

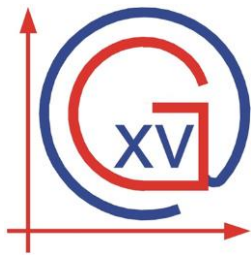
XV.GIMNAZIJA - IB WORLD SCHOOL

Zagreb, Croatia

**INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME**

Handbook

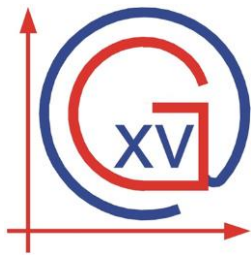
*School Year
2024/2025*



Welcome to XV. gimnazija, IB World School

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WELCOME NOTE

Dear IB student,

It is with great pleasure we welcome you to XV. gimnazija!!

We, the teachers, hope that the years ahead of us will be teeming with understanding and growth, but above all filled with new knowledge, and new experiences, friendships as well as good memories.

XV. GIMNAZIJA MISSION STATEMENT

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world.

Our curriculum encourages students to become independent and critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives.

Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication.

Since we believe learning is a process, we hope all our students will become lifelong learners with a capacity for compassion and empathy, as well as strong international-mindedness.

SCHOOL VISION AND MOTTO

In an environment lead by high quality educators through nurturing talents and multicultural projects, we strive to educate young people to become knowledgeable, socially and ecologically aware lifelong learners.

When asked about the importance of (college) education during his visit to Boston, Massachusetts in 1921, Albert Einstein remarked that **'Education is not the learning of facts, but training of the mind.'**¹ Although XV. gimnazija is a high school the school staff also believe in this idea and thus Einstein's words have become our school motto.

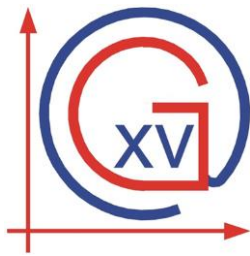
THE INTERNATIONAL BACCALAUREATE ORGANISATION

XV. gimnazija, as an IB World School since 1991, promotes high academic standards in two IB programmes: Middle Years (since 1995) and Diploma (since 1991) as expressed in IB mission statement and IB learner profile as well as in XV. gimnazija mission statement and school vision.

The International Baccalaureate® (IB) offers a continuum of international education in three languages. The programmes encourage both personal development and academic achievement, challenging students to think critically.

It offers 4 challenging academic programmes in more than 5,000 schools to students aged 3-19 across the globe.

¹ "Einstein: His Life and Times" by Philipp Frank, published in English in 1947



- [The IB Primary Years Programme](#), for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.
- [The IB Middle Years Programme](#), for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.
- [The IB Diploma Programme](#), for students aged 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and beyond.
- [The IB Career-related Certificate](#), for students aged 16 to 19, is the newest offering from the IB. The IBCC incorporates the vision and educational principles of the IB Programmes into a unique offering specifically designed for students who wish to engage in career-related learning.

IBO MISSION STATEMENT and WHY IB IS DIFFERENT²

EDUCATION FOR A BETTER WORLD

The International Baccalaureate (IB) develops lifelong learners who thrive and make a difference. It aims to develop inquiring, knowledgeable and caring young people who are motivated to succeed, to excel in their studies, and encourage both personal and academic achievement.³ It also strives to develop young people who will help create a better world through intercultural understanding and respect.

The IB's programmes are different from other curricula because they:

- encourage students of all ages to think critically and challenge assumptions
- develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- develop multilingual students

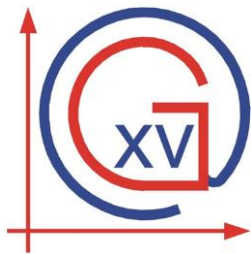
IB LEARNER PROFILE

The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems⁴. Thus in order to be an IB learner one should strive to be the following:

² <https://www.ibo.org/benefits/why-the-ib-is-different/>

³ <https://www.ibor.org>

⁴ <https://www.ibo.org/benefits/>



Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

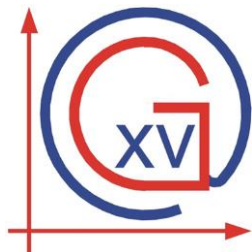
Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

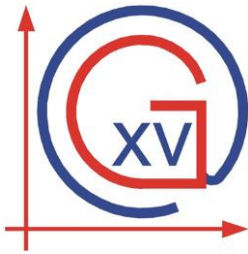
Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



IB MIDDLE YEAR'S PROGRAMME TEACHING STAFF for school year 2024/2025

| | SURNAME | SUBJECTS/AREAS OF RESPONSIBILITY in MYP | e-MAIL ADDRESS |
|-----|-------------------------------------|--|--|
| 1. | Ms Antolić Kristina | Digital Design, Product Design, V.A. 2N homeroom | kantolic@mioc.hr |
| 2. | Ms Copic, Aneta | Mathematics | acopic@mioc.hr |
| 3. | Ms Franić, Sylvia | History, 1N homeroom teacher , Service and Action leader | sfranic@mioc.hr |
| 4. | Ms Furdin, Mirela | Croatian MYP5, Theatre MYP5 2M Homeroom | mfurdin@mioc.hr |
| 5. | Mr Gaal, Emil | Biology | egaal@mioc.hr |
| 6. | Ms Kos, Darija | MYP coordinator, English A, Personal Project Coordinator | dkos@mioc.hr ibzagreb-myp@hi.htnet.hr |
| 7. | Ms Kos, Jelena | Maths -extended 1MN, 1M homeroom | jkos@mioc.hr |
| 8. | Ms Kovač Trubelja, Patricija | Chemistry 1MN | pkovac@mioc.hr |
| 9. | Ms Mamić, Tonćika | German | tmamic@mioc.hr |
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| 11. | Ms Mavračić, Zrinka | Physics | zmavracic@mioc.hr |
| 12. | Ms Mihalic Skočak, Maja | Mathematics -standard level 2MN, | mmihalic@mioc.hr |
| 13. | Mr Zvonimir Stupac | Physical and Health Education | zstupac@mioc.hr |
| 14. | Ms Pandžić, Zrinka | School psychologist | zpandzic@mioc.hr |
| 15. | Ms Perić, Idana | Croatian for foreign students | iperic@mioc.hr |
| 16. | Ms Periša, Jelena | School counsellor | jraguz@mioc.hr |
| 17. | Ms Selišek Butina, Loreana | French | ibzagreb-cas@hi.t-com.hr lsbutina@mioc.hr |
| 18. | Ms Siladin, Lada | English B | lsiladin@mioc.hr |
| 19. | Ms Špalj, Eva | Mathematics | espalj@mioc.hr |
| 20. | Ms Škrnjug, Senka | Croatian 1MN | sskrnjug@mioc.hr |
| 21. | Ms Topličan, Zrinka | Chemistry 2MN | ztoplican@mioc.hr |
| 22. | Mr Vrbanec, Filip | Geography 1MN,2MN+ Theatre 1MN | fvrbanec@mioc.hr |
| 23. | Ms Kanjera, Tamara | Librarian | tkanjera@mioc.hr |
| 24. | Ms Sanja Vučetić | School psychologist | svucetic@mioc.hr |



WHAT IS THE IB MIDDLE YEARS PROGRAMME?

