



XV.GIMNAZIJA

**INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME**

Zagreb, Jordanovac 8

HANDBOOK

SCHOOL YEAR 2026/2027

Zagreb, September 2026

Welcome to the MYP

Dear students,

Welcome to the IB Middle Years Programme at XV. gimnazija. The MYP challenges you to think critically, communicate effectively, learn independently and make meaningful connections between subjects and the world around you.

Our aim is to support academic achievement while helping students become responsible, reflective and internationally minded young people. The programme requires commitment, curiosity, integrity and a willingness to learn from feedback.

This Handbook summarises the key expectations, procedures and opportunities that apply to MYP4 and MYP5. It should be read together with the school's current policies and procedures, particularly the MYP Assessment Policy, Academic Integrity Policy, Language Policy and Code of Conduct.

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.

Our Vision and Motto

When asked about the purpose of education during his visit to Boston, Massachusetts, in 1921, Albert Einstein is widely attributed as saying:

“Education is not the learning of facts, but the training of the mind to think.”

Although XV. gimnazija is a secondary school, we strongly believe that education should extend far beyond the acquisition of knowledge. Our aim is to help students develop the ability to think independently, ask meaningful questions, communicate effectively, approach challenges creatively and responsibly, and become lifelong learners.

Einstein's words therefore reflect an important principle underlying our educational philosophy: **education is not simply about what students learn, but about how they learn, think and use their knowledge.**

This vision is closely reflected in our school motto:

“At XV. gimnazija, IB is more than a programme — it is a path to lifelong learning.”

The motto expresses our belief that the IB is not merely a curriculum or a set of academic requirements. It is an educational approach that encourages curiosity, critical thinking, reflection, open-mindedness and a willingness to continue learning and growing throughout life.

At XV. gimnazija, we strive to create a learning community in which students are encouraged to **think deeply, learn actively, act responsibly and remain curious beyond the classroom.**

The IB Middle Years Programme

The MYP is an educational framework for students aged 11–16. At XV. gimnazija we offer MYP4 and MYP5, the final two years of the programme.

- develops conceptual understanding, critical and creative thinking, communication and reflection
- connects learning to local and global contexts and real-world issues
- promotes interdisciplinary learning and responsible action
- develops Approaches to Learning (ATL) skills for independent, effective learning
- supports intercultural understanding and international-mindedness
- prepares students for further education, including the IB Diploma Programme.

Key components

- Eight subject groups provide a broad and balanced programme.
- Students study Language and Literature and Language Acquisition.
- At least one collaboratively planned Interdisciplinary Unit (IDU) is completed each year.
- Service and Action connects learning with meaningful action in the school or wider community.
- The MYP5 Personal Project is an independent project demonstrating planning, application of skills and reflection.

IB Learner Profile

MYP students are encouraged to develop the ten IB Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

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.



Here is the list of current MYP teaching staff:

	SURNAME	SUBJECTS/AREAS OF RESPONSIBILITY in MYP	E-MAIL ADDRESS
1.	Ms Antolić, Kristina	Product Design, Visual Arts 2N homeroom	kantolic@mioc.hr
2.	Ms Bijelonjić, Ozana	Media Arts 2MN	obijelonjic@mioc.hr
3.	Mr Krzysztof Božanović, Dario	Physics 2MN	dbozanovic@mioc.hr
4.	Ms Copić, Aneta	Mathematics (extended) 2MN	acopic@mioc.hr
5.	Ms Franić, Sylvia	History, 1N homeroom teacher , Service as Action leader	sfranic@mioc.hr
6.	Mr Gaal, Emil	Biology	egaal@mioc.hr
7.	Ms Kos, Darija	MYP coordinator, English Language and Literature; Personal Project Coordinator	dkos@mioc.hr ibzagreb-myp@hi.htnet.hr
8.	Ms Kos, Jelena	Maths (standard) 1MN, 1M homeroom	jkos@mioc.hr
9.	Ms Kovač Trubelja, Patricija	Chemistry 1MN + ATL leader	pkovac@mioc.hr
10.	Ms Kraševac, Franka	Croatian Language and Literature. 2MN Theatre 1MN	fkrasevac@mioc.hr
11.	Ms Mamić, Tončika	German- Language Acquisition (beginners)	tmamic@mioc.hr
12.	Ms Markota Sever, Sandra	German Language Acquisition (standard/advanced)	smsever@mioc.hr
13.	Ms Pandžić, Zrinka	School psychologist	zpandzic@mioc.hr

