

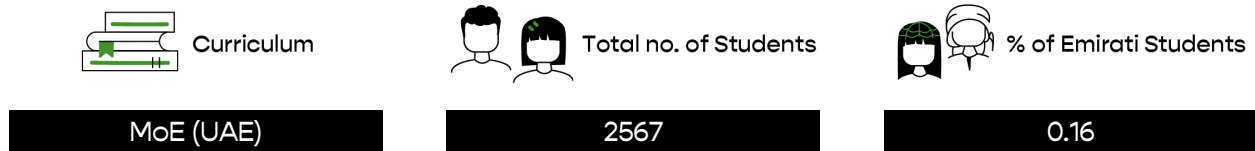
**NATIONAL IDENTITY MARK**  
**School Evaluation Report**

Rosary Private School

# NATIONAL IDENTITY MARK EVALUATION

9114 : Rosary Private School

## School information



## National Identity Mark Overall Rating



### Rating per Domain:

1. Culture



2. Values



3. Citizenship



### Top recommendations for improvement:

- \* Collaborate with external organizations and community members to develop students' knowledge of UAE history and heritage and increase their awareness of the UAE's global impact across various fields.
- \* Develop students' knowledge and understanding of the current leadership and the late Sheikh Zayed's compassionate practices, humanitarian work, global contributions, and conservation efforts.
- \* Ensure that all students in all cycles and grades participate in singing the national anthem daily in the morning assembly, and that they demonstrate clear understanding of the national anthem lyrics.
- \* Provide students with opportunities and learning experiences to develop their cross-cultural awareness, global understanding, and their awareness of global challenges.



# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 1 CULTURE

### Overall Judgement



### Elements :

#### 1.1 Arabic language



#### 1.2 History



#### 1.3 Heritage



1. The curriculum modification includes some attempts to incorporate Arabic language elements across some grades and subjects. The curriculum is modified to incorporate UAE history and heritage elements across grades and subjects. The cross-curricular links are meaningful and well-planned across grades and subjects.
2. All Arabic medium subject teachers consistently use standard Arabic during lessons and when interacting with students.
3. The school consistently provides students with a wide range of meaningful opportunities to practice the Arabic language, including competitions and celebrating Arabic Language Week.
4. Students communicate fluently and effectively in Arabic across various contexts.
5. School leaders proactively establish meaningful and sustained partnerships and collaborations with a wide range of external organizations to expand students' Arabic language skills. These include "The National Reading Project," Al Sard Al Emirati with Al Dar Education.
6. The school often provides students with meaningful opportunities and learning experiences that develop their students' understanding of the UAE's history, including the "Watani Haweyati" exhibition and the "Haweyati" Program.
7. Students across some cycles demonstrate basic knowledge of the UAE's history.
8. The school often provides students with meaningful opportunities to develop their understanding of the significant figures who shaped the UAE's identity, such as the "Watani Haweyati exhibition."
9. Occasionally, the school provides students with opportunities to develop their understanding of the symbolism behind the UAE national anthem lyrics through national celebrations and social studies lessons. Students across cycles demonstrate a limited understanding of the meaning anthem's lyrics.
10. Students across all cycles demonstrate a comprehensive understanding of the symbolism behind the colors of the UAE flag.
11. School leaders collaborate with some external organizations to engage students in meaningful UAE history-focused experiences, such as participating in the National Arts Exhibition and the National Archives.
12. The school's collaborations to provide students with heritage-focused learning experiences are limited.
13. The school provides a range of accessible learning resources designed to educate students about the UAE history and heritage through the school library books, digital library "My Story is My Friend" and resources from the National Archives.

14. The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the UAE's heritage and traditions, including the 'Heritage Club'; 'Al Ramsa Al Emiratiya' competition for all grades. As a result, students across most cycles demonstrate a solid knowledge of the UAE's heritage.
15. The school environment is purposefully designed and organized with various displays, such as the heritage club room, heritage corners, Majlis Area, and displays around the school that showcase aspects of the UAE culture, heritage, and identity.
16. Students across most cycles showcase their cultural understanding and represent the UAE heritage through various visual and performing arts, such as Traditional dances and performances, Wearing traditional clothes, Artwork, and drawings.
17. The school celebrations of UAE national and cultural events are authentic and meaningful and include all school community members. These include National Day, Emirati Women's Day, and Emirati Children's Day.

