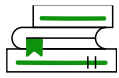


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**SABIS INTERNATIONAL SCHOOL  
RUWAIS BRANCH**

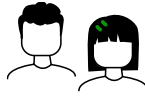
**NATIONAL IDENTITY MARK**  
School Evaluation Report

## School Information



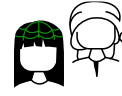
Curriculum

SABIS



Total no.  
of Students

2847



% of Emirati  
Students

25%

## National Identity Mark Overall Rating

ACCEPTABLE



### Rating per Domain:

#### 1. Culture

ACCEPTABLE



#### 2. Values

ACCEPTABLE



#### 3. Citizenship

ACCEPTABLE



### Top recommendations for improvement:

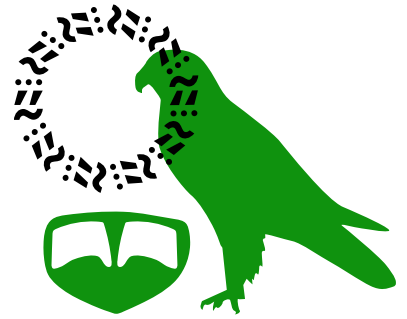
- \* Modify the curriculum to fully integrate elements of the 3 domains across subjects and grades with clear links to the late Sheikh Zayed's legacy and the UAE.
- \* Develop comprehensive Arabic language programs, which offer all students opportunities to learn and practice the language in different settings to develop their confidence and competencies in the four Arabic language skills.
- \* Develop comprehensive programs for the 3 domains aligned with national priorities and the late Sheikh Zayed's legacy to enhance students' understanding of these principles through consistent and meaningful experiences across all grades.



# DOMAIN 1: CULTURE

## Overall Evaluation

ACCEPTABLE



### Elements:

#### 1.1 Arabic Language

ACCEPTABLE



#### 1.2 History

ACCEPTABLE



#### 1.3 Heritage

ACCEPTABLE



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. Lesson plans show some emphasis on Arabic language, UAE history and heritage. However, the school has yet to fully integrate these elements in the curriculum across all subjects and grades.
2. Some students can communicate in Arabic in both formal and informal settings. However, students' confidence and competencies in the four Arabic language skills are not fully developed across all grades.
3. Although many students can sing the national anthem and recognize the colors of the UAE flag, their understanding of the symbolism and connection to the history of the UAE are not developed yet.
4. Students' understanding of UAE history is inconsistent although the school provides some opportunities for students to develop a deeper understanding of UAE history, including significant milestones and prominent figures that contributed to shaping the country's identity and history.
5. Students demonstrate some knowledge, appreciation and pride in UAE heritage through their conversations and some of the displays seen throughout the school.

### Noteworthy:

- \* The school offers opportunities for students to interpret various Arabic texts through interactive SABIS stories and emphasizes the importance of the Arabic language through initiatives such as Arabic Language International Day.
- \* The school provides opportunities for the entire school community to appreciate Emirati heritage through activities such as "My Identity" for K-5 students, staff induction week, and cultural celebrations.

# DOMAIN 2: VALUES

## Overall Evaluation

ACCEPTABLE 

### Elements:

#### 2.1 Respect

ACCEPTABLE 

#### 2.2 Compassion

GOOD 

#### 2.3 Global Understanding

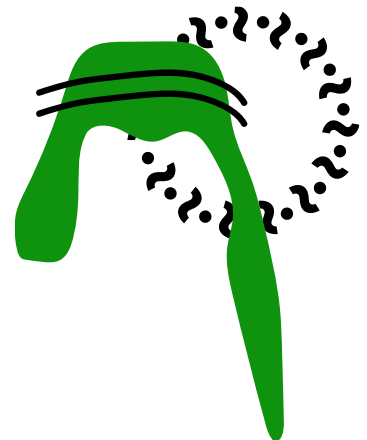
ACCEPTABLE 

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

1. While there are some links to the values of respect, compassion and global understanding, they are not contextualized to the UAE across all subjects and grades.
2. Students demonstrate respectful engagement through their interactions with others. However, their understanding of the late Sheikh Zayed's use of respect in his interactions with others and its impact is not developed yet.
3. Students actively participate in charitable activities, showcasing their commitment to making a positive difference. Yet, they lack a deep understanding of their significance and the impact that their participation has on the community and society.
4. While students demonstrate acceptance towards others regardless of differences in cultural backgrounds, their understanding of the late Sheikh Zayed's legacy of international collaboration and peace along with UAE's role in promoting these values regionally and globally is not developed yet.

### Noteworthy:

- \* The school fosters a positive and supportive environment, evident through its implementation of various policies and strategies. One noteworthy initiative is of the Students' Life Organization (SLO), which assumes a leadership role in fostering a culture of compassion and volunteering, instilling the value of giving back to the student body.



# DOMAIN 3: CITIZENSHIP

## Overall Evaluation

ACCEPTABLE



### Elements:

#### 3.1 Belonging

ACCEPTABLE



#### 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 elements of belonging, volunteering and conservation are reflected in different activities, they are not fully integrated across all subjects and grades nor linked to the late Sheikh Zayed's principles of selfless service and his legacy of environmental stewardship.
2. Students demonstrate a sense of pride and belonging in conversations and through their participation in cultural and national events.
3. The school has engaged students in some volunteering opportunities. However, the emphasis on the value and significance of volunteering is inconsistent and lacks diversity across grades.
4. While some students demonstrate an understanding of conservation principles, a comprehensive understanding is connected to the UAE's national priorities and the late Sheikh Zayed's legacy of environmental stewardship. is not developed across all grades yet.

### Noteworthy:

- \* The school provides students with volunteering opportunities that promote a sense of civic responsibility and environmental stewardship. Some of these opportunities include decorating specific sections of Al Ruwais Hospital and participating in the planting of Ghaf trees at the entrance of Al Ruwais City.

