

AUSTRALIAN SCHOOL OF ABU DHABI



# School Development Plan 2024–2026



IB CONTINUUM  
CONTINUUM DE L'IB  
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## IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## Australian School of Abu Dhabi

### MISSION

The Australian School of Abu Dhabi (ASAD) offers a diverse curriculum with a global perspective to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

### VISION

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.



# The International Baccalaureate Learner Profile

The IB Learner Profile outlines ten key attributes that are highly valued by IB World Schools. These attributes aim to develop internationally minded individuals who recognise their shared responsibility in creating a better and more peaceful world. (*International Baccalaureate*)



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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

## IB learner profile

**INQUIRERS**  
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**  
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**  
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**  
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**  
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**  
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**  
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**  
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**  
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**  
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



# STRATEGIC PLANNING

The Australian School of Abu Dhabi (ASAD), an International Baccalaureate (IB) World School since 2009, serves a diverse community of over 600 students from Kindergarten to Grade 12, offering the PYP, MYP, and DP. This School Development Plan (2024–2026) outlines the school’s strategic priorities, shaped through inclusive consultation with students, parents, staff, and leadership, and grounded in a wide range of internal and international assessment evidence.

The plan draws on key findings from ADEK Irtiqa’a inspection outcomes (Round 8), our IB Programme Evaluation, and UAE National Identity Visit, alongside international benchmark assessments including TIMSS, PISA, PIRLS, and MAP, as well as IB Diploma Programme external examination results and internal self-evaluation processes. Identified priorities focus on improving student attainment, strengthening inclusion, and enhancing the quality of teaching and learning.

Each priority is led by members of the Leadership and Academic Leadership Teams, ensuring accountability, collaboration, and sustained progress, with regular monitoring and transparent communication to the school community. ASAD is committed to providing an inclusive, high-quality education for every learner and to progressing from “Good” to “Very Good” through continuous self-evaluation, purposeful collaboration, and a sustained focus on excellence in teaching and learning.

## About ASAD

The Australian School of Abu Dhabi (ASAD) is an IB World School, authorised to deliver the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) since 2009. Serving a vibrant community of over 650 students, ASAD is committed to fostering internationally minded, compassionate, and high-achieving learners. Our most recent Irtiqa’a inspection awarded the school a rating of Good (Round 8), and our goal is to build progressively toward a Very Good rating across all domains.



## SIX KEY PRIORITIES 2024–2026

The following six strategic priorities form the backbone of our School Development Plan. Each priority is led by a member of the ASAD Leadership Team, working collaboratively with teachers, subject coordinators, and relevant stakeholders. Together, these priorities reflect our unwavering commitment to excellence, equity, and the holistic development of every learner at ASAD.

#	KEY PRIORITY	YEARS
1	Raise attainment levels across all subjects to at least 'Good' and progress toward 'Very Good'	2024–2026
2	Enhance student achievement in internal and external assessments, including DP external examinations and international benchmarks such as TIMSS, PISA, MAP and PIRLS	2024–2026
3	Enhance the care, support, well-being, and inclusion of all students by fostering a safe, inclusive, and supportive learning environment that meets diverse needs	2024–2026
4	Enhance the quality of teaching, learning, and assessment practices	2024–2026
5	Strengthen school leadership, self-evaluation processes, and governance accountability	2024–2026
6	Develop a curriculum that empowers students and parents, prioritises innovation and real-world applications, and integrates UAE National Identity and values	2024–2026



# STRATEGIC PRIORITY 1

## RAISE ATTAINMENT ACROSS ALL SUBJECTS

Strategic Commitment	Priority Years
Enhance Islamic and national identity learning by ensuring systematic practice of Quran recitation and understanding of Surah/Hadeeth in lower phases, while embedding UAE history, economy, tourism, and renewable energy within the curriculum.	2024–2026
Strengthen literacy and language proficiency by providing targeted opportunities for higher-order reading (inference, interpretation) and extended speaking practice in both English and Arabic across all phases.	2024–2026
Raise attainment in Mathematics through targeted improvement in multi-step problem solving and inquiry-based learning, particularly in Phases 2 and 3.	2024–2026
Strengthen inquiry-based learning and practical laboratory skills to raise attainment in Science, particularly in Phases 2 and 3.	2024–2026
Develop student research and critical thinking by embedding regular opportunities for project-based learning, presentations, and problem-solving tasks across subjects.	2024–2026
Ensure challenge and high expectations for all groups of learners by increasing rigor in lesson delivery, stretching high achievers, and strengthening provision for ALN, GT, and EAL students through differentiated strategies.	2024–2026



# STRATEGIC PRIORITY 2

## ENHANCE STUDENT ACHIEVEMENT IN ASSESSMENTS

Strategic Commitment	Priority Years
Strengthen assessment alignment and instructional planning to ensure internal assessments, DP examinations, and international benchmarks (TIMSS, PISA, MAP, PIRLS) accurately reflect required standards and skills.	2024–2026
Improve student readiness and test-taking strategies for external assessments through targeted skill development, exposure to benchmark question types, and regular practice with feedback.	2024–2026
Develop staff expertise in assessment literacy and framework integration by providing professional development on using data to inform instruction, designing standards-based assessments, and embedding international benchmark frameworks into teaching.	2024–2026
Enhance the quality and consistency of school-based assessments by aligning them to curriculum standards, implementing regular moderation, and using assessment data to inform feedback and close learning gaps.	2024–2026
Improve readiness and outcomes in IB Diploma Programme external examinations by ensuring DP assessment practices are consistent with IB standards and criteria, implementing structured mock exam cycles with feedback, and providing targeted academic support clinics for at-risk students.	2024–2026
Strengthen the use of data and predictive analytics to monitor student performance trends, identify learning gaps, and trigger timely interventions to improve outcomes across internal and external assessments.	2024–2026