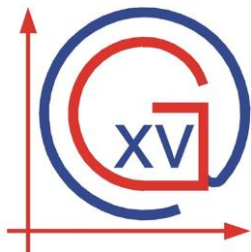
The MYP is designed for students aged 11 to 16 providing a framework of learning that encourages students to become creative, critical and reflective thinkers. Furthermore it encourages students to make connections between academic subjects and the real world. The MYP fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people of the 21st century. The MYP is a five-year programme, though XV. gimnazija offers only the last two years of the programme MYP4 and MYP5.

THE IB MIDDLE YEARS PROGRAMME

- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages (language of instruction and additional language of choice)** to support students in understanding their own cultures and those of others
- each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit (IDU) that involves two subject groups
- empowers students to participate in **service within the community**
- helps to prepare students for **further education**

IB Middle Years Programme model





- Approaches to learning (ATL) is a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry
- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.

The MYP culminates in the personal project (for students in MYP year 5).

THE SUBJECT GROUPS

The Middle Years curriculum model includes eight subject groups. At XV.gimnazija, we offer the following in each subject group.

Language and literature course is literature based. Its aim is to engage students in the study of many aspects of the language and literature, developing the 6 skills: listening, speaking, reading, writing, viewing and presenting. It also offers a study of a range of literary and non-literary text-types, writing styles and techniques allowing students to comment on the significance of any possible contexts, audiences, purpose, and the use of linguistic and literary devices. Our school offers English and Croatian as such courses.

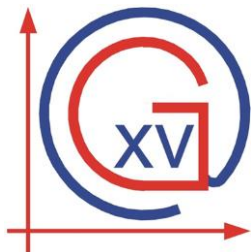
Language acquisition Our school offers English, French and German as well as Croatian for foreign students, as second language acquisition courses, offered at different levels depending on the students previous knowledge of the language. It is organized in six phases. Croatian is mandatory to foreign students, mainly at beginners' level.

Individuals and societies subject group offers both geography and history as separate subjects in both years of the MYP in our school. In both subjects students collect, describe and analyse data used in studies of societies, test hypotheses, and learn how to interpret complex information, including original source material.

Science subject group offers biology, chemistry and physics as separate subjects taught for two years in both years of the MYP in our school. It encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively. They are all assessed against the same assessment criteria for sciences provided by the IB.

Mathematics is also taught in both years of the MYP in our school at two levels - Standard mathematics, which aims to give all students a sound knowledge of basic mathematical principles and extended mathematics, in which the standard mathematics framework is supplemented by additional topics and skills, providing greater breadth and depth.

The design subject group is offered to all MYP students- Digital Design in MYP4 and Product Design in MYP5. The aim of the programme is to 'challenge all students to apply practical and creative thinking skills to solve design problems, explore the role of design in both historical and contemporary contexts as well as consider their responsibilities when making design decisions and taking action.'



Arts courses offered at our school are Visual Arts and Theatre. Students choose one or the other arts courses and follow it for two years in MYP4 and 5. The goals of these courses are to stimulate imagination, challenge perception and develop creative and analytical skills through creating, performing and presenting arts engaging and conveying feelings, experiences and ideas.

It also encourages students to understand the arts in context and the cultural histories of artworks.

Physical and health education – in the MYP intends to cultivate a healthy and active life-style for students and consequently advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and learn of the benefits of a regular exercise regime.

MYP CURRICULUM

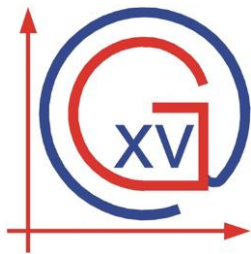
The Middle Years Programme curriculum is demanding and challenging; it develops intercultural awareness, holistic and interdisciplinary approach to learning through individual work, pair work, teamwork, investigation and research or projects.

The IB sets the aims and objectives, as well as skills and knowledge for each of the subject groups that students have to achieve by the end of each MYP year. How it will be achieved is left for each school to decide, as long as it is within the guidelines, principles and philosophy of the IB. The IB also provides the assessment criteria for all subject groups.

MYP CURRICULUM AT XV.GIMNAZIJA

The following table shows the subjects offered in MYP4 and MYP5 at our school.

| Subjects | MYP 4 (number of classes per week) | MYP5 (number of classes per week) |
|-----------------------------------|---|--|
| Language and literature -English | 4 | 5 |
| Language Acquisition -English | 4 | 5 |
| Language and literature -Croatian | 5 | 4 |
| Language Acquisition - German | 3 | 3 |
| Language Acquisition - French | 3 | 3 |
| Language Acquisition - Croatian | 3 | 3 |
| History | 2 | 2 |
| Geography | 2 | 2 |
| Mathematics | 4 | 4 |
| Physics | 3 | 3 |
| Biology | 2 | 2 |
| Chemistry | 2 | 2 |
| Digital Design | 2 | / |
| Product Design | / | 2 |
| Visual arts/Theatre | 2 | 2 |
| Physical and health education | 2 | 2 |



PERSONAL PROJECT

The personal project is an independent, individual project work completed by each student in the last year of the MYP program, through which MYP students present the development of ATL skills as communication, collaboration, organization, affective, reflective, information literacy, critical-thinking and creative thinking and transfer skills as well as attitudes and knowledge acquired in the MYP.

The project topic is chosen by each student at the end of MYP4 and should reflect student's personal interest. Also, students are required to write a 15-page report which demonstrates student's engagement with personal project by summarizing the experiences and skills evidenced throughout the process.