14.	Ms Perić, Idana	Croatian (Language Acquisition for foreign students)	iperic@mioch.hr
15.	Ms Selišek Butina, Loreana	French Language Acquisition (beginners and standard)	ibzagreb-cas@hi.t-com.hr lsbutina@mioc.hr
16.	Mr Stupac, Zvonimir	Physical and Health Education 2M Homeroom teacher	zstupac@mioc.hr
17.	Ms Špalj, Eva	Mathematics (extended) 1MN	espalj@mioc.hr
18.	Ms Škrnjug, Senka	Croatian Language and Literature 1MN	sskrnjug@mioc.hr
19.	Ms Štambuk, Katarina	Mathematics (standard) 2MN	kstambuk@mioc.hr
20.	Ms Topličan, Zrinka	Chemistry 1MN	ztoplican@mioc.hr
21.	Ms Vidović, Lana	Physics 1MN	lvidovic@mioc.hr
22.	Mr Vrbanec, Filip	Geography	fvrbanec@mioc.hr
23.	Ms Vučetić, Sanja	School psychologist	svucetic@mioc.hr
24.	Ms Vukšić, Ivana	School councilor/pedagogue	ivuksic@mioc.hr
25.	Ms Vuraić Petra	English Language Acquisition	pvuraic@mioc.hr
26.	Ms Kanjera, Tamara	Librarian	tkanjera@mioc.hr

Subjects at XV. gimnazija

Subject group	Subject(s)	MYP4	MYP5
Language and Literature	English	4	5
	Croatian	5	4
Language Acquisition	English	4	5
	German / French	3	3
	Croatian (foreign students)	3	3
Individuals and Societies	History / Geography	2 / 2	2 / 2
Mathematics	Standard / Extended	4 / 5	4 / 5
Sciences	Physics / Biology / Chemistry	3 / 2 / 2	3 / 2 / 2
Design	Product Design	2	2
Arts	Visual Arts / Media Arts	2	2
	Theatre	2	—
Physical and Health Education	PHE	2	2

The exact subject combination and timetable are determined by the school.

Approaches to Learning (ATL)

ATL skills help students learn how to learn. They include communication, social and collaboration skills, self-management, research, and critical and creative thinking. These skills are developed and assessed through everyday learning, projects and reflection.

Assessment in the MYP

Assessment is an integral part of learning. At XV. gimnazija, assessment combines IB MYP practices with the requirements of the Croatian education system. The current MYP Assessment Policy is the authoritative document for assessment procedures and can be found on the school web site https://www.mioc.hr/wp/?page_id=7359

Assessment principles

- Assessment focuses on understanding, application, analysis, evaluation, synthesis, reflection and critical thinking, not simple recall alone.
- Formative assessment is used to guide learning; summative assessment provides evidence of achievement.
- Students may be assessed individually or collaboratively, depending on the task.
- Students are expected to understand the learning goals, success criteria and assessment criteria before completing assessed work.
- Self-assessment and peer feedback support reflection and improvement.
- Teachers use subject-specific MYP criteria and a best-fit approach when determining achievement levels.
- Feedback should help students identify strengths, next steps and ways to improve.