**Noteworthy:**

- \* The school has created an online Telegram channel for Arabic Reading to all students in all grades, to improve students' language skills.

# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 2 VALUES

### Overall Judgement



### Elements :

#### 2.1 Respect



#### 2.2 Compassion



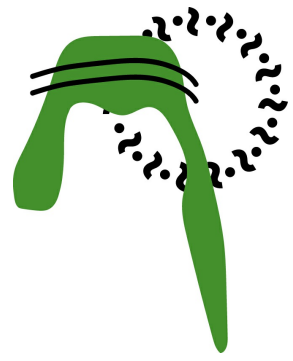
#### 2.3 Global Understanding



1. The curriculum modification includes some attempts to incorporate elements related to the UAE values of respect, compassion, and global understanding across grades and subjects.
2. Students across all cycles communicate with an appropriate voice and tone.
3. The school occasionally provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global contributions through lesson integration.
4. Students across most cycles demonstrate a solid knowledge of how the current leadership and the late Sheikh Zayed exemplified respect for Senior Citizens and welcomed other cultures and religions.
5. Some students participated in singing the national anthem.
6. Students across cycle 2 and 3 participate inconsistently in singing the national anthem.
7. All students and staff consistently demonstrate respect for the UAE flag.
8. Students engage in a range of compassionate initiatives within the school, such as honoring school workers' during "Gratitude Day".
9. Students across some cycles demonstrate limited knowledge of the current leadership and the late Sheikh Zayed's compassionate practices, such as UAE's current leaders visiting martyrs' families.
10. The school inconsistently collaborates with external organizations to develop student's awareness of the UAE's global efforts, including attending the Culture and Tolerance Festival at the Higher College of Technology and the International Day of Fraternity organized by the Red Crescent.
11. Students across most cycles demonstrate solid knowledge of the late Sheikh Zayed and the current leadership's international contributions, such as sending aid to countries affected by natural disasters and building schools, mosques internationally.

### Noteworthy:

- \* The school organizes a Week of Compassion, featuring various activities to show gratitude and appreciation, such as recognizing teachers and school staff members.



# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 3 CITIZENSHIP

### Overall Judgement

ACCEPTABLE



### Elements :

#### 3.1 Belonging

ACCEPTABLE



#### 3.2 Volunteering

ACCEPTABLE



#### 3.3 Conservation

ACCEPTABLE



1. The curriculum modification includes some attempts to incorporate elements related to promoting students' sense of belonging to the UAE, volunteering, conservation, and the UAE's role in these fields across grades and subjects.
2. The school frequently provides students with meaningful opportunities to foster their understanding of their roles and responsibilities as active citizens of the UAE through leadership roles in organizing school celebrations and events.
3. Students demonstrate basic awareness of Emirati personalities and their achievements across some fields, such as space and healthcare technology.
4. The school environment is purposefully designed and organized to celebrate the achievements of the UAE and its citizens across various fields through various displays.
5. The school occasionally provides students with opportunities to enhance their civic knowledge and participate in volunteer activities, both within the school and externally, such as beach clean-ups in partnership with the Abu Dhabi Police.
6. Students demonstrate basic knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works, such as the Red Crescent and Department of Health, particularly their efforts during the COVID-19 pandemic.
7. The school occasionally provides opportunities to develop student's knowledge of the humanitarian work of the late Sheikh Zayed by integrating relevant quotes in lessons and exams.
8. The school often provides students with meaningful learning experiences that develop their understanding of conservation, such as drip irrigation projects and planting activities.
9. Students demonstrate basic knowledge of UAE organizations' initiatives towards conservation and sustainability.
10. School leaders' collaborations with external organizations to provide students with conservation opportunities are inconsistent.
11. Students across most cycles engage in various conservation practices and projects, both within and outside the school, such as planting in Khalifa Park and the school garden, celebrating recycling day, and designing a fashion show out of recyclable materials.
12. Students demonstrate basic knowledge and understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability.

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**Noteworthy:**

- \* The school has established a sustainability team tasked with promoting for sustainability by spreading knowledge about environmental preservation concepts, culture, and principles across the community.

