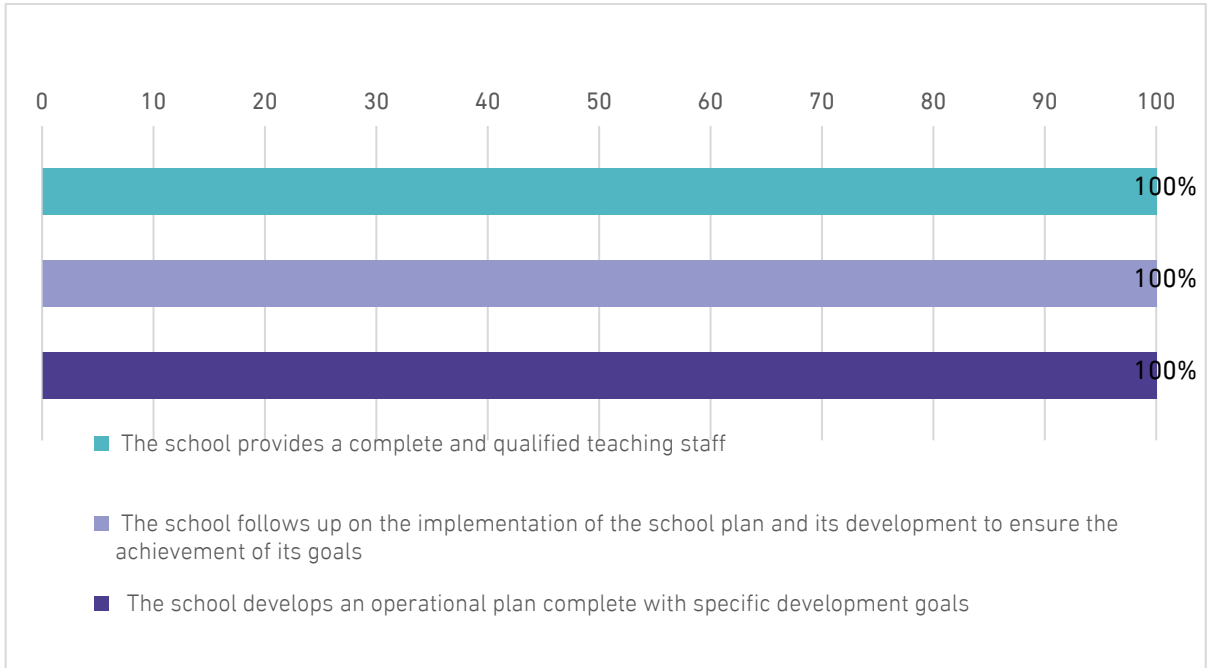


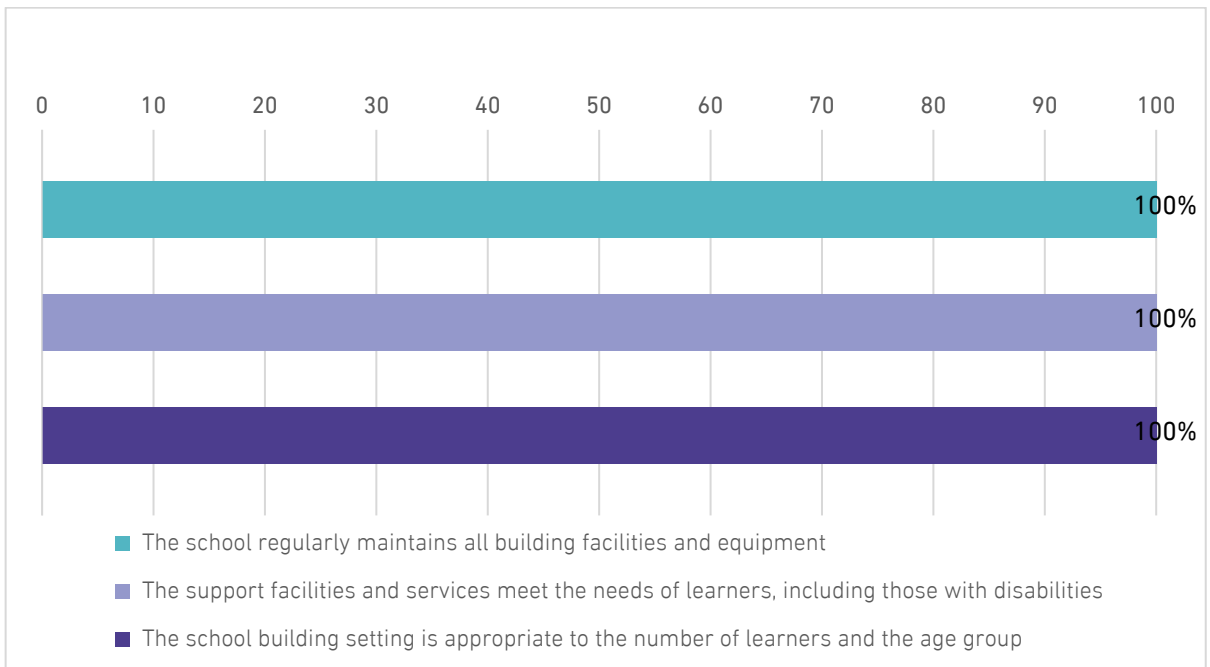
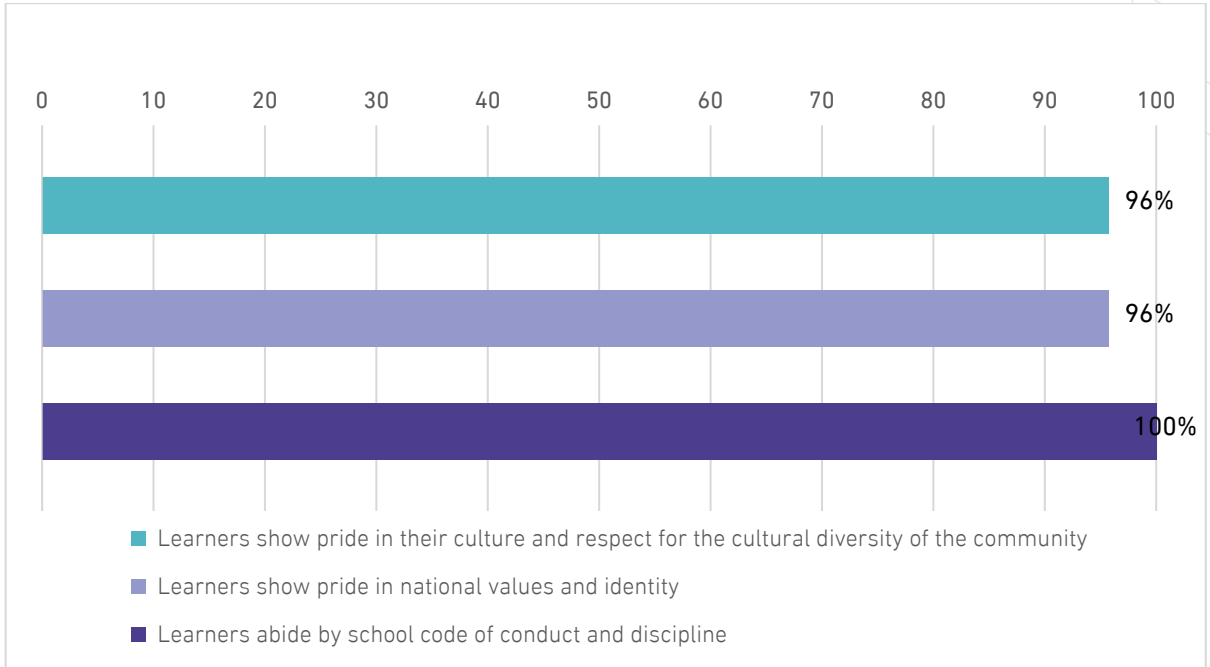




## School performance Charts

The following figures show school performance in each of the evaluation and accreditation domains

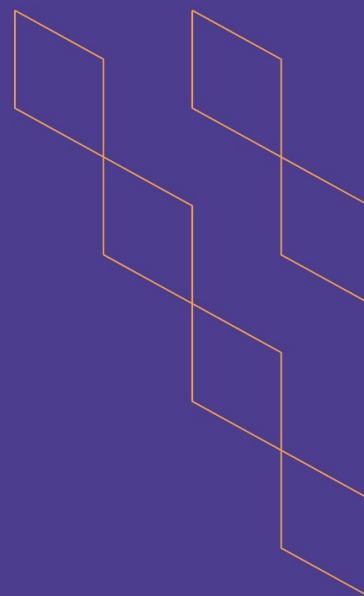




## **General Recommendations**

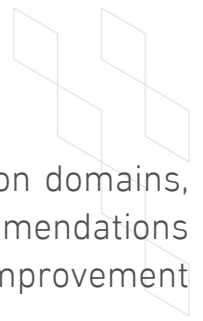
The results showed that the school's performance is advanced, proving effective in most areas of the school evaluation, its ability to provide quality educational services, and an educational environment that provides an advanced level of protection, security and safety; This has created an effective educational context that has led to most learning outcomes in learners, empowering them with personal, health, and social development.

