



A LEADING IB WORLD SCHOOL IN ROME

**Inspiring
Global Citizens**





INSPIRING GLOBAL CITIZENS

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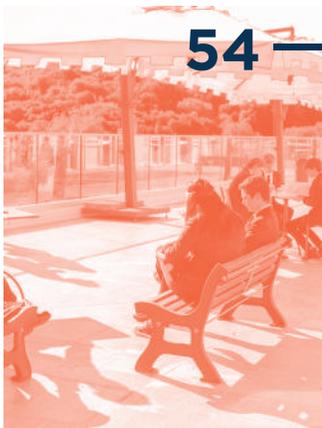


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About us

**INSPIRING
GLOBAL CITIZENS**

Rome
Intern
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Since 1988, Rome International School has been offering a quality international education to students between the ages of 2 and 18. The school's educational vision is aligned with the ethos of the International Baccalaureate (IB) that puts students at the centre of the learning process.

Rome International School is a Cambridge International School and is the only school in Rome authorised to offer two IB programmes: the Primary Years Programme and the Diploma Programme, thereby ensuring the quality and consistency of a true international education.

With more than 500 students representing over 50 nationalities, our school is a fine example of a global community.



Our mission is to provide a nurturing environment in which children of all nationalities and faiths can explore and respect their own and each other's cultural and religious heritage. We aspire to equip our students with the skills needed to become lifelong learners so that every child is able to realise their unique gifts and talents and achieve their full potential.

The foundation of learning at RIS is based on:

Quality - in all curriculum areas and every aspect of school life.

Merit - in view of our students' commitment to their studies and as a value for building a better society.

Individual talents - helping our students to recognise and advance their natural talents.

Respect - spreading the culture and every day practice of respect for others and the environment.

Rome International School (RIS) offers a rewarding international education where we teach students to think for themselves and to understand the significance of what they are learning in global and local contexts.

We provide a unique approach that helps prepare your children to be global citizens, equipped to succeed in the world of tomorrow.



”

Welcome from the Headteacher



**MR GRAHAM
THOMPSON**
HEADTEACHER

"I am very proud and privileged to be the Headteacher at Rome International School. Our educational approach, based on the ethos of the International Baccalaureate, places students at the center of the learning process and inspires them to become responsible global citizens.

We teach students to think for themselves and give them every opportunity to succeed in the future, and to respect both fellow students and the world in which we live.

Children of all nationalities and faiths are valued individuals. Our highly committed and professional team of teachers aim to educate the whole child and enable every student to realise their full potential. Exceptional teaching and personalised care and attention ensure that every child flourishes both academically and personally.

Our teachers inspire a love of lifelong learning in our students, starting from their very first days of school in Nursery, all the way through to the university counselling and guidance they receive as they complete the High School programme and progress to universities of their choice.

The learning at Rome International School is enriched with a vast number of opportunities such as residential visits and trips to places of local interest. As a proud member of the Globeducate (formerly known as NACE) group of schools, we have been able to send students to a range of inter- school events such as the Globeducate Sports Olympics, model United Nations, a music festival and an arts competition to name but a few.

The strength of our school lies in the open relationship and cooperation between students, staff and parents. This is what helps to make Rome International School such a unique place for you and your child."

A LEADING IB WORLD SCHOOL IN ROME



The IBO Mission Statement, in its aims ‘to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect’ is exactly what we are aiming for with our students, starting from their first days at school.

We are the only international school in Rome authorised to offer two IB programmes: the Primary Years Programme for Early Years and Elementary School students between the ages of 3 and 11, and the acclaimed Diploma Programme for High School students between the ages of 16 and 18.

In May 2019, the largest number of IB students graduated since Rome International School was accredited as an IB Diploma World School in 2009.

Our IB Diploma scores continue to be above the World Global Average - particularly in the Higher Level subjects. Our status as an IB World School means that we are committed to facilitating access to the world's best universities.

