

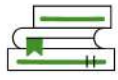
NATIONAL IDENTITY MARK
School Evaluation Report
AY 2024/25

The Philippine School

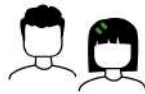
NATIONAL IDENTITY MARK EVALUATION

9252 : The Philippine School

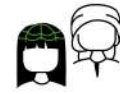
School information



Curriculum



Total no. of Students



% of Emirati Students

Philippine

562

0

National Identity Mark Overall Rating

ACCEPTABLE



Rating per Domain:

1. Culture

ACCEPTABLE



2. Values

ACCEPTABLE



3. Citizenship

ACCEPTABLE



Top recommendations for improvement:

- * Implement modifications to the curriculum to incorporate elements of UAE national identity across all grades and subjects.
- * Collaborate with external organizations and community members to enrich students' knowledge of the UAE's history and heritage while enhancing their awareness of the UAE's global impact across various fields.
- * Provide a broader range of accessible resources to strengthen students' Arabic language skills and deepen their understanding of the UAE's history and heritage.
- * Provide students with opportunities and learning experiences that develop their knowledge of the current leadership and the late Sheikh Zayed's contributions across a variety of fields, both locally and globally.
- * Develop partnerships with external organizations to provide a range of opportunities for students to engage in volunteering and conservation initiatives.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

ACCEPTABLE



Elements :

1.1 Arabic language

ACCEPTABLE



1.2 History

ACCEPTABLE



1.3 Heritage

GOOD



1. The school curriculum includes some attempts to incorporate elements related to the Arabic language, UAE history, and heritage across grades and subjects.
2. Teachers of Arabic-medium subjects often communicate with students using standard Arabic.
3. The school occasionally provides students with opportunities to practice the Arabic language through lessons, assemblies, and the Arabic language club.
4. Students demonstrate the ability to communicate in Arabic in some contexts.
5. Students occasionally participate in external opportunities that promote the development of their Arabic language skills, mainly through reading challenges and visits to libraries.
6. The school occasionally provides students with opportunities to develop their understanding of the UAE history and their knowledge of prominent Emirati figures who shaped the nation's identity, mostly through integrations in lessons.
7. Students demonstrate solid knowledge and understanding of UAE history and its development.
8. The school occasionally provides students with opportunities to understand the meanings of the lyrics of the UAE national anthem and the symbolism behind the flag colors. Students demonstrate a solid understanding of their meaning and significance.
9. School leaders have limited collaborations with external organizations to engage students in UAE history learning experiences. The school has some external partnerships to engage students in heritage-focused experiences.
10. The school has a limited range of resources to educate students about the UAE's history and heritage.
11. The school environment is purposefully designed and organized to showcase aspects of the UAE heritage, culture, and traditions, through a variety of displays, the heritage room, and the majlis area.
12. The school celebrates UAE national and cultural events and includes some school community members. Students actively participate in these events demonstrating a solid understanding of their significance.

Noteworthy:

- * Every first Friday of each month, the school organizes enrichment sessions to develop students' knowledge and understanding of the heritage, culture and traditions of the UAE.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement

ACCEPTABLE



Elements :

2.1 Respect

GOOD



2.2 Compassion

ACCEPTABLE



2.3 Global Understanding

ACCEPTABLE



1. The curriculum includes some attempts to incorporate elements related to the UAE value of respect, compassion and to global understanding across grades and subjects.
2. Students across all cycles communicate with an appropriate voice and tone with their peers and members of the staff.
3. All students across cycles actively participate in singing the UAE national anthem.
4. All students and staff consistently demonstrate respect for the UAE flag.
5. The school rarely provides opportunities to develop students understanding of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global contributions.
6. Students across some cycles engage in a range of internal and external compassionate initiatives, including community health sessions, and hospital visits.
7. School leaders' collaborations with external organizations to develop students' knowledge and understanding of the impact of UAE-based organizations on global humanitarian causes is limited.
8. The school occasionally provides students with opportunities to develop their cross-cultural and global understanding.

Noteworthy:

- * The school celebrates Compassion Day to foster empathy, kindness, and understanding, encouraging students to support one another and nurture a positive, inclusive school environment.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement

ACCEPTABLE



Elements :

3.1 Belonging

ACCEPTABLE



3.2 Volunteering

WEAK



3.3 Conservation

GOOD



1. The curriculum modification includes attempts to incorporate elements that promote students' sense of belonging, volunteering, and conservation.
2. The school often engages students in opportunities that develop their sense of belonging and their understanding of their roles as active UAE citizens.
3. School leaders collaborate with some external organizations to develop students' knowledge of the achievements of the UAE and its citizens across a variety of fields.
4. The school environment includes some displays that highlight and celebrate the achievements of the UAE and Emirati personalities.
5. The school rarely provides students with opportunities that foster their understanding of the significance of volunteering.
6. The school leadership has limited collaborations with external organizations to engage students in external volunteering opportunities.
7. The school rarely provides students with opportunities that develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work and conservation efforts locally and globally.
8. The school occasionally provides students with opportunities to develop their knowledge of conservation, the impact of sustainable practices on the environment, and the UAE organizations' role in this field.
9. The school's collaborations with external organizations to involve students in conservation activities are inconsistent. Students across some cycles participate in external conservation initiatives.

Noteworthy:

- * A new garden featuring local trees, including Ghaf trees, was created in the school to further promote sustainability and environmental awareness.