The school is expected to develop this performance, continue to improve and innovate in teaching and learning processes, celebrate high performance, and assist the largest number of learners to reach high levels of performance by analysing the detailed results of the school's performance in this report and building development and sustainability plans.



## School performance ratings in each domain



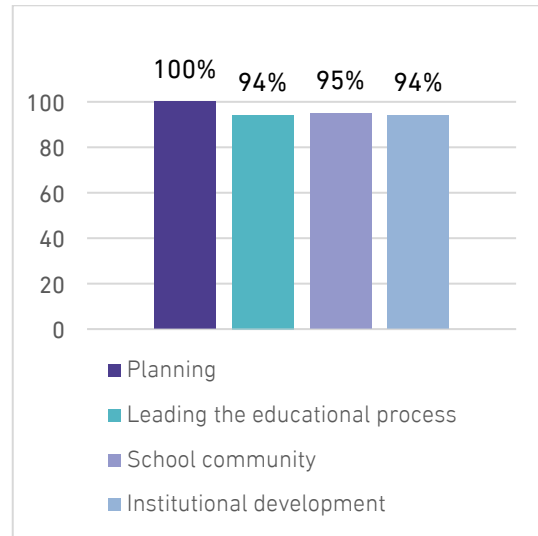


## School performance ratings in each domain

This section describes the school's performance in each of the evaluation domains, criteria, and indicators. It also provides insightful feedback and recommendations regarding each domain to be taken into consideration while setting the improvement plan. The section covers the following:

### School Leadership

The school leadership or administration focuses on making a positive impact on the school community to achieve outstanding performance, support plan implementation, offer more effective teaching and building learning experiences to students/staff, ensure continuous professional development of its employees, improve learning outcomes, and foster cooperation between school, family, and community. This evaluation domain is based on 4 criteria: planning, education process management, school community, and institutional development. The school's performance was evaluated as follows:



Indicators and Improvement Recommendations		Level
1-1-1-1	<b>The school develops an operational plan complete with specific development goals</b>	<b>%100.00 Excellence</b>
The school is expected to develop a flexible operational plan that includes ambitious development goals, various programs and activities, qualitative initiatives, performance indicators, and clear and timed tasks and responsibilities linked to its development goals. Self-evaluation forms can be used to achieve goals by work teams.		
1-1-1-2	<b>The school follows up on the implementation of the school plan and its development to ensure the achievement of its goals</b>	<b>%100.00 Excellence</b>
The school is expected to follow up on the implementation of its plan and evaluate it regularly and in a variety of ways according to specific and clear performance indicators, and to develop it to ensure the achievement of its goals.		
1-2-1-1	<b>The school promotes Islamic values and KSA national identity</b>	<b>%91.50 Excellence</b>
The school is expected to inculcate Islamic values and national identity and to enhance belonging to the homeland and loyalty to the wise leadership among the learners, through various activities, programs, events, and school programs, supervising their implementation in a variety of innovative ways in the school community, and raising awareness of them in the local community.		