What students should expect

- Assessment tasks and criteria are communicated clearly in advance, either in written form or orally.
- Task-specific clarification or rubrics may be provided where appropriate.
- Students should use feedback to improve subsequent work.
- Evidence of achievement is gathered across a range of learning experiences rather than from a single task.

MYP Grading and Reporting

MYP achievement is reported on a 1–7 scale. For each subject, achievement is determined using the four MYP assessment criteria, each assessed on a 0–8 scale.

Criterion achievement

- Each criterion and its strands are assessed at appropriate points across the year, with sufficient evidence collected to make a valid judgement.
- Criterion levels are recorded separately; they are not averaged for individual tasks.
- A best-fit judgement is used to determine the level of achievement for each criterion.

Final subject grade

- The four criterion scores are combined to a maximum of 32 points.
- The total is converted to an MYP final grade from 1–7 using the applicable IB grade boundaries/general grade descriptors.
- Personal Project and Interdisciplinary Units use three criteria and therefore have a maximum of 24 points.
- Final achievement is reported in ManageBac and in e-dnevnik in accordance with school and national requirements.

Grade	Points*	Croatian grade equivalent	General meaning
1	1–5	1 nedovoljan	Very limited achievement; significant misunderstandings or gaps.
2	6–9	1 nedovoljan	Limited achievement; significant gaps and infrequent application.
3	10–14	2 dovoljan	Acceptable achievement; basic understanding with some gaps.
4	15–18	3 dobar	Good achievement; generally sound understanding.
5	19–23	4 vrlo dobar	Generally high achievement; secure understanding and effective application.
6	24–27	5 odličan	High achievement; extensive understanding and increasing independence.
7	28–32	5 odličan	Excellent achievement; comprehensive understanding, sophistication and independence.

*For four-criterion subjects. Personal Project and IDU use a maximum of 24 points and the relevant IB grade boundaries.

MYP Assessment Criteria per Subject Group

Subject group	A	B	C	D
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 contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
PHE	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 Unit	Evaluating	Synthesizing	Reflecting	—

Assessment and feedback

Assessment is intended to support learning, not simply record performance. Students should use feedback to revise their understanding, improve skills and set realistic next steps. Where reassessment or additional evidence is appropriate, the procedure in the current MYP Assessment Policy applies.

Language Policy – in brief

English is the language of instruction in MYP4 and MYP5 and is also the language of instruction in the Diploma Programme.

- All MYP students study Language and Literature.
- Croatian citizens study Croatian as required by national regulations.
- Foreign students normally study Croatian at the appropriate level.
- Students study an additional language, normally German or French, at a level appropriate to their prior learning.
- Latin may be offered as optional/facultative learning depending on student interest and school arrangements.

Language Policy In Brief

The Middle Years Programme (MYP4 and MYP5) at our school offers English as the language of instruction, and so does the Diploma Programme. (see school website for more information regarding Language Policy

https://www.mioc.hr/wp/?page_id=7359.

- All students must have a Language and literature course (foreign students usually English).
- Croatian citizens are required by national educational regulations to study Croatian as their mother tongue.
- Foreign students usually take Croatian at beginner level.
- Students also choose an additional language (German/French, beginner or standard level, depending on the 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 10 students interested in the course.

Service As Action

Service as Action is a required component of the MYP. Students are expected to participate in meaningful activities that connect learning, personal development and responsible action.

- Students choose or contribute to activities appropriate to their interests and abilities.
- Students keep the required evidence/reflection as specified by the school.
- Completion of Service as Action is required for successful completion of the MYP4 and MYP5 and for direct transition to the DP under school requirements..

Attendance and Punctuality

Regular attendance is essential for learning, assessment and participation in the MYP.

Daily schedule

School door will be open between 7:30 – 8:00

School starts: 8:00 a.m. (arrive at least 10 minutes early – main entrance only)

Lessons: 45 minutes each.

Big break after 3rd period (25 min).