Each student is assigned a supervisor to guide him/ her through the process as well as supervise the progress of the project. The supervisor + 2 additional teachers/moderators assess each project following the assessment criteria provided by the IB. In addition, each project is moderated externally by assigned IB moderators.

On March 14th, depending on the epidemiological situation, the school organizes Personal Project Festival, where students present their Personal Projects to their peers, teachers, parents and visitors from other schools.

APPROACHES TO LEARNING

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them "learn how to learn".

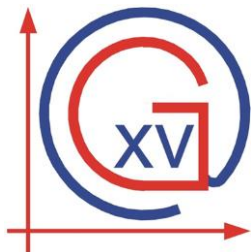
IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.

| ATL skill categories | MYP ATL skill clusters |
|----------------------|------------------------|
| Communication | Communication |
| Social | Collaboration |
| Self-management | Organization |
| | Affective |
| | Reflection |
| Research | Information literacy |
| | Media literacy |
| Thinking | Critical thinking |
| | Creative thinking |
| | Transfer |

The focus of ATL in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. They empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programmes like the DP.

In the MYP, ATL encompasses both general and discipline-specific skills so each of the subject groups develops its skills necessary for achieving the highest levels in their respective subjects although many ATL skills are applicable to all MYP subject groups.

While ATL skills are not formally assessed in the MYP, they contribute to students' achievement in all subject groups.



SERVICE AND ACTION

This is a required/mandatory component of MYP. All MYP4 and MYP5 students are required to take part in Service and Action. It helps students connect what is learned in school with the real world. Service and action activities take a variety of forms and allow each student to independently select their type of service. All students in MYP4 and MYP5 will be duly informed about their obligations by the Service and Action leader. Students **will not be promoted to the Diploma Program** if all Service and Action requirements are not met.

LANGUAGE POLICY

The Middle Years Programme (MYP4 and MYP5) at our school offers English as the language of instruction, and so does the Diploma Programme.

Depending on the level of English, the results of the entrance test/placement test as well as their previous schooling experience, all our students follow either **Language and Literature** course or Language Acquisition course (levels V and VI).

Also, the students who take Lang. Lit. English course are advised to take the same course in the Diploma Programme.

Croatian citizens are required by national educational regulations to study Croatian as their mother tongue. We also offer a course of Croatian for foreign students, usually at the beginners' level.

All of our students also choose a **Language acquisition course, French or German**, at either beginner, intermediate or proficient level, depending on the students' previous learning experience.

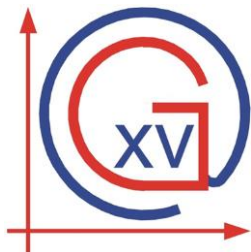
Depending on the number of interested students, Latin is also offered as an optional subject ('fakultativna nastava') and is taught in Croatian. This can be only arranged if there are at least 8 students interested in the course.

ASSESSMENT POLICY

Assessment is an integral part of any educational programme since it is a vital part of the learning process. XV. gimnazija as an IB World School and a state school developed its assessment policy based on the aims and values inherent to the IB programmes, IB assessment expectations and practices and national assessment policy as stated in *Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi*.

Aims and objectives of the assessment policy are:

- To encourage effective teaching and learning
- To enhance student learning by understanding the expectations of the programme in every subject, assessment criteria and ways they will be assessed in both formative and summative way.
- To provide feedback information about student's progress and achievement for students, parents and teachers alike.
- It is communicated to students, parents, national educational and IB authorities;



Assessment principles in MYP

- Assessment is **not** about recalling facts, but it focuses on fundamental cognitive skills such as understanding and application as well as to higher-order cognitive skills such as synthesis, reflection, evaluation and critical thinking.
- There is a balance between formative and summative assessment.
- Assessment is done not only by teachers but also by students themselves (peer assessment and self-assessment) in order to improve their learning skills.
- Students are informed what they are going to be assessed on before they start working on a given assignment.
- Teachers provide students with feedback for future learning which can be done **orally or in writing**, either individually or in class as a group.
- Assessment is reported via so called *e-dnevnik*, digitally kept records of students' achievement throughout the school year and both parents and students have access to those, parent-teacher conferences, individual parent-teacher consultations, and parents meetings and subject report cards issued at the end of the school year, both in English and Croatian as it is required by the Ministry of Education, given that the school is a state school.
- Assessment is also reported via Manage Bac (a digital school -platform specifically designed for IB schools)- all students receive a Manage Bac account and the parents also receive some access to their child's account.

What and when do we assess?

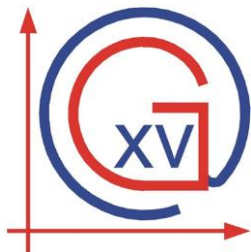
Assessment pieces are both formative and summative, and enable all types of learners to have the opportunity to be successful. The aim is to build oral, written and practical assessments into the programmes.

Students are assessed when they work individually, when they work in a group either individually or co-operatively – in school or at home.

Any assessment task should be an authentic piece; it should be meaningful and relevant to the students in the context of their studies and wider experiences.

In order to get a balanced view of the progress of our students, a wide range of assessment methods is used in all subjects .

- Observations – Students are observed working individually, in small groups or as part of the whole class.(often formative assessment)



- Performance Assessments – students use skills, knowledge and understanding to accomplish a goal or solve an open-ended problem.
- Process based assessments – students are assessed on the process they go through, rather than the finished product for example Personal project.
- Tests – summative pieces which provide a snapshot of where the student is at a given time.(most often summative assessment)
- Portfolios, Journals & Workbooks – a collection of student work that is designed to show growth, progress and reflection.

How do we assess?

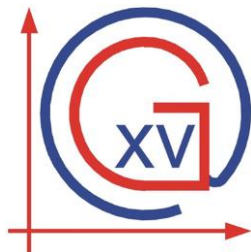
When planning a unit of work in any subject the assessment objectives need to be met so that there is room both for formative and summative assessment.

Formative assessment tasks are meant to **prepare** the students for **summative assessments**. Formative assessment is conducted by gathering, analysing, interpreting and using the evidence to improve student's learning and to help students to achieve their potential. Teachers design and provide formative assessment tasks and practices to help students improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment also provides detailed feedback to the teacher on the nature of students' strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the students better judges of their own performance and then helping them develop strategies to improve. Formative assessment focuses on assessment as an essential learning process and can be done either orally or in a written form.