1-2-1-2	<b>The school is committed to the values and ethics of the teaching profession</b>	<b>%99.50 Excellence</b>
<p>The school is expected to promote adherence to the rules of professional conduct and ethics of the teaching profession and raise awareness of them in a variety of innovative ways to promote positive relationships based on mutual respect, cooperation, trust, and balance between human relations and job duties</p>		
1-2-1-3	<b>The school provides a safe environment for learning and psychological and social development</b>	<b>%93.00 Excellence</b>
<p>The school is expected to create a safe environment that encourages learners to discuss, dialog, accommodate different views, cooperate, have positive relationships and mutual respect, and provide remedial, preventive, and educational activities and programs to reduce and address bullying cases</p>		
1-2-1-4	<b>The school promotes the rules of conduct and attendance, and follows up on their implementation</b>	<b>%97.00 Excellence</b>
<p>The school is expected to promulgate and raise awareness of the rules of conduct and attendance, set expectations for learners' behavior, and follow up on their application regularly and in a variety of innovative ways</p>		
1-2-1-5	<b>The school provides educational programs and activities that promote positive behavior</b>	<b>%91.75 Excellence</b>
<p>The school is expected to provide various remedial and preventive activities and programs that ensure the participation of all learners to enhance their positive behavior and relate to the results of diagnosing behavioral problems, follow up on their application in innovative ways, regularly evaluate and develop them, and invest in community partnerships in promoting them</p>		
1-2-1-6	<b>The school provides extracurricular enrichment programs and activities to develop the talents of learners and prepare them for the future career</b>	<b>%93.25 Excellence</b>
<p>The school is expected to apply methods to unlock the talents and abilities of the learners, identify their needs, motivate them to participate in Mawhiba Scales, provide extra-curricular enrichment activities linked to the results of evaluating their talents and abilities, and meeting their needs, follow up on their application in innovative ways and offer them incentives to support their distinction, and achieve advanced levels in national and international competitions</p>		
1-3-1-1	<b>The school promotes building positive relationships and cooperation within the school community</b>	<b>%99.50 Excellence</b>
<p>The school is expected to provide various tasks that encourage cooperation and teamwork, promote positive human relations in the school community and the local community, follow up on their application and sustainability in a variety of innovative ways, and carry out and develop them regularly</p>		
1-3-1-2	<b>The school promotes family participation in the education of its children and preparation for their future career</b>	<b>%88.50 Advancement</b>
<p>The school is expected to provide opportunities for effective communication with the family in a variety of ways, to support their children's learning, evaluate their performance, solve problems facing them, provide innovative activities and programs to raise awareness of their role, involve them in the process of preparation for their future, and evaluate its services</p>		
1-3-1-3	<b>The school promotes community partnerships to support learning and to have a positive impact within the local community</b>	<b>%99.50 Excellence</b>
<p>The school is expected to provide opportunities to connect with the local community in a variety of ways and invest in the capabilities of national institutions to support the learning of learners and meet the needs of people with</p>		





disabilities and the gifted It conducts awareness activities and events for the local community and harnesses its capabilities for its service

**1-4-1-1 The school provides a complete and qualified teaching staff**

**%100.00  
Excellence**

The school is expected to apply clear mechanisms and procedures in attracting qualified educational personnel in specialized fields, and to provide a sufficient number to cover the specialized fields, as well as to provide an attractive environment that supports excellence and guarantees job stability and sustainability for them

**1-4-1-2 The school provides a complete and qualified administrative staff**

**%100.00  
Excellence**

The school is expected to apply clear mechanisms and procedures in attracting qualified administrative personnel, and to provide a sufficient number according to work requirements, especially the laboratory preparers and the learning resources assistants

**1-4-1-3 The school demonstrates stability and financial sustainability**

**%100.00  
Excellence**

The school is expected to achieve growth in its financial resources and to direct a percentage of it to support and improve educational quality sustainably, and to communicate fees and collection policies to stakeholders

**1-4-1-4 The school encourages its employees to obtain a professional license**

**%59.75  
Getting started**

The school is expected to provide various awareness activities and programs that encourage and motivate its employees to take the initiative to obtain a professional license, and follow their professional progress regularly according to the professional ranks of teachers

**1-4-1-5 The school supports the professional development of its employees according to the results of job performance evaluation and their needs**

**%100.00  
Excellence**

The school is expected to set a professional development plan that is linked to the results of job performance evaluation, meets the needs of all its employees, and supports their continuous development It is also expected to follow up on its implementation in a variety of ways, measure its impact on their performance, encourage them to participate in professional learning communities, and conduct studies and procedural research

**1-4-1-6 The school applies self-evaluation based on the standards approved by the Commission**

**%100.00  
Excellence**

The school is expected to implement self-evaluation based on the framework and standards approved by the Education & Training Evaluation Commission (ETEC), and to enhance its culture among members of the school community and share its results with them, within the framework of an ambitious plan to achieve advanced levels of excellence in performance and achievement of learning outcomes, in addition to contributing to the transfer of experience and knowledge to other schools

**1-4-1-7 The school implements and follows up on an improvement plan based on the results of the school evaluation**

**%100.00  
Excellence**

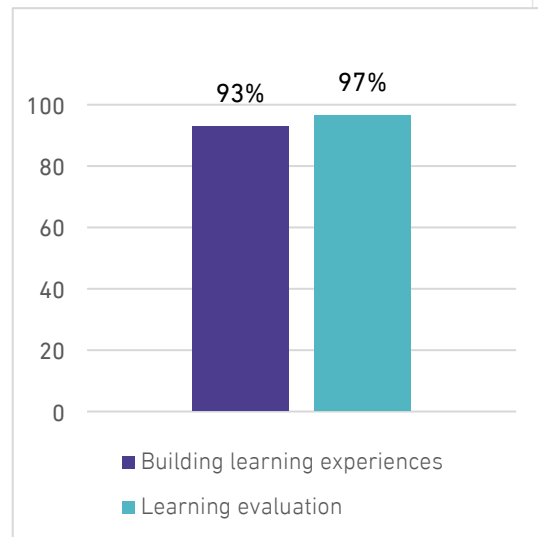
The school is expected to develop a plan for improvement in light of the results of the self-evaluation and to set priorities to address the influential aspects of improvement that achieve advanced results in learning outcomes