Students

- Arrive on time and prepared for every lesson.
- Attendance is recorded at the beginning of each lesson in e-dnevnik.
- If absent, check missed work and agree on a realistic plan for catching up.
- If a previously announced assessment is missed, contact the subject teacher and complete the assessment at the time arranged by the teacher.
- During an extended absence, students should communicate with teachers and follow the agreed plan for catching up.

Parents/guardians

- Report absences and late arrivals promptly according to school procedures.
- Requests for planned absences must be made in advance and approved by the appropriate school authority.
- 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. However, parents are kindly requested not to plan their trips during school days as it is not easy to make up for the content missed when on such trips.

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

Using school facilities

Students should use classrooms, library, common areas, cafeteria and gym responsibly and only as permitted by the timetable and school rules. During lesson time, students should not roam corridors or disrupt classes.

Code of Conduct

All members of the school community are expected to act with respect, responsibility, integrity and care.

- Treat teachers, staff and students respectfully.
- Respect school property and other people's belongings.
- Arrive on time and prepared with all required materials, participate actively and follow teacher instructions.
- Eating, drinking (except water), or chewing gum is strictly forbidden during lessons.
- Help maintain a safe, inclusive and positive learning environment.
- Follow school rules during lessons, breaks, trips, visits and school events.

Mobile phones and electronic devices

- Phones must be switched off and kept away during lessons unless a teacher authorises their use for learning.
- Unauthorised use may result in the device being held until the end of the lesson and a record being made in e-dnevnik.
- Repeated misuse will result in disciplinary measures: warning (opomena) if there are 2 notes in e-dnevnik; for more than 2 notes – formal reprimand (ukor).
- During formal tests/examinations, phones, smart watches and other unauthorised devices must be stored as instructed by the teacher.

Serious misconduct

Violence, bullying, theft, vandalism, cheating, hate speech, possession or use of prohibited substances, weapons, and other serious breaches of school rules will result in disciplinary measures under school regulations and Croatian law.

Disciplinary procedures are applied proportionately and in accordance with the applicable school rules.

Parents/guardians are informed where required.

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

Consequences for breaking school rules:

- Matters of discourtesy will be handled immediately by the subject teacher, homeroom teacher and/or MYP Coordinator
- In case of academic misconduct 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 or school counsellor in order to explain their behaviour 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

Disciplinary actions for unacceptable behaviour:

(Adapted from Pravilnik o kriterijima za izricanje pedagoških mjera https://narodne-novine.nn.hr/clanci/sluzbeni/2015_09_94_1818.html)

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

- a) disrupting the educational process, such as causing disorder, making noise, calling out, or talking after an oral warning from a teacher;
- b) polluting or littering school premises and the surrounding environment, such as throwing rubbish outside designated waste bins;
- c) causing minor damage to property in school premises or in another place where educational activities are carried out, such as writing on or carving into furniture;
- d) using information and communication devices in any area of the primary school, except for educational, health-related or other purposes approved by the school;
- e) encouraging other students to engage in less serious inappropriate behaviour;
- f) harassing students or school employees, or engaging in other activities that cause discomfort to other persons, after the student has been warned about such behaviour;
- g) using unauthorized sources of information for the purpose of copying.

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

- a) disrupting the educational process in such a way that its continuation is prevented;
- b) violating the dignity of another person by belittling, insulting, or spreading untruths and rumours about another student or school employee;
- c) unauthorized use of information and communication devices during the educational process;
- d) encouraging other students to engage in more serious inappropriate behaviour;
- e) concealing violent forms of behaviour by other students;
- f) using or misusing another student's data from pedagogical documentation;
- g) betting or gambling on school premises or in another place where educational activities are carried out;
- h) taking or appropriating another person's property.