When setting any assessment piece, be it formative or summative, it must be clear to the students how they will be assessed, against what criteria, and with what expectations for success. This should be provided through the consistent use of assessment rubrics-task specific descriptors and instruction sheets. It can be done both orally and in writing. Determining levels of achievement for assessment tasks uses a 'best-fit' approach. Also, when it comes to summative assessment, teachers must use the IB Subject guide assessment criteria.

At the end of the school year, in order to report student's final achievement in a subject, teachers must use the appropriate assessment criteria set by the IB. So as to provide summative assessment, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments (formative assessments and summative assessments) over the duration of the units taught.

Grading for reporting purposes at the end of the school year involves 2 stages. Levels of achievement for each criterion (each criterion and each strand has to be assessed at least twice by the end of the year) are recorded separately and must not be totalled for an individual task. At the reporting period a best-fit approach is used to determine a score out of 8 for each criterion. The four scores out of 8 are then added together to obtain a total out of 32, an overall grade of 1 – 7 is determined using the IB grade boundaries published as the MYP general grade descriptors. The personal project and IDU have only 3 assessment criteria so the total score is 24.



How do we report?



The students' progression and results in all subjects can be accessed through e-dnevnik and Manage Bac. At the end of the school year, each student receives a report card both in Croatian (grades 1-5) and English (IB grades 1-7).

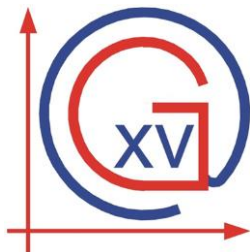
Furthermore, parents are expected to come to school at least once a term to either talk to the homeroom teacher or subject teacher or similar in order to monitor their child's progress.⁵

Also there are usually 3 parents meetings/parents-teachers conferences throughout the school year when parents are expected to participate and also talk to either homeroom teacher or subject teachers about the progress of their child in any particular subject.

MYP assessment criteria is applied for each subject group according to the following table provided by the IB :

| Subject groups | Criterion A (max.8) | Criterion B (max.8) | Criterion C (max.8) | Criterion D (max.8) |
|-------------------------------|---------------------------|--------------------------|---------------------------|---|
| Language and literature | Analysing | Organizing | Producing text | Using language |
| Language acquisition | Listening | Reading | Speaking | Writing |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-life context |
| Arts | Investigating | Developing | Creating/ Performing | Evaluating |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| Personal project | Planning | Applying skills | Reflecting | |
| Interdisciplinary IDU | Evaluating | Synthesizing | Reflecting | |

⁵ [Statut-XV.-gimnazije-ozujak-2019-za-web.pdf \(mioc.hr\)](http://mioc.hr) ; Zakon o odgoju i obrazovanju u srednjoj školi : XV.Prava i obveze roditelja, Članak 136)

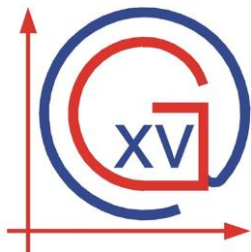


There are **4** criteria for each subject in each subject group, except for Personal Project and IDU. The maximum level of achievement in each criteria is **8**, thus **32** is the maximum level of achievement in each subject.

The IB provides the conversion table with grade boundaries for converting the criterion levels total into grades from 1-7, which is applied to determine final grades in each year of the MYP. The grades from 1-7 are then converted into grades from 1-5 according to the Croatian grading system.

MYP GENERAL GRADE DESCRIPTORS

| Grade | Grade boundaries | Descriptor |
|----------|------------------|---|
| 1 | 1-5 | 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. |
| 2 | 6-9 | 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. |
| 3 | 10-14 | 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 . |
| 4 | 15-18 | 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. |
| 5 | 19-23 | 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. |
| 6 | 24-27 | 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. |
| 7 | 28-32 | 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. |



| IB GRADE | OCJENA |
|----------|------------------------|
| 1 | Very poor (nedovoljan) |
| 2 | Poor (nedovoljan) |
| 3 | Mediocre (dovoljan) |
| 4 | Satisfactory (dobar) |
| 5 | Good (vrlo dobar) |
| 6 | Very good (odličan) |
| 7 | Excellent (odličan) |

DAILY SCHEDULE

School begins at 7:45 a.m.

Students attending the International Baccalaureate Programme (both MYP and DP) will come to school every working day, they will be on-site every day, and always in the morning shift, under the time table for that specific day, unless stated otherwise.

Students should come to school at least 10 minutes before the beginning of the classes. Students must be in class on time and before subject teacher. If late, they won't be allowed to enter the classroom.

Classes last 45 minutes (when national students are in the morning), otherwise 40 minutes.

Every subject is taught in a specific classroom, although some subjects can be taught in the same one. Practical work for Chemistry, Biology, Visual arts, Design or similar student groups will be held in specialized classrooms. Also PHE takes place at the gym or outdoor facilities if and when the weather allows.

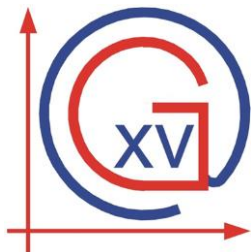
The so called 'big break' after 3rd period lasts 25 minutes. Students can use the library according to a specific schedule which will be announced in due course.

No student should roam the halls during class periods.

ATTENDANCE PROCEDURES

Excused absences

- If a student misses 100 or more periods by the end of the first term, parents will be summoned to school to a meeting with the homeroom teacher, MYP coordinator and the school principal.
- Parents should promptly report to the school their child's absence or late arrival – the date/dates of absence, the reason for the absence, the parent's/guardian's signature and a doctor's report.



- Also, parents/guardians have to come to school personally to verify the absence ([Statut-XV.-gimnazije-ozujak-2019-za-web.pdf \(mioc.hr\)](#)); Zakon o odgoju i obrazovanju u srednjoj školi : XV.Prava i obveze roditelja, Članak 136)
- During school year a parent can personally or in a written form excuse his/her child's absence from school without a doctor's report, for no more than 3 consecutive/sequential days.

Parents can also request absence from school for their child in advance. It is necessary that the parents write a request prior to an absence and inform the homeroom teacher, if it is up to 3 days, the principal, for up to 7 working days, and the teaching staff of XV. gimnazija, if it is more than 7 working days. If such a request is not sent, and the student still misses school, it will be regarded as skipping classes, for which the consequences are unexcused absences.

Parents are also asked not to plan their trips during school days as it is not easy to make up for the content missed when on such trips.