## Teaching and Learning

The learning environment is centered around the learner. Teaching and learning strategies/activities are tailored to meet the needs of learners and develop their abilities to acquire, apply, analyze and evaluate different types of knowledge and skills. These strategies are also designed to offer effective evaluation methods and tools that enhance students' learning and performance. This domain is based on 2 criteria: building learning experience and learning evaluation. The school's performance was evaluated as follows:



Indicators and Improvement Recommendations		Level
2-1-1-1	<b>The school provides equal learning opportunities that meet the needs of learners, including those with disabilities and the gifted</b>	<b>%95.00 Excellence</b>
The school is expected to provide equal learning opportunities for all learners, and to respond to their different needs, including those with disabilities and the gifted, in addition to following up on the commitment to this regularly, and providing comprehensive access to all groups for rich, high-quality learning		
2-1-1-2	<b>The school supports the implementation of the curriculum to achieve the intended learning outcomes according to the study plan</b>	<b>%100.00 Excellence</b>
The school is expected to provide various activities and resources that support the learning of qualitative knowledge and skills and the acquisition of the targeted values in the content of the curricula, and to follow up on their implementation to achieve high expectations for learning outcomes according to the study plan		
2-1-1-3	<b>The school diversifies teaching strategies to meet the learners' needs and support their learning</b>	<b>%96.50 Excellence</b>
The school is expected to build rich learning experiences for learners that encourage research and experimentation, apply diverse and effective teaching strategies that take into account their interests and individual differences, and meet their various needs to achieve high expectations for the targeted learning outcomes according to the characteristics of the age group and their abilities, including those with disabilities and the gifted		
2-1-1-4	<b>The school uses e-learning to meet the learners' needs and support their learning</b>	<b>%90.00 Excellence</b>
The school is expected to provide the necessary technical resources and equipment to meet the needs of all learners and support their learning and design diverse and innovative activities that integrate classroom learning and e-learning in all classrooms within daily and emergency school education		
2-1-1-5	<b>The school provides applied learning activities that relate to the lives of learners</b>	<b>%86.25 Advancement</b>







The school is expected to link learners' experiences with the reality of their lives, and to provide applied activities that encourage them to research and conduct scientific experiments and investigations to access knowledge and apply it in new situations

<b>2-1-1-6</b>	<b>The school develops the basic reading and numerical skills of the learners</b>	<b>%93.50 Excellence</b>
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The school is expected to enhance learners' basic literacy and numerical skills through classroom and non-classroom teaching and learning processes, innovative enrichment activities, prioritizing learning reading and writing skills at all stages, and through a focused and long-term plan and following up on its implementation

<b>2-1-1-7</b>	<b>The school develops the higher-order thinking skills of the learners</b>	<b>%94.00 Excellence</b>
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The school is expected to provide distinct various learning methods and activities aimed at developing higher-order thinking skills for all learners. It focuses on the skills of analysis, deduction, evaluation, creativity, and problem-solving through curricular and extracurricular operations, and provides, evaluates, and develops various innovative enrichment activities for their development

<b>2-1-1-8</b>	<b>The school develops the learners' emotional and social skills</b>	<b>%88.00 Advancement</b>
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The school is expected to provide a learning environment that enhances the personal and social-emotional skills of the learners, helps them develop their ability to control emotions, express feelings and ideas, control emotions, enhance self-confidence, encourages them to cooperate and work in a team spirit, communicate, have effective dialog, and mutual respect

<b>2-1-1-9</b>	<b>The school develops the learners' digital skills</b>	<b>%89.25 Advancement</b>
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The school is expected to enhance the learners' skills in using digital technology and the ability to deal with data via the Internet and to provide rich opportunities for learning experiences to develop their ability to use technical applications, and to employ software in research and access to reliable sources of knowledge to support their learning, and to meet their needs, including those with disabilities and the gifted