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

- a) provoking or inciting violent behaviour, such as spreading inaccurate information that may lead to violent behaviour, chanting before or during violent behaviour, recording an incident involving violent behaviour, or similar conduct;
- b) violent behaviour that does not result in serious consequences;
- c) forging medical excuses or examination materials;
- d) unauthorized use of another person's data to access the school's electronic databases without altering the data;
- e) theft of another person's property;
- f) inciting group hate speech;
- g) destruction of the school's official documentation;
- h) coercing another student into inappropriate behaviour or extorting another student, such as demanding money;
- i) bringing into or consuming psychoactive substances, alcohol, drugs, or other substances prohibited by law on school premises or in another place where educational activities are carried out;
- j) bringing or assisting in the arrival of unauthorized persons who have caused harm to persons or property on school premises or in another place where educational activities are carried out;

- k) intentionally damaging property by causing substantial damage on school premises or in another place where educational activities are carried out;
- l) hitting, participating in a fight, or engaging in other behaviour that may endanger the safety of the student or another person, but without serious consequences.

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

- a) forging written or electronic official school documentation;
- b) publishing materials electronically or by other means that result in harm to the reputation, honour, or dignity of another person;
- c) aggravated theft, namely theft committed in a dangerous or particularly brazen manner, by breaking, burglary, or overcoming obstacles in order to gain access to property;
- d) bringing or using weapons or dangerous objects on school premises or in another place where educational activities are carried out;
- e) violent behaviour that results in serious emotional or physical consequences for another person.

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

A warning prior to expulsion must be imposed within 30 days of the date on which the school became aware of the inappropriate behaviour.

Expulsion from secondary school must be imposed within 60 days of the date on which the school became aware of the inappropriate behaviour.

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.

Academic Integrity and Responsible Use of AI

Academic integrity means that submitted work authentically represents a student's learning and that the ideas, words, images, data and contributions of others are appropriately acknowledged.

At the beginning of every school year, students sign the Academic Integrity Honor Code (which can be found at the end of the Handbook). At XV. gimnazija, we are committed to fostering a learning environment based on honesty, respect, and responsibility.

Academic misconduct may include

- plagiarism or presenting another person's work or ideas as one's own
- copying or submitting another student's work
- unauthorised collaboration or collusion
- duplication of work where the same work is submitted for separate assessment requirements without permission
- fabrication or falsification of information or data
- cheating or using unauthorised materials/devices during an assessment
- using AI or another person to produce work to such an extent that the submitted work is no longer authentically the student's own.

AI use

AI tools may be used only in ways permitted by the teacher and task instructions. When AI is used as a support tool, students must follow the school's AI/Academic Integrity requirements and acknowledge the use where required. AI must not replace the student's own thinking, learning or authorship.

Academic infringement

Minor or unintentional referencing errors, such as forgetting to use quotation marks when citing, or any other minor referencing mistakes may be treated as opportunities to learn and improve. More serious or repeated breaches are handled according to the Academic Integrity Policy that can be found on https://www.mioc.hr/wp/?page_id=7359.

Possible consequences

Where academic misconduct is confirmed, assessment consequences and disciplinary measures are applied according to the current Academic Integrity Policy. Depending on the nature of the breach, this may include loss of assessment evidence/achievement for the affected criteria, parent notification and a formal school sanction.

Deadlines, Missed Work and Authenticity

Deadlines support learning, feedback and the collection of authentic evidence of achievement. Students are responsible for recording deadlines and submitting work in the required format.

- Teachers may set staged deadlines for planning, drafts, feedback and final submission.
- Students should communicate promptly with the teacher if a genuine difficulty prevents submission.
- Teachers may require evidence of the development of work in order to confirm authenticity.
- Failure to submit work may limit the teacher's ability to collect sufficient evidence of achievement.

Catching up on missed work and absences from announced tests

After an absence, it is the student's responsibility to determine which assignments were missed. It is also the student's responsibility to create a schedule to catch up on work missed during an extended absence. Students with specific questions are encouraged to contact their subject teachers or visit them during office hours.