# STRATEGIC PRIORITY 3

## ENHANCE CARE, SUPPORT, WELLBEING AND INCLUSION

Strategic Commitment	Priority Years
Strengthen the school's pastoral care and wellbeing framework to ensure early identification, targeted support, and a safe, supportive environment for all students.	2024–2026
Enhance inclusive education and support for students with additional learning needs (ALN) through personalised learning plans, targeted interventions, and specialist staff training.	2024–2026
Strengthen safeguarding and child protection practices by embedding clear reporting procedures, regular staff training, and proactive risk management to ensure every student's safety and well-being.	2024–2026
Expand mental health and counselling provision by increasing access to qualified support staff, early-identification strategies, and well-being programmes that promote resilience and emotional health.	2024–2026
Strengthen student attendance, transition support, and behaviour management systems to improve engagement, ensure smooth phase-to-phase progression, and reduce exclusions through restorative practices.	2024–2026
Deepen family and community engagement through stronger partnerships, culturally sensitive outreach, and shared initiatives that support student inclusion and well-being.	2024–2026



# STRATEGIC PRIORITY 4

## ENHANCE QUALITY OF TEACHING, LEARNING & ASSESSMENT

Strategic Commitment	Priority Years
Elevate the quality of teaching and learning to ensure consistently high student progress and attainment through a culture of continuous professional growth, collaboration, and evidence-informed practice.	2024–2026
Strengthen curriculum planning and delivery to ensure equitable access, challenge, and progress for all learners, including Emirati, expatriate, ALN, EAL, and GT students.	2024–2026
Enhance assessment and feedback systems to ensure consistency, clarity, and actionable guidance that enables all students to reflect, respond, and make measurable progress in their learning.	2024–2026
Raise academic expectations and intellectual challenge across all subjects and phases, with a particular focus on English and Mathematics, to accelerate progress and increase attainment for every learner.	2024–2026
Strengthen professional collaboration across all phases by embedding shared planning, reflective practice, and peer observation opportunities to build collective expertise and drive continuous improvement in teaching quality.	2024–2026
Strengthen the use of student progress data to inform lesson planning, differentiation, and intervention strategies, ensuring that assessment evidence is consistently used to accelerate learning for all students.	2024–2026



# STRATEGIC PRIORITY 5

## STRENGTHEN LEADERSHIP, SELF-EVALUATION & GOVERNANCE

Strategic Commitment	Priority Years
Develop leadership capacity by providing structured professional development, coaching, and 360° evaluation processes for ALT and Middle Leaders, ensuring accountability and growth.	2024–2026
Strengthen governance oversight through broader stakeholder representation, clear reporting lines, and systematic monitoring of teaching and learning impact.	2024–2026
Embed rigorous self-evaluation practices by aligning SEF and SDP processes with ADEK Performance Standards and IB Standards & Practices, ensuring evidence-based judgements and measurable improvement.	2024–2026
Enhance professional capacity building by linking leadership initiatives directly to teacher PD, peer observation, and PLCs, raising lesson quality to 'Very Good' or above.	2024–2026
Expand stakeholder engagement by introducing structured student voice and parent participation mechanisms (surveys, councils, advisory panels) to inform decision-making.	2024–2026
Drive measurable impact on student outcomes by ensuring leadership monitoring translates into at least a 10% improvement in internal assessments and 5 percentile points in external benchmarks (MAP, TIMSS, PISA and DP exams).	2024–2026



# STRATEGIC PRIORITY 6

## DEVELOP A CURRICULUM THAT PRIORITISES INNOVATION AND REAL-WORLD APPLICATIONS

Strategic Commitment	Priority Years
Strengthen curriculum coherence by achieving full vertical and horizontal alignment across all phases, ensuring clear progression of concepts, Approaches to Learning (ATL) skills, and assessment expectations.	2024–2026
Embed UAE national identity by integrating ADEK's National Identity Domains (Culture, Values, Citizenship) into all unit plans, student projects, and assessment tasks.	2024–2026
Expand and diversify elective pathways in Phases 3 and 4 to offer broader subject choice, flexible learning routes, and career-aligned opportunities that prepare students for higher education and the workforce.	2024–2026
Ensure inclusion and accessibility by embedding consistent curriculum modifications and accommodations for ALN, EAL, and GT students, with Individual Learning Plans (ILPs) and Advanced Learning Plans (ALPs) directly linked to curriculum outcomes.	2024–2026
Promote interdisciplinary and real-world learning through structured cross-curricular projects that connect academic content with UAE cultural and global contexts.	2024–2026
Enhance stakeholder engagement by formalising parent and student participation in curriculum design and review processes, ensuring their feedback informs continuous curriculum development and improvement.	2024–2026



## Expected Impact on Students

Through the implementation of this School Development Plan, students at ASAD will:

- Demonstrate improved attainment and progress across all subjects, working toward 'Very Good' standards
- Achieve stronger outcomes in internal and external assessments, including IB results and international benchmarks
- Receive clear, consistent, and actionable feedback to support their learning and next steps
- Experience high-quality, engaging, and challenging teaching across all phases
- Feel safe, supported, and included, leading to improved wellbeing, engagement, and attendance
- Develop critical thinking, problem-solving, and real-world application skills through innovative learning experiences
- Strengthen their understanding of UAE National Identity and global citizenship



**AUSTRALIAN SCHOOL OF ABU DHABI**

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