Examples of 2019 university destinations include University of Leicester, University of Westminster, King's College London, LUISS University, Maastrich University, University of British Columbia, University of Amsterdam, Goldsmiths University of London, Northeastern University.



BIANCA S.

**RIS IB DIPLOMA
GRADUATE**

Class of 2019

“What distinguishes the IB programme from other educational secondary programmes is its international reach and the way in which it connects people from different cultural backgrounds. As IB students, we are encouraged to think critically about global issues and to develop an open and international mind-set that goes beyond the classroom. Learners have the possibility to choose from six or seven subjects from different areas; this means that they can study subjects related to their future goals as well as other subjects that spark their interest.

This programme cultivates principled and risk-taking skills. For example, the Creativity, Activity, and Service hours required during this programme of study gives students the opportunity to go beyond their comfort zone, allowing them to discover new passions and understand the importance of a caring, healthy and balanced life.

I chose the IB because it is a world-renowned programme, which challenges and motivates students to pursue their interests, to meet academic expectations, prepares them for university and gives them lifelong learning experiences.

The IB Diploma is also acclaimed for its versatility thanks to the equivalence to the Italian Maturità Linguistica, Scienze Umane and Scientifica and is recognised in over 140 different countries. The IB has made me a true global citizen.”

”

**What
our
former
students
say**

THE LEARNER PROFILE

As reflected in our Mission Statement, the aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

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 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.

Thinkers

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.

Communicators

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.

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.

Principled

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

Open-minded

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.

Caring

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.

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.

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 recognise our interdependence with other people and with the world in which we live.

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.



AN INCLUSIVE INTERNATIONAL COMMUNITY AND A STATE-OF- THE-ART, CAR- FREE CAMPUS.

Immersed in the natural parkland of Monte Mario in Rome, our beautiful campus is resourced to the highest level and reflects our focus on critical thinking, inquiry based approaches and passion for lifelong learning.

Our building and campus, set amongst almost four hectares of natural parkland, have been purpose-built to meet every learning and teaching requirement. This provides an inspiring and stimulating environment for our students to continue to pursue an excellent educational path, one that is both academically challenging and individually rewarding.

The school is part of the Eco Schools network and proudly flies the Eco School flag. The flag indicates recognition by the Foundation for Environmental Education (FEE) for achievement in sustainable development education and for continuously improving the environmental performance of the school and wider community.

We pride ourselves on the safety of all our children and all our members of staff are committed to maintaining a secure and happy learning environment. Our campus is car-free during the school day and has 24-hour security and video surveillance.



ACADEMIC PATHWAYS AND PARTNERSHIPS

Our network of leading partners demonstrates our ambition to maintain educational and organisational excellence, providing enriching curricular and extra-curricular opportunities for our students.



We are an authorised International Baccalaureate (IB) World School. IB World Schools share a common philosophy - a commitment to high quality, challenging, international education.



Cambridge International School

We are accredited as an examination centre for the International General Certificate of Secondary Education (IGCSE) as validated by Cambridge Assessment. Students at the end of Middle School in Year 9 also take the Cambridge Checkpoint examinations in English, Mathematics and Science.



The Centre for Evaluation and Monitoring (CEM) University of Durham CEM provides important data on academic progress.

LUISS



We have strong links with LUISS University, one of the leading private universities in Italy. Our students have the possibility of preferential access to three-year and single-cycle courses, scholarships and university orientation, as well as special activities and lessons at school run by LUISS professors.



The school is part of the Eco Schools network and proudly flies the Eco School flag. The flag indicates recognition by the Foundation for Environmental Education (FEE) for achievement in sustainable development education and for continuously improving the environmental performance of the school and wider community.



The Chinese Language and Culture courses offered as curricula options, starting from Year 3 in the Elementary School and continuing into the Middle and High Schools, are implemented in partnership with the Confucius Institute.