If a student misses a previously announced test, they will be required to be prepared to take it as soon as they return to school. In the case of a longer illness, the subject teacher will determine an appropriate time for the student to take the test once they return.

Personal Project

The Personal Project is an independent MYP5 project assessed through Planning, Applying skills and Reflecting. Students work with a supervisor and are expected to meet all published milestones and maintain evidence of their process on Manage Bac.

If the Personal Project does not meet the required achievement level

Where the Personal Project does not meet the school's required minimum achievement, the student may be required to complete supervised support at school on a weekly basis, revise or rewrite the report and have the report reassessed. The product itself is not necessarily repeated; the procedure follows the current MYP Assessment Policy and Personal Project guidance.(see https://www.mioc.hr/wp/?page_id=7359.)

Promotion to the Next Academic Year

Promotion is governed by both Croatian national requirements and the school's MYP requirements. These systems should not be confused: the IB MYP grade (1–7) is an international programme grade, while the official Croatian school grade (1-5) is recorded according to national regulations.

School MYP expectation

As a programme expectation, students should achieve a minimum MYP achievement grade of 3 in each subject and complete the required MYP components. Where achievement is below the required level, the school provides support and applies the procedures in the current Assessment Policy.

Insufficient achievement

- Students with insufficient achievement in one or two subjects may be required to attend school-organised additional learning/support (produžna nastava/summer school) according to the plan set by the subject teacher.
- Additional learning is intended to address identified gaps and provide further evidence of learning.
- Where required under national regulations, a student may subsequently take a popravni (re-sit) examination.
- Students with insufficient achievement in three or more subjects may not be promoted under the applicable national rules and may have to repeat the academic year.
- Extensive or prolonged justified absence may require a predmetni or razredni ispit prescribed by national regulations.

The exact number of support periods, examination arrangements and deadlines are determined annually in accordance with the current national regulations and the school's Assessment Policy.

Transition to the IB Diploma Programme

Completion of MYP5 does not automatically guarantee entry to the IB Diploma Programme. Direct transition is subject to the school's published admission/transition requirements and the capacity and requirements of the DP.

Current school requirements for direct transition

- Minimum overall MYP GPA of 4.5 at the relevant end-of-year stage, as specified by the school.
- Cumulative achievement in English, Mathematics and the Science average meeting the school's published minimum requirement of 12 points.
- Completion of Service as Action, including the required written evidence, by the published deadline.
- Good or excellent conduct and satisfactory attendance.

A student who does not meet all direct-transition requirements may submit a formal request to the Teaching Staff to sit the relevant DP entrance examinations. Permission to sit the examinations is determined by the school.

Important

The DP has its own admission requirements and subject-selection considerations. Students and parents should consult the current DP admission information for the relevant school year.

MYP5 London Field Trip- Optional

Every school year the MYP5 London trip is an optional educational activity, with a particular focus on Shakespeare and Language and Literature. Participation is subject to the conditions published by the school for that school year, including academic, attendance, conduct and responsibility expectations.

The interested students need to fulfil the following requirements:

- GPA at the end of MYP4 must be at least 4,5.
- English grade in MYP4 must be 5,6 or 7 in Language and Literature, or 6 and 7 in Language Acquisition – English.
- The student cannot have more than 2 unexcused absences in MYP4.
- The student cannot have more than 2 unexcused absences in the 1st term of MYP5.
- 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, 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 must be impeccable – there should be no teachers' notes in e-dnevnik regarding behaviour/misconduct/unauthorized phone use in any subject such as 'Student does not 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 neither in MYP4 nor MYP5.
- Lack of responsibility in submission of homework and general attitude in classes (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.).

The school may consider individual circumstances in cases where a student does not meet the published participation requirements for the field trip. In such cases, the student must submit a **written request**, signed by a parent/guardian, explaining the reasons for wishing to participate in the trip.