IF the parents do that, it would be good that parents prior to such a trip check e-dnevnik for dates of scheduled tests, exams or deadlines for projects are set in order to avoid too many absences and school days/periods missed. Teachers will not be asked to make special arrangements for students who miss school because of unscheduled holidays/family trips . Every effort will be made to support the needs of students who miss school due to an illness, an emergency or a situation beyond the family's control.

Since our school is an international one and has students from various parts of the world, we understand that students of various religions within the school observe diverse holidays. The school respects and accepts observations of various holidays and requests that parents notify the MYP Coordinator when their children will be absent due to the observation of special religious holidays.

Unexcused absences

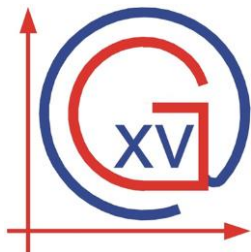
Unexcused absences will result in one of the following disciplinary actions:

- 1. A warning- 6-11 unexcused absences**
- 2. A written reprimand- 12- 17 unexcused absences**
- 3. Reprimand before expulsion- 18-23 unexcused absences**
- 4. Expulsion- 24 or more unexcused absences**

CODE OF CONDUCT

The following Code of Conduct and its rules/standards of behaviour apply not only to students and their behaviour while on school premises, on school trips or at school but at authorized events or activities such as visits to museums, theatres, etc. as well. It also refers to all individuals involved in the education process- parents or guardians, teachers and other staff members.

- All members of school community, especially students are expected to conduct themselves in a courteous manner and to treat others with respect and dignity, especially persons in positions of authority.
- Students are also expected to be respectful of school property and other students' property.



- All members of the school community have a responsibility to maintain an environment where conflict and difference can be resolved in a civil and respectful manner.

THE CODE OF CONDUCT AND THE RULES OF BEHAVIOUR

For instances of unacceptable behaviour, depending on their severity, disciplinary actions will be taken as follows:

1) A warning (opomena) – for minor unacceptable behaviour (lakše neprihvatljivo ponašanje)

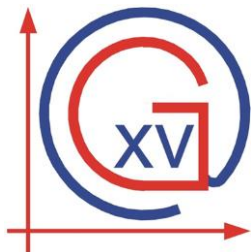
- a) misconduct and disrupting of classes, talking to other students during class;
- b) littering school premises;
- c) intentional damage to school property such as drawing on the desks, and carving of the desks
- d) unauthorized use of electronic gadgets such as tablets or cell phones during classes
- e) inciting and aiding unauthorized entrance of unauthorized persons onto school premises
- f) inciting unacceptable behaviour in other students (peer-pressure)
- g) disturbing students or teachers and school personnel by inappropriate behaviour which causes discomfort, after the student has already been warned
- h) copying from other student /sources, improper collaboration during class test/exam

2) A written reprimand (ukor) - unacceptable behaviour (teže neprihvatljivo ponašanje)

- a) repetitive misconduct of class disruption in such a manner that the class cannot be held
- b) spreading lies, verbally abusing or bullying and degrading another student or school personnel
- c) bringing and abusing alcohol, cigarettes or illegal substances on school premises, including school trips, visits to theatre, museum, etc.
- d) inciting and aiding unauthorized entrance of persons who have already damaged students or school personnel on either school property or outside
- e) intentional damage of the school or another person's property also during school trips, visits to theatre, museum, etc.
- f) covering up of violent behaviour
- g) hitting or participating in a fight or similar violent behaviours that can endanger the safety of student or other people, without severe injuries
- h) use and abuse of data of other students from 'pedagoška dokumentacija/e-dnevnik'
- i) betting or gambling on school premises, school trips, visits to museums, etc.
- j) theft

3) Warning before expulsion (opomena pred isključenje) - severely unacceptable behaviour teško neprihvatljivo ponašanje

- a) inciting violent behaviour
- b) violent behaviour which does not result in severe damage/injuries
- c) forgery of exam materials or written doctor's excuse
- d) theft
- e) unauthorized use of data /passwords to access electronic/school data base
- f) incitement of racial hatred and other forms of hate-speech
- g) destruction of school official documents
- h) pressuring students into unacceptable behaviour or bullying



i) bringing weapons and similar dangerous tools to school

4) Expulsion (isključenje) – especially severe unacceptable behaviour (osobito teško neprihvatljivo ponašanje)

- a) forging written or electronic official documents/school reports/ subject reports etc.
- b) publishing materials online (YouTube) or elsewhere that could **hurt the** reputation, honour and dignity of another person
- c) vandalism, breaking in and similar violent acts
- d) endangering the safety of students, teachers and school personnel by using weapons or dangerous tools/materials
- e) violent behaviour resulting in severe emotional or physical injuries of another person

Disciplinary measures warning and written reprimand have to be awarded within 15 days after the student has been warned/reprimanded.

Parents or legal guardians will be informed about unacceptable behaviour of their child in written form.

Also, if necessary or required by law, parents will be summoned to a meeting at school regarding their child's misconduct or unacceptable behaviour.

Disciplinary actions and measures will be noted in the *e-dnevnik*.

Due to positive changes in student's behaviour over a longer period of time, the disciplinary actions can be rescinded.

Roles and Responsibilities

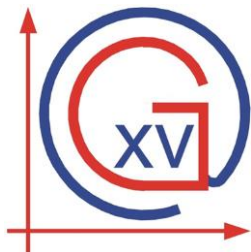
The MYP Coordinator takes a leadership role in the daily operation of the MYP programme and provides leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- communicating regularly with all members of the school community

Teachers and school staff maintain order in the school by being role models for students and by keeping high standards of behaviour.

The teachers' responsibilities are to:

- help students work to their full potential and develop their self-worth;
- inform students and their parents about progress and achieved results in academic subjects and other school activities during consultations and parents' meetings , especially the homeroom teacher or subject teachers



- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents;
- E-mail communication is restricted to short and urgent notices - should a need or a problem arise, parents need to come to school in person and talk to the homeroom teacher, subject teacher, MYP coordinator, or the principal. The meeting can be requested by the school , homeroom teacher, subject teacher, MYP coordinator, principal or parents.

Students are to be treated with respect and in return they must demonstrate respect for themselves, for others and responsible behaviour.