Our after-school programme featuring academic, language and creative activities includes an enhanced private music programme accredited by the Associated Board of the Royal Schools of Music.



We are one of the founding members of the Association of IB World Schools in Italy, which exists to support member schools in achieving their educational goals and providing



**PROUD MEMBER
OF THE GLOBEDUCATE
NETWORK**



globeducate
Shaping the world • • •

In 2018 Rome International School joined the Globeducate network (formerly known as NACE Schools). Globeducate owns and operates more than 50 international schools in Europe and beyond. It is one of the four largest private school groups in the world with an international presence and is the largest of its kind in Europe.

It has more than 18,000 students from over 60 different countries and is growing rapidly. Globeducate's mission, to prepare each student to live successfully in a globalised world, is perfectly aligned with the student-centred approach at Rome International School.

Being a member of the Globeducate group brings many new opportunities for our community. RIS students and teachers benefit from exchange of best practices and international programmes involving partner schools. In addition, they are involved in a range of annual art, sports and intercultural events with other schools across the Globeducate network.

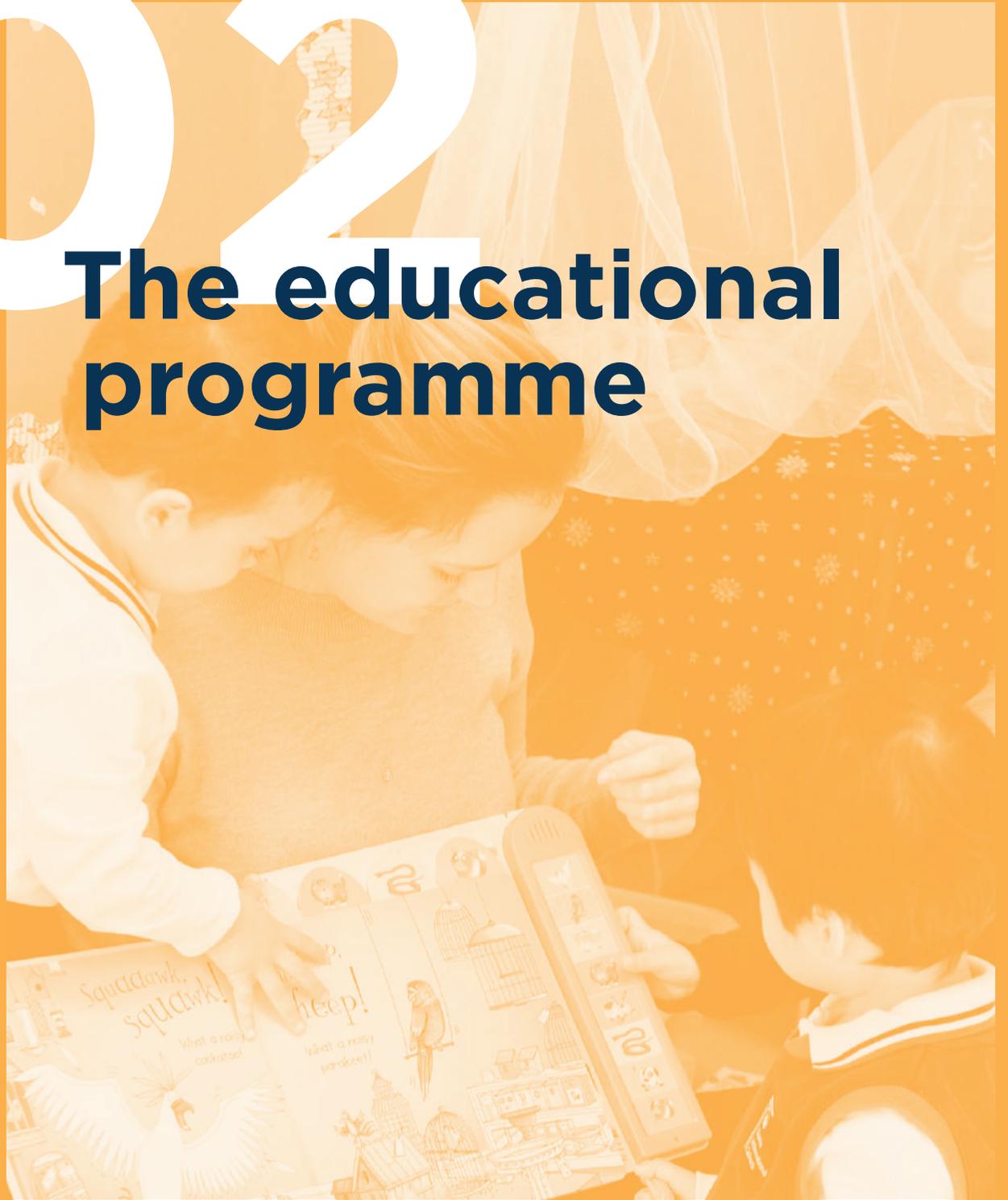
Rome International School had the privilege of co-hosting the IV Globeducate Academic Olympics. Almost two hundred students from fifteen schools participated in a number of events.

