



Our Philosophy

Vision

To unlock the potential of every learner for a better world.

Motto

In Omnia Excellentia
Excellence in everything

Values

FAIRNESS | INTEGRITY | RESPECT |
EXCELLENCE | HAPPINESS | VALUE CREATION

Our Commitment

- We seek to understand the needs, interests, and motivations of each of our learners so that we can set them up for success in their unique journeys.
- We provide a safe and stimulating learning environment where learning happens by design and not by chance.
- We foster a growth mindset and lifelong learning culture where staff and students are allowed to ask questions, make mistakes, and take risks.
- We respect differences and are mindful of our language while speaking about and with students.
- We take concrete measures to promote our students' and staff's physical, emotional, social, and mental well-being.
- We develop an enabling relationship with our parent community where constructive feedback is sought and used for improvement.
- We look after our environment and consume with care.
- We build meaningful partnerships with global organisations for a lasting positive impact.

In doing so, we aim to develop competent and compassionate young people who are confident, innovative, engaged, responsible and reflective.

Approaches to learning

The approach to learning is based on skills of behaviour and emotional management, skills that allow the student to monitor their effectiveness in their learning and skills that enable them to process information effectively (often called "study skills" in a school environment).

Teaching and learning in the Diploma Programme (DP) therefore incorporates the development of:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills.

Although these are presented as distinct categories, some overlap, and close connections exist between them. These categories should be interrelated and closely linked to the attributes highlighted in the IB learner profile. IB students work to become inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective individuals.

Approaches to teaching and learning

IB programmes are taught by teachers who explicitly help students develop the attitudes and skills they need for academic and personal success.

Approaches to teaching:

Six fundamental pedagogical principles underpin all IB programmes. Teaching in IB programmes is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative)

What is an IB education?

The IB continuum of international education for students aged 3 to 19 is unique because of its academic and personal rigour. We challenge students to excel in their studies and their personal development. We aim to inspire a love of learning throughout life that is marked by enthusiasm and empathy.

IB aspires to help schools develop well-rounded students who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join others in celebrating our common humanity and are prepared to apply what they learn in the real world.

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.

What is the IB Diploma Programme?

The IB Diploma Programme is an academically challenging and balanced education programme, with final examinations, that prepares students aged 16 to 19 for success at university and in life beyond. It has been designed to address students' intellectual, social, emotional and physical well-being. The programme has gained recognition and respect from the world's leading universities.



The Curriculum

DP students must choose one course from each of the five subject groups, delivering a breadth of knowledge and understanding in language and literature, individuals and societies, the sciences and mathematics. Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other subject groups. DP courses can be taken at the higher level (HL) or standard level (SL). At least three, and not more than four, are taken at HL (240 teaching hours), while the remaining courses are taken at SL (150 teaching hours). SL courses ensure that students are exposed to a range of disciplines that they might otherwise opt out of. HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, whether SL or HL, are integral to the programme. Students can study and take examinations in English, French or Spanish. Two courses are classified as interdisciplinary, meaning that they satisfy the requirements of more than one subject group.

Subjects offered at Sancta Maria:

Group 1	English A: Language & Literature (HL & SL)
	Hindi A- Literature (HL & SL)
	Language A (HL/SL) School-Supported Self-taught
Group 2	Hindi B (HL & SL)
	French ab initio
	French B SL
	English B (SL)
Group 3	Economics (HL & SL)
	Global Politics (HL & SL)
	Business Management (HL & SL)
	ESS (SL)

Group 4	Physics (HL & SL)
	Biology (HL & SL)
	Chemistry (HL & SL)
	Computer Science (HL & SL)
Group 5	ESS (SL)
	Mathematics AI (HL & SL)
Group 6	Mathematics AA (HL & SL)
	Visual Arts (HL & SL)

The Diploma Programme Core

The extended essay (EE) requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies EE option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

Theory of knowledge (TOK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Activity, Service (CAS) emphasises helping

students develop their identities following the ethical principles embodied in the IB mission statement and the IB learner profile. CAS holistically complements a challenging academic programme, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment. It involves students in various activities alongside their academic studies throughout the DP. The three strands of CAS are creativity (exploring and extending ideas leading to an original or interpretive product or performance), activity (physical exertion contributing to a healthy lifestyle) and service (collaborative and reciprocal engagement with the community in response to an authentic need).

Assessment

Students take written examinations at the programme's end, which external IB examiners mark. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined TOK and EE results. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the programme and satisfactory participation in the CAS requirement. The highest total that a DP student can be awarded is 45 points. Assessment is criterion-related, which means student performance is measured against specified assessment criteria based on the aims and objectives of each subject's curriculum rather than the performance of other students taking the same examinations.

Perceptions of university officials

What do university admission officials and IB graduates say about the DP?

"It's the most secure foundation available for successful college graduation."

Jonathan Burdick,
Dean of College Admission,
University of Rochester, USA

"When I entered my new college environment, my experience in IB gave me the foresight to understand the power of hard work and pushing through difficulty."

Alumnus Rachon Sweiss
received his IB diploma from Granada Hills Charter High School in 2015.

"This is an invaluable experience for a liberal arts education that emphasises critical thinking."

Madhavi Menon,
Director, Center for Studies in Gender and Sexuality and
Professor of English, Ashoka University, Haryana, India

"Learning in an IB environment involves critical thinking and depth of understanding, skills invaluable to making informed decisions in higher education and the workplace."

Alumnus Byron Dolon
received his IB diploma from the Shanghai American School.

Partnerships That Unlock New Horizons:

Pamoja: As a certified IB Partner, we collaborate with Pamoja to unlock opportunities for our students to study subjects unavailable within our school curriculum.

Bridge U: Our partnership with Bridge U goes beyond academics, offering students comprehensive career counselling services. With Bridge U's cutting-edge resources, we unlock personalised pathways to success and provide expert guidance on future careers.

Our Institutions



Our Partners