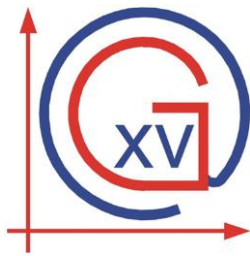
Students are expected to:

- come to school and classes on time and be prepared for work, otherwise they will not be allowed to enter the classroom
- come to classes with all the necessary equipment such as pens for writing tests, pencils, books and hand-outs, rulers, calculators, USBs/memory sticks, laptops or tablets if required by the subject teacher as well as appropriate P.E. equipment such as plain , white T-shirt, pants/jump suit, sneakers, etc. If a student fails to bring the equipment to class he/she will NOT BE ALLOWED TO SIT IN THE CLASSROOM or do P.E., will be sent to the MYP coordinator, and the parents will be informed or possibly summoned to school in case of such repeated behaviour
- **bring only hard copies of projects which must be handed in person to the subject teacher, unless specifically permitted by a subject teacher**
- demonstrate respect for all fellow students and school personnel by standing up out of respect when a teacher or any adult person enters the classroom or by greeting teachers and school personnel in school corridors
- be quiet, courteous, and respectful during the classes – if a student is disruptive in class parents may be summoned to sit in the classroom in order to observe their child's behaviour
- be respectful of school property
- refrain from behaviour which might endanger their own safety and the safety of others such as sitting on window sills, running around school corridors, violent behaviour, etc.
- **turn off cellular phones** and other electronic gadgets during classes and **keep them in their bags**
- refrain from eating, drinking soft drinks, coffee or tea, or chewing gum during the classes
- pick up litter at all times, whether they dropped it or not
- use school equipment only with the permission from a teacher
- use school facilities, especially the library, if a gap appears in their schedule and not to roam the school corridors

Students are not allowed to enter the staff room.

Parents fulfil their responsibility according to various Acts ⁶ when they:

⁶ [Statut-XV.-gimnazije-ozujak-2019-za-web.pdf \(mioc.hr\)](#) ; Zakon o odgoju i obrazovanju u srednjoj školi : XV.Prava i obveze roditelja, Članak 136)



- show an active interest in their child's school work and progress
- communicate regularly with the school, especially the homeroom teacher, and come to school at least once a term
- help their child be neat, appropriately dressed (check the above) and prepared for school
- ensure that their child attends school regularly and on time
- become familiar with the code of conduct and school rules and make sure that their child will abide by the rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues

Standards of Behaviour

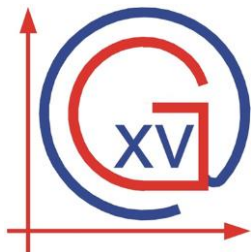
All school members must:

- respect and comply with all applicable state laws as well as the Book of regulations provided by the Ministry of Education and the Book of regulations provided by the school
- respect differences in people, their ideas and opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- respect persons who are in a position of authority
- respect the need of others to work in an environment of learning and teaching

SCHOOL HAS ZERO TOLERANCE FOR ALCOHOL, DRUGS AND TOBACCO ABUSE WHICH ARE STRICTLY FORBIDDEN ANYWHERE ON SCHOOL PREMISES (INSIDE AND OUTSIDE THE BUILDING) AS WELL AS ON SCHOOL TRIPS, VISTS TO MUSEUMS AND EXHIBITIONS, ETC.

Consequences of breaking school rules

- Matters of discourtesy will be handled immediately by the subject teacher, homeroom teacher and/or MYP Coordinator.
- In case of academic dishonesty steps will be taken (check the Handbook's section on Academic Integrity Policy).
- If a student does not meet the deadline for submitting a homework assignment/project she/he will be awarded '0' on all the assessed criteria for the given assignment



- In case of misconduct during a class, the student will be summoned to the MYP Coordinator's office in order to explain himself/herself and write a report regarding the misbehaviour.
- In case of repetitive tardiness parents will be summoned and students penalized by unexcused absences.
- If a student does not fulfil her/his obligations regarding the Personal Project for example meetings with the supervisor, etc. parents will be informed and summoned for a meeting with the supervisor first; if this kind of behaviour continues then the home-room teacher and the MYP coordinator will also be summoned.
- If a student uses a cell phone or any other electronic gadget without the subject teacher's permission, it will be taken by the subject teacher and given back to the student at the end of the class. Subject teacher will make a note in the note rubric of e- dnevnik regarding this and will promptly inform the homeroom teacher about the 'unauthorized use of electronic gadgets such as tablets or cell phones during classes'. If repeated, disciplinary action of a warning will be issued in accordance with the School regulations and student's parents will be informed.
- In case of intentional damage of the school or another person's property, forgery, theft, and vandalism will result in expulsion from school.
- Drug and alcohol consumption anywhere on school premises (inside and outside the building) on school trips or at school –authorized events or activities such as visits to museums, theatres, etc. will also result in severe disciplinary action.
- In case of serious and repetitive misconduct/misbehaviour the student can face disciplinary action by not being allowed to attend the two-day field trip

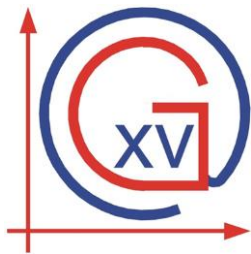
ACADEMIC INTEGRITY POLICY

Based on IB learner profile attributes which express the aims and values inherent to the IB programmes, students should always act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

In order to apply stated values in everyday schoolwork and all assignments submitted to school for either internal assessment by their teachers or external moderation by IB examiners, students should always:

- Submit original, authentic pieces of work they wrote themselves and that comprise their own language, expressions and ideas;
- Acknowledge somebody else's words and/or ideas either taken from published (printed) or electronic source using the reference system agreed upon in the school
- Comply with rules and regulations of written examination.

To prove they will do so students are required to sign an "honour code" as a statement of academic integrity and submit it to their homeroom teachers to be placed in their student record (page 34).



What is academic honesty?

It is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Simply, student ideas should be their own. Students are allowed and encouraged to use somebody else's words and/or ideas as well, but they should always be properly acknowledged. Students are also allowed to use A.I. as reference, but should also acknowledge the use of it in bibliography. If not done so it creates academic dishonesty, malpractice, or simply cheating.

Forms of intellectual and creative expression known as intellectual property must be respected and are normally protected by law the same way that somebody else's goods are their property and should not be stolen.

To develop required skills and values students will receive guidance on when and how to include acknowledgments in their work, what is and how to use paraphrasing so that it becomes habitual practice to use quotation marks, indentation and other form of integrating words or ideas into.

What is academic misconduct/dishonesty?

Using the work of others, their ideas, words or art work (regardless of the length or quantity – it can be one sentence only, or a single photograph) as your own without acknowledging the source, and submitting it for assessment. Since such bad practice may give a student unfair advantage over others in one or more assessment components, academic dishonesty results in significant consequences.