<b>2-1-1-10</b>	<b>The school encourages learners to learn and enjoy learning</b>	<b>%94.75 Excellence</b>
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The school is expected to provide a learning environment that achieves well-being for learners, stimulates their curiosity, encourages them to explore, applies stimulation methods and activities that take into account their tendencies and interests, and increases their motivation towards learning and having fun

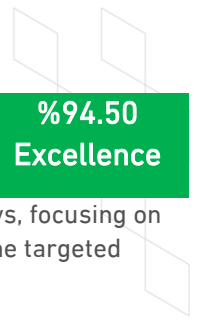
<b>2-2-1-1</b>	<b>The school evaluates learners' performance using various effective evaluation methods and tools</b>	<b>%95.50 Excellence</b>
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The school is expected to apply effective and diverse assessment methods and tools, diagnostic, formative, and summative, to support continuous learning and experimentation to reach more distinctive practices and to ensure that all school teachers have the same level of skill in conducting assessments and diversifying their methods, showing differentiation in learners' performance levels, and encouraging them to participate in evaluating and improving their performance in a variety of ways

<b>2-2-1-2</b>	<b>The school analyzes the evaluation results and uses them to improve learning outcomes regularly</b>	<b>%100.00 Excellence</b>
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The school is expected to analyze and interpret the evaluation results, take appropriate decisions to improve learning outcomes with the participation of all teachers, develop analysis methods, identify gaps and their causes, and use them in building treatment plans to achieve high expectations for the intended learning outcomes





2-2-1-3

**The school provides feedback to the learners regularly**

**%94.50  
Excellence**

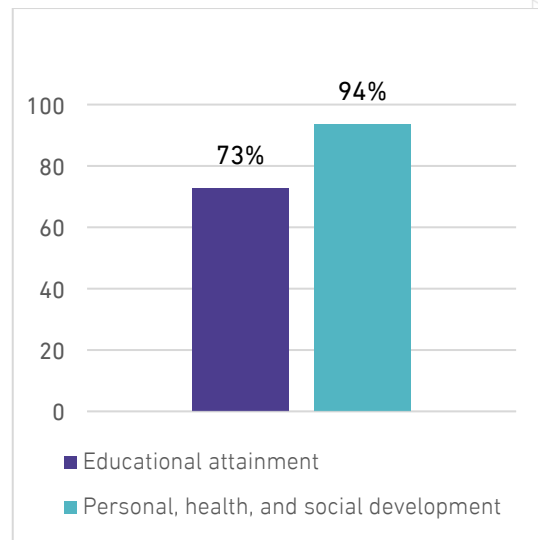
The school is expected to provide immediate and constructive feedback to learners in a variety of ways, focusing on improving their performance, clarifying their level of progress in achieving the high expectations of the targeted learning outcomes, and encouraging them to excel





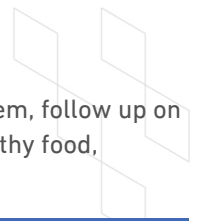
## Learning outcomes

Learning outcomes represent the knowledge, skills, attitudes, and values expected to be achieved by learners as a result of their planned educational experiences, and are related to educational attainment and personal, health and social development. This domain is based on 2 criteria: academic achievement, as well as personal and social development (including students' wellbeing). The school's performance was evaluated as follows:



Indicators and Improvement Recommendations		Level
3-1-1-1	Learners achieve advanced reading scores according to national tests	%75.50 Advancement
The school is expected to work to raise the percentage of learners who achieve advanced levels in learning outcomes in the field of reading, analyze national test data to determine the gap between school performance and performance at the national level, and make appropriate educational decisions regarding remedial or enrichment programs to achieve excellence and sustainability		
3-1-1-2	Learners achieve advanced mathematics scores according to national tests	%70.00 Getting started
The school is expected to work to raise the percentage of learners who achieve advanced levels in learning outcomes in the field of mathematics, analyze national test data to determine the gap between school performance and performance at the national level, and make appropriate educational decisions regarding remedial or enrichment programs to achieve excellence and sustainability		
3-2-1-1	Learners show pride in national values and identity	%95.75 Excellence
The school is expected to promote Islamic values, national identity, the Arabic language, and pride in the country's civilized and cultural achievements, through the development of curricular and extra-curricular programs and activities, and optimal investment in national and cultural events that enhance the learners' belonging to their homeland, love and pride in the achievements of its people, loyalty to their wise leadership, and pride in their heritage, history, language, and customs		
3-2-1-2	Learners show positive attitudes towards themselves	%93.75 Excellence
The school is expected to enhance the learners' positive attitudes towards themselves and their sense of well-being, express their happiness and satisfaction with life, enjoy the formation of personal relationships and healthy and friendly interactions with family and friends, and provide programs and activities concerned with building a normal and integrated personality in its various psychological, intellectual, physical and social dimensions		
3-2-1-3	Learners demonstrate a commitment to sound health practices	%92.75 Excellence





