

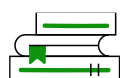
9295

AL RABEEH SCHOOL

---

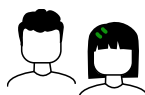
**NATIONAL IDENTITY MARK**  
School Evaluation Report

## School Information



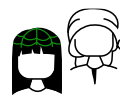
Curriculum

**BRITISH**



Total no.  
of Students

**948**



% of Emirati  
Students

**38%**

## National Identity Mark Overall Rating

ACCEPTABLE



### Rating per Domain:

#### 1. Culture

ACCEPTABLE



#### 2. Values

GOOD



#### 3. Citizenship

ACCEPTABLE



### Top recommendations for improvement:

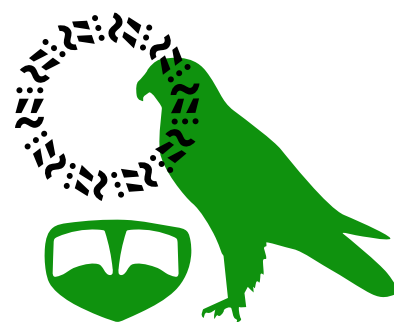
- \* Develop comprehensive Arabic language programs across all years to give students opportunities to practice it in different settings to develop their confidence and competencies in the four Arabic language skills.
- \* Establish partnerships with local cultural organizations, museums, heritage sites and experts to deepen students' understanding of UAE history and heritage through authentic learning experiences.
- \* Develop comprehensive programs in all 3 domains, aligned with national priorities and the late Sheikh Zayed's legacy to enhance students' understanding of how the domains are tied to the local context.



# DOMAIN 1: CULTURE

## Overall Evaluation

ACCETPABLE



### Elements:

#### 1.1 Arabic Language

ACCEPTABLE



#### 1.2 History

ACCEPTABLE



#### 1.3 Heritage

GOOD



Following a visit to the school, lesson observations and interactions with educators and students, the school received an overall evaluation of **Acceptable in Culture**, based on the following key findings:

1. The school's approach to integrating Arabic, history, and heritage across the curriculum is present but lacks consistency across subjects and years.
2. Some students express themselves well in Arabic in formal and informal settings. However, students' confidence and competencies in the four Arabic language skills are not developed across all years.
3. The school provides some opportunities for students to learn UAE history, however, they do not have a cohesive understanding of significant milestones and important figures who contributed to shaping the country's history and identity.
4. Some students know the meaning of the national anthem lyrics and the colors of the flag. However, this is not evident across all years.
5. Students demonstrate appreciation of UAE heritage as reflected through conversations and their active participation in cultural events and celebrations at school. However, there are limited opportunities to reflect on the significance of these events, explore their personal meaning and understand their impact on their national identity.

### Noteworthy:

- \* Students participate in various internal and external competitions and initiatives promoting Arabic language. These include activities and initiatives such as Al Rabeeh Reads, The Library Club, Reading Challenges, digital platforms, etc.
- \* In partnership with parents, the school uses cultural events such as National Day, Flag Day and Commemoration Day to enhance students' knowledge of UAE traditions and customs.

# DOMAIN 2: VALUES

## Overall Evaluation

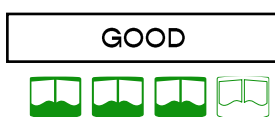


### Elements:

#### 2.1 Respect



#### 2.2 Compassion



#### 2.3 Global Understanding

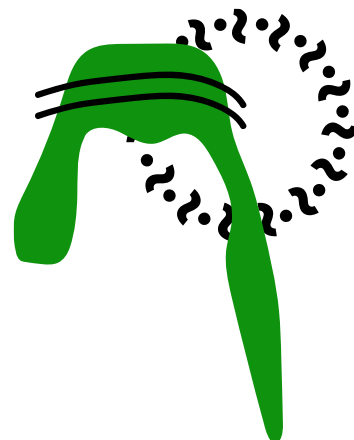


The school received an overall evaluation of **Good in Values**, based on the following key findings:

1. Respect and compassion are comprehensively included across lessons, but they are not linked yet with the late Sheikh Zayed's legacy and the UAE nor fully integrated into the curriculum across subjects and years.
2. Students and staff are respectful and helpful with each other. The school community also exhibits respect for the UAE flag and national anthem expressing their understanding of their significance.
3. The school provides comprehensive opportunities for students to participate in community service initiatives, however, students' understanding of the importance and impact of their participation is not fully developed.
4. The school provides some opportunities for students to develop their global understanding. However, they do not connect to the late Sheikh Zayed's legacy of environmental stewardship, the UAE's role in promoting these values nor their impact regionally and globally.

### Noteworthy:

- \* Students exhibit positive pro-social behaviors, including sharing, helping, and cooperating with others, as evidenced by their active participation in compassionate initiatives provided by the school.




# DOMAIN 3: CITIZENSHIP

## Overall Evaluation

ACCEPTABLE 

### Elements:

#### 3.1 Belonging

GOOD 

#### 3.2 Volunteering

ACCEPTABLE 

#### 3.3 Conservation

ACCEPTABLE 

The school received an overall evaluation of **Acceptable in Citizenship**, based on the following key findings:

1. While there are clear links to elements of belonging, opportunities to fully integrate principles of volunteering and conservation connected to the late Sheikh Zayed's principles of selfless service and legacy of environmental stewardship across subjects and years are not addressed yet.
2. There are some opportunities for students to participate in volunteering activities, but they are inconsistent and not comprehensive enough to engage and involve all students in developing a sense of responsibility towards their community and country.
3. Students demonstrate some understanding of conservation principles. However, a comprehensive approach to developing all students' knowledge of the late Sheikh Zayed's and the UAE's legacy of environmental stewardship is lacking.
4. Students reflect a sense of belonging in their conversations when discussing UAE history, culture and national symbols.

### Noteworthy:

- \* The school offers various opportunities for students to engage in hands-on conservation activities and projects. These include participating in the COP28 innovation fair to showcase their ideas, taking part in the "Pile It Up" challenge to collect bottles for recycling, or promoting a culture of responsible waste management by implementing recycling bins throughout the school.