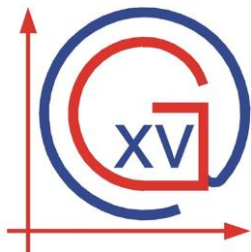
Plagiarism:

Presentation of words and/or ideas of another person as student's own. It can come in many different forms, such as:

- **copying** material from a source without proper acknowledgement
- **copying and pasting** material from a source without proper acknowledgement
- **translating** material from a source without proper acknowledgement
- **paraphrasing** material from a source without proper acknowledgement
- **getting help from another person** to the extent that the work is no longer authentic work of the student
- **buying material** (essays, presentations, written assignments, projects, etc.) and submitting them for assessment as student's own
- **fabricating data** for an assignment
- **impersonating** another student.

Collusion:

- Supporting malpractice by another student – intentionally or not, as in allowing one's work or part of the work to be copied or submitted for assessment by another student.



- Helping another student to complete an assignment to the extent that the work is almost a copy of another student's assignment.
- Working together with another student to produce only one version of an assignment and submitting it as two authentic and original pieces.
- In all cases **both students** are guilty of collusion.

Duplication of work is:

- presentation of the same work for different assessment components
- presentation of the same work to satisfy assessment requirements in different subjects, or different subject groups.

Unfair gain is:

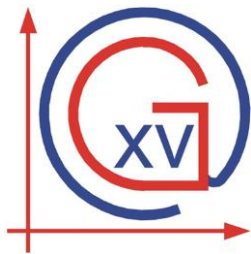
- taking unauthorised material into an examination
- misconduct during an examination
- cheating in an examination
- falsifying another student's record
- theft of another student's work.

Students should learn that **taking material from a public domain like the Internet should also be always properly acknowledged.**

Students should also learn that submitting work that is not authentic, that is not their own - whether done on purpose or as a result of procrastination, negligence or sloppiness - **constitutes malpractice** whether it was **intentional or not.**

Academic infringement

In some cases, the use of another person's words or ideas is not properly acknowledged in the work submitted for assessment: the student did not use the quotation marks but has cited the source in the bibliography or in the footnote. This is called academic infringement, and not malpractice.



Disciplinary consequences of plagiarism

Plagiarism is regarded as academic theft and results in a zero grade award.

If a student performs any act of cheating or plagiarism mentioned above the consequences will be also based on the school's Book of regulations.

The subject teacher will inform the homeroom teacher and the MYP coordinator. The student will be summoned to a conference with the subject teacher, homeroom teacher and the MYP coordinator on the assignment in question. The homeroom teacher will notify the parents in writing of the incident.

The following disciplinary actions will be undertaken:

1. Resubmit the paper/assignment to be completed within 48 hours. The student will revise and resubmit a properly documented paper/assignment.
2. No credit on the paper/assignment: The student will receive a zero on the paper/assignment.

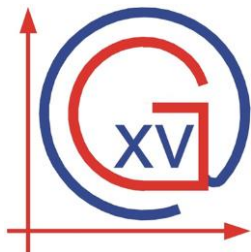
In addition to the above mentioned the following disciplinary actions could be undertaken: warning, a written reprimand, warning before expulsion or expulsion.

After a student's work has been determined to be plagiarised, one or more of the following consequences will be administered:

Offences and penalties

Should a student, despite all received guidance, be found guilty of malpractice within the school, the following penalties will be applied:

| Violations | Grading consequences | Sanctions |
|---|---|---|
| Academic infringement (others' ideas are not properly acknowledged but the source is cited) | Reduced grade on the work | Work should be corrected and resubmitted within 48 hours |
| Collusion (improper collaboration on an assignment) | A failing grade or zero points on the work (all the students involved) | Work should be corrected and resubmitted within 48 hours Parents will be informed Written warning issued |
| Plagiarism (using others' words or ideas, source is not cited, copying and pasting other student's work, duplication of work)) | A failing grade or zero points on the work | Work should be corrected and resubmitted within 48 hours Parents will be informed Written warning issued Noted in the student's record |
| Unfair gain in the class (copying from a student, electronic device, paper) | A failing grade or zero points on the work | Parents will be informed Written warning issued Noted in the student's record |



TO AVOID PLAGIARISM

1. Acknowledge borrowed materials within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. At the end of the borrowed material, use parentheses to enclose the citation.
2. Use quotation marks for all quoted material.
3. Revise all paraphrased material so that it is presented in one's own style and language. The simple rearrangement of vocabulary and/or sentence patterns is not acceptable.
4. Provide specific documentation for each borrowed item. Others may need to know your sources.
5. Provide a bibliography for every source used in your paper.
6. When in doubt, cite sources. Seek clarification from teachers, librarians and resource centre personnel.



PROMOTION TO THE NEXT ACADEMIC YEAR

To be promoted to the next academic year, the MYP student should achieve grade 3 or above in all subjects. The same applies to Personal project in MYP5.

If a student has achieved '1' or '2' in one or two subjects he/she must attend a minimum of 10 and maximum of 25 extended periods of study (*produžna nastava/summer school*) according to the schedule provided by the subject teacher at the end of the school year. If the student does not meet the minimum requirement in July, he/she will take a re-sit exam in August.

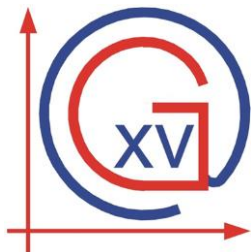
If a student has achieved a failing grade ('1' or '2') from three or more subjects, he/she will not be promoted to the next academic year and therefore will have to repeat the same academic year.

PROMOTION TO THE IB DIPLOMA PROGRAMME

In order to be directly promoted to the IB Diploma Programme all the MYP students have to fulfil the following criteria:

- 1) A minimum GPA at the end of both MYP 4 and MYP 5 should be 4.5
- 2) Cumulative grades in English, Math and Science (average of Biology, Chemistry and Physics) at the end of both MYP 4 and MYP 5 should be at least 12
- 3) All students must complete their Service and Action, including the written requirements, and submit them to the Service and Action leader until due time, as indicated by the SA leader.
- 4) Good or excellent behaviour with minimal absences

In case a student does not fulfil all of the requirements for direct transition into the Diploma Programme, he/she needs to write a formal request to the Teaching Staff of XV. gimnazija to sit for the Entrance Exam. The staff will look into the request and may allow such student to sit for the Entrance Exams in Math, English and literature together with other external candidates applying to enrol in the Diploma Programme.