We were delighted to send representatives to the Globeducate Sports Olympics held in Majorca and to the Stonar School in England for a Student Leadership event. Other annual events include a model United Nations, a music festival and an arts competition.

Professional development opportunities exist for teachers to visit other schools, attend conferences and receive visits from other experienced educators.

02

The educational programme





Early years Ages 2 to 5

Nursery, Kindergarten, Transition



Elementary school Ages 5 to 11

Years 1 to 6



Cambridge International School



Cambridge International School

Middle school Ages 11 to 14

Years 7 to 9

High school Ages 14 to 16

Years 10 to 11



High school Ages 16 to 18

Years 12 to 13

THE SCHOOL DAY

Early Years, Year 1 and Year 2
08.50 - 15.20

Year 3 to Year 6
08.50 - 15.30

Year 7 to Year 12
08.30* - 16.05

Pre and post school services are available for students who arrive before the first arrival time (08.20) or stay beyond the official school closing time. Post-school childcare is available until 18.00.

EARLY YEARS



THE IB PRIMARY YEARS
PROGRAMME IN THE EARLY YEARS

AGES 2 TO 5: NURSERY/
KINDERGARTEN/ TRANSITION

At Rome International School we provide a safe, caring and nurturing learning environment. Our Early Years department follows the International Baccalaureate Primary Years Programme (IB PYP), starting from age 3.

The IB PYP caters for children from 3 to 11/12 years of age. It is a transdisciplinary international education programme, designed to foster the development of the whole child. The PYP draws on research and best practice from a range of national systems, employing a wealth of knowledge and experience to create a relevant, engaging and purposeful educational framework for all children.

Our inquiry-driven approach fosters curiosity, a love of lifelong learning and promotes children's social, emotional and personal growth.

In our Nursery class (for children who have reached the age of two by

30 September), learning takes place through play, and the programmes are developmentally appropriate to the age of the children.

Children's natural curiosity is a motivating source for their learning. Play associated with academic learning is an act of 'inquiry'. We believe inquiry connotes critical and reflective thinking, leading to the development of each child's intellectual capacity.

As educators, we believe it is essential that children play in order to learn in a natural and fun manner. The power of play as the engine for learning is a vital force for young children's physical, social and emotional development.



LEARNING ENVIRONMENT

All classes in the Early Years benefit from the support of qualified and caring teaching assistants.

The classrooms are well equipped and designed to encourage and develop independence, team work, and inquiry-based learning. Attractive classroom displays provide information to help learning and celebrate our students' achievements across all years.

Starting from age 3, specialists teach Music and Physical Education (P.E.) and

classroom learning is supported by educational visits to areas of interest, connected to the curriculum, outside the school.

The school's indoor gymnasium provides a larger space for our youngest students to explore and improve coordination and movement