Each request will be reviewed by a committee consisting of the **MYP5 homeroom teachers, school counsellor, school psychologists, English teachers, MYP Coordinator and Head of School**. The committee will consider the circumstances and respond to the request following its review.

Dress Code

Students are expected to dress appropriately for school and learning activities. Clothing should be safe, respectful and suitable for the school environment. The students should follow the dress code below:

- All skirts, dresses and pants must be longer than the extended fingertips
- No head covering such as hoods, hats and caps during classes except if it pertains to religious matters
- No spaghetti straps or crop-tops
- No gym shorts or similar in class
- No pants below hips that allow visibility of under garments of any kind
- No backless tops or clothes with revealing holes or tears
- No flip-flops
- No clothing with offensive messages or foul language
- No chains which could inflict bodily harm if used as weapon, no spiked clothing or accessories
- Clothing should be free from slogans referencing drugs, alcohol, tobacco, sex, or weapons
- Students are advised not to come to school in tracksuits, sweat suits, leggings, yoga pants, or spandex

If students do not follow the above rules parents will be informed, there will be note in e-dnevnik.

PHE Dress Code and Equipment

Students are required to wear appropriate, clean sports clothing and footwear for all Physical and Health Education (PHE) classes.

Required:

- Clean athletic shoes. Shoes worn to school or during school hours **may not be used for PHE classes.**
- A clean T-shirt.
- Gym shorts, sweatpants or leggings.

Not permitted:

- Tank tops, crop tops, low-cut or open-chest tops.
- Jeans, trousers or stretch pants.
- Athletic shoes that have been worn to school or during school hours.

Students are expected to bring their own appropriate PHE clothing and equipment. **Borrowing equipment or clothing from other students is not permitted.**

Teachers may require removal of accessories that could interfere with safe participation.

Textbooks and school property

- Textbooks and library books remain school property and must be cared for.
- Lost or damaged books must be replaced according to school procedures.
- Students must return borrowed books and clear lockers at the end of each school year.

Extracurricular activities

All students are encouraged 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 www.mioc.hr and students sign-up for extracurricular activities on-line. The same applies to the so-called 'fakultativna nastava'.

Mandatory subjects take precedence where schedules overlap.

Key Contacts and Information

XV. gimnazija – International Baccalaureate Department

Jordanovac 8, 10000 Zagreb, Croatia

Tel. +385 1 230 22 55

IB/MYP contact: dkos@mioc.hr

School website: www.mioc.hr

IB website: www.ibo.org

School policies and other relevant documents to be found on www.mioc.hr

- MYP Assessment Policy
- MYP Admission Policy
- Academic Integrity Policy
- Inclusion Policy
- MYP Language Policy
- Personal Project Guide
- Service as Action
- DP admission information

Student acknowledgement

I have read and understood the MYP Handbook and understand that I am responsible for following the school's current policies, procedures and expectations

Student name: _____

Grade/Class: _____

Date: _____ Student signature: _____

Parent/Guardian signature: _____

XV. gimnazija Academic Integrity Honor Code

“Learning is not only about knowledge, but about character.”

As a student of XV. gimnazija, I understand that learning is not only about knowledge but also about character. I recognize that honesty, responsibility, and respect are essential to becoming a principled and compassionate member of both our school and the wider world.

 Therefore, I pledge to:

Act with Integrity

Complete all work honestly and give proper credit to the ideas and contributions of others.

Take Responsibility for My Learning

Strive for excellence, make thoughtful choices, and be accountable for my actions.

Respect Others

Treat teachers, classmates, and the school community with fairness, empathy, and understanding.

Contribute to a Culture of Trust

Speak up against dishonesty and encourage ethical behaviour in myself and others.

I understand that my commitment to academic integrity shapes not only my learning but also the kind of person I become. By signing this Honor Code, I commit to uphold honesty, respect, and principled action in all my academic work and beyond.

Student Name: _____ **Grade/Class** _____

Student Signature _____ **Date** _____