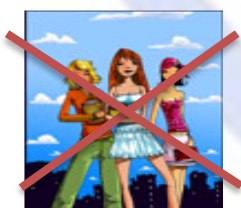
LONDON FIELD TRIP - OPTIONAL

Every school year students of MYP5 have an opportunity to go on a special London school trip, which is optional and it mainly focuses on W. Shakespeare and his life and work as an extension of the Language and Literature course. It is optional and financed by parents but there are certain requirements to be met. The interested students need to fulfil the following requirements:

- GPA at the end of MYP4 has to be at least 4,5
- English grade in MYP4 has to be 5,6 or 7 in Lang. Lit. , or 6 and 7 in Lang. Acquisition -English
- The student can't have more than 2 unexcused absences in MYP4
- ABSENCES - No more than 80 excused absences during the first year of IBMYP - if it is a continuous sick-leave (hospital, broken limb, prolonged sickness, COVID-19 etc.), ballet school, music school, sports competitions, other) the MYP staff will decide.
- HABITUAL TARDINESS- if a student has a tendency for tardiness (being late for any class, 1st or otherwise) (based on MYP staff, esp. homeroom teachers' observations)
- CLASS CONDUCT - Class behaviour/conduct has to be impeccable- there should be no teachers' notes in e-dnevnik regarding behaviour/misconduct in any subject such as 'Student doesn't know how to behave during class ,and disturbs others in class. Student ignores the teacher;' and similar.
- Students should not have any warnings (opomena razrednika) or a written reprimand (ukor) regarding their behaviour in MYP4.
- Lack of responsibility in submission of homework and general attitude in English A/B class (for example: does not have a copy of the book; does not take notes in class; has not submitted the homework/assignment on time, etc.).

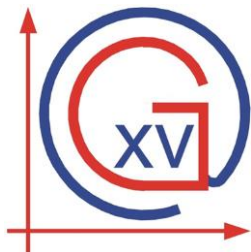
In case that a student does not fulfil **one** of the requirements they need to write a request, signed by parents, to the MYP staff explaining why the student would want to go on the London trip. Then the following MYP staff members will decide: homeroom teachers, school counsellor, school psychologists, English teachers, MYP coordinator and the head of school.

DRESS CODE POLICY



Students are expected to come to school dressed appropriately and neatly, and should follow the dress code rules below:

- All skirts, dresses and pants **must be** longer than the extended finger tips
- **No** head covering such as hoodies, hats and caps during classes except if it pertains to religious matters
- **No spaghetti straps or crop-tops** that do not meet bottom
- No shirts/tops that reveal too much cleavage



- **No gym shorts** or similar in class
- **No pants** below hips that allow visibility of under garments of any kind
- **No sheer/see through clothing**
- **No backless tops** or clothes with revealing holes or tears
- **No flip-flops**
- **No clothing** with offensive messages or foul language
- Clothing should be free from slogans referencing drugs, alcohol, tobacco or weapons
- It is **recommended not** to come to school in tracksuits /sweat suits nor leggings, yoga pants or spandex

If students do not follow the above rules parents will be informed and students will be sent home to change into appropriate clothes and consequently given unexcused absences for missing class/es.



TEXTBOOKS

All textbooks, library books and magazines are available for students' use at no extra cost. The school expects these materials to be treated with great care. Students are responsible for the textbooks they are issued either by the librarian or subject teachers, and are expected to return them in a condition similar to the one when received at the end of the school year.

If books are lost or damaged, the parents must cover the cost.

EXTRACURRICULAR ACTIVITIES

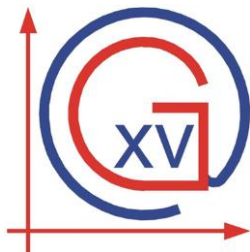
All students are welcome to participate in any of the extracurricular activities organized by XV. gimnazija and offered to ALL students of the school. The list of those and times are posted at the beginning of each school year on the school web site and students sign-up for extracurricular activities on-line. The same applies to the so called 'fakultativna nastava'.

Sometimes extracurricular activities might overlap with regular schedule of mandatory subjects. In this case students' mandatory subjects take precedence over extracurricular or 'fakultativna nastava'.

LOCKERS

Students should use their lockers to keep personal property (coats, umbrellas etc.) secured. Students should not force the locks of lockers. Also, they are not allowed to change the assigned locker on their own nor attach stickers or write on lockers. Lockers should be kept clean and tidy.

At the end of the school year, the students have to empty their belonging from the lockers.



IBMYP

XV.GIMNAZIJA, WORLD SCHOOL

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www.ibo.org

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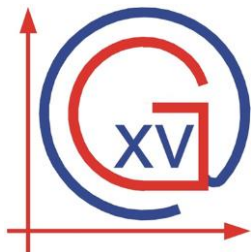
dkos@mioc.hr

Address:

Jordanovac 8

10000 Zagreb

Croatia



Statement

I _____,
a student of XV. gimnazija, IB World School, _____ class

hereby state, that I have read the Code of Conduct and will comply with the mentioned rules and standards of behaviour.

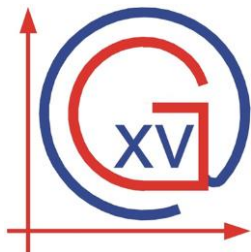
In case of misconduct, I agree to suffer the consequences of such misconduct according to the school's Code of Conduct.

Date _____ Student signature _____

We, hereby state, that we have read the above Code of Conduct and will comply with the stated rules and standards of behaviour.

In case of misconduct, we hereby agree with the school's right to punish our son/daughter _____ in accordance with the stated Code of Conduct.

Date _____ Parent's signature _____



Academic Integrity Honour Code Statement

I _____,
a student of XV. gimnazija, IB World School, _____ class

hereby express my compliance with the values of academic integrity and therefore will always:

- Submit original, authentic pieces of work I wrote myself that comprise my own language, expressions and ideas.
- Acknowledge somebody else's words and/or ideas either taken from published (printed) or electronic source using the reference system agreed upon in my school.

I will always comply with rules and regulations of written examination; will not give or receive unpermitted aid in class work, in the preparation of reports, essays, assignments or any other work submitted for assessment in school or by external examiners.

Furthermore, I will take an active part in ensuring that others also comply with these values.

Date: _____

Student's signature: _____

Parent's or legal guardian's signature: _____