The school is expected to promote sound health practices among learners and raise awareness of them, follow up on their commitment to them, and develop programs and activities that encourage physical activity, healthy food, attention to personal hygiene, and maintaining the integrity of their bodies and minds

**3-2-1-4      Learners participate in community activities and volunteer work**

**%89.25  
Advancement**

The school is expected to design specific programs and activities that motivate learners to participate in voluntary work to serve the community, support their positive participation in it, and employ what they have learned in finding innovative solutions that enhance a sense of responsibility

**3-2-1-5      Learners abide by school code of conduct and discipline**

**%100.00  
Excellence**

The school is expected to follow up the learners' commitment to the rules of behavior and school discipline through the development of various programs and activities, and the preparation of guides and publications that contribute to quality guidance to gain self-discipline and embody the rules of responsible behavior

**3-2-1-6      Learners demonstrate the ability for research and self-learning**

**%87.25  
Advancement**

The school is expected to focus on developing learners' research and self-learning skills, provide rich learning activities and projects, and performance tasks that are related to their lives and encourage them to engage in them and acquire their skills, set their learning goals, time management, employ technology, and take responsibility for their learning

**3-2-1-7      Learners show pride in their culture and respect for the cultural diversity of the community**

**%95.75  
Excellence**

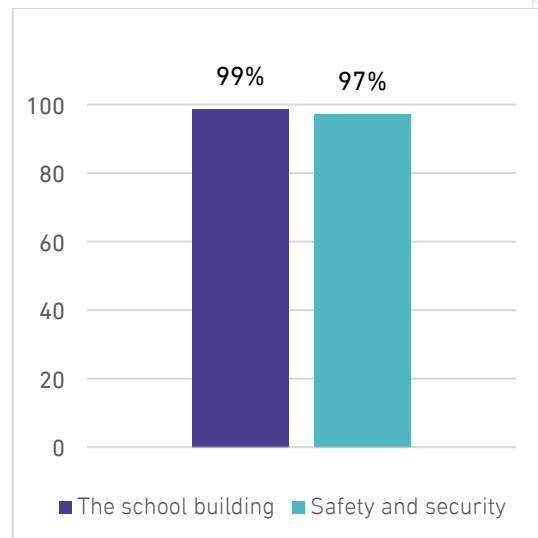
The school is expected to support the national constants of the learners, to be proud of the Arabic language, to be proud of the society's culture, history, and authentic customs, and to respect the cultural diversity of peoples and other cultures





## The school environment

The school environment fulfils the basic learning requirements and ensures that appropriate security and safety measures are in place to enable all the members of the school community to achieve the required educational goals and learning outcomes. This domain is based on 2 criteria: the school building, and safety and security. The school performance was evaluated as follows:



Indicators and Improvement Recommendations		Level
4-1-1-1	<b>The school building setting is appropriate to the number of learners and the age group</b>	<b>%100.00 Excellence</b>
The school is expected to work with the relevant authorities to develop the school building and arrange the furniture to help achieve a well-being school environment for learners that takes into account the characteristics of the age group and meets the requirements of the educational process		
4-1-1-2	<b>There are appropriate classrooms and laboratories for the educational process that meet the needs of learners, including those with disabilities</b>	<b>%96.50 Excellence</b>
The school is expected to work on organizing classrooms, laboratories, and their equipment following the standards and specifications of the requirements of the educational process, to meet the needs of learners and achieve well-being for them, including those with disabilities, and to provide laboratories and all means, tools, and materials necessary to implement learning activities		
4-1-1-3	<b>The support facilities and services meet the needs of learners, including those with disabilities</b>	<b>%100.00 Excellence</b>
The school is expected to work on benefiting from the distinguished and successful experiences in maintaining the sustainability of the facilities and support services in their suitability and meeting the needs of learners and achieving well-being for them, including those with disabilities		
4-2-1-1	<b>The school classrooms, laboratories, and all its facilities meet security and safety requirements</b>	<b>%99.00 Excellence</b>
The school is expected to regularly follow up on the security and safety requirements and equipment in the classrooms and all its facilities, promote a culture of security and safety, raise awareness of potential risks, and follow up on the safety of learners in the school facilities and during entry and exit		
4-2-1-2	<b>The school regularly maintains all building facilities and equipment</b>	<b>%100.00 Excellence</b>
The school is expected to work on following up on the maintenance of all facilities and equipment regularly, to ensure the sustainability of the school building's efficiency and effectiveness in meeting the requirements of the educational process and achieving well-being in it		





4-2-1-3

**The school administration ensures that the school building and all its facilities are cleaned regularly**

**%93.25  
Excellence**

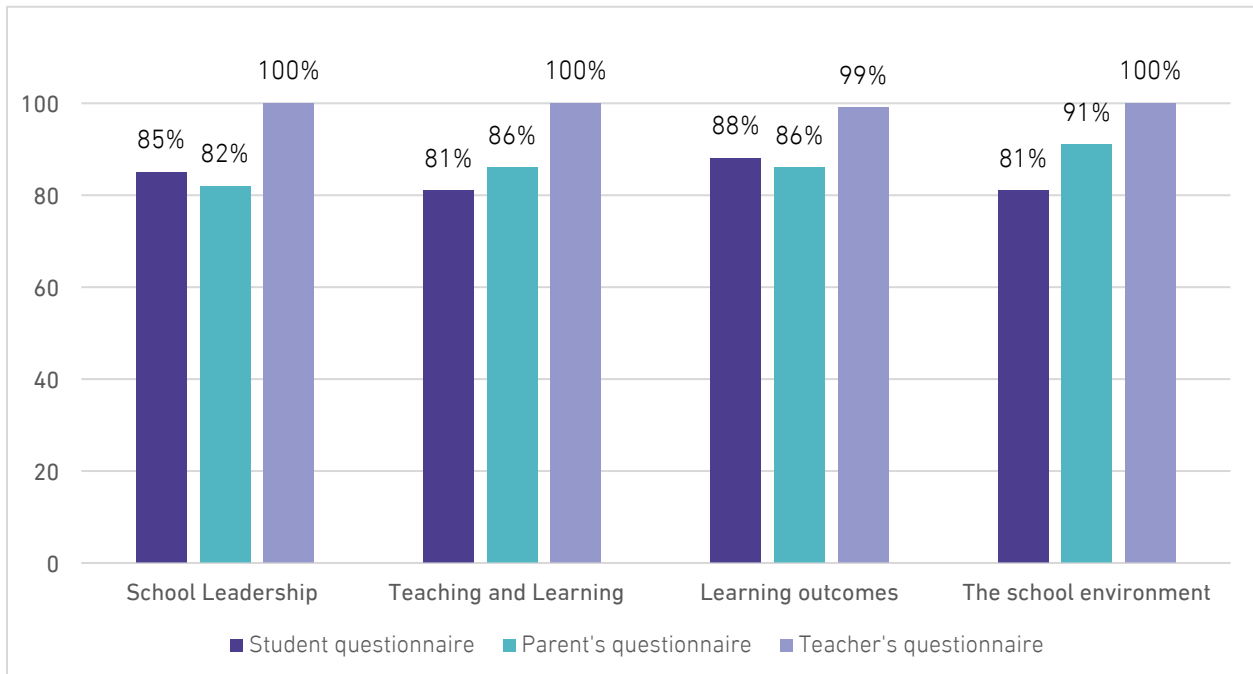
The school is expected to follow up on the cleanliness of the building and its facilities regularly, and to provide all necessary hygiene tools and keep them in appropriate places





## Stakeholders' feedback:

Stakeholder surveys were conducted (including teachers, students, and parents) to collect invaluable insights into each of the evaluation and accreditation domains:





## School performance in NAFS tests

[Click here to see NAFS tests](#)

### Self-Evaluation data

Description	Number of responses
Student questionnaire	114
Teacher's questionnaire	14
Parent's questionnaire	63
Student advisor interview	2
School principal interview	2
teacher interview	2
Document Analysis	2
Student interview	2
class note	20
School environment note	2

Evaluation Start Date		Evaluation Period Name	Academic Semester
Start Date	End Date		
2/19/2024	2/23/2024	The First Evaluation Cycle	Second Semester

This report is based on national assessment test results for the year 2023







## The school self-evaluation Team

#	Team member
1	جنا بنت علي بن احمد الغامدي
2	مرام مهدي محمد ال هتيلة
3	ريم عوضه محمد السلولي
4	فاطمة محمد علي موافي



**Upon receipt of this report, please follow these steps:**

- Read the report carefully, review the results, and share them with the school stakeholders.
- Use the report's results and information to help you set the appropriate improvement plan.

**هيئة تقويم التعليم والتدريب**  
Education & Training Evaluation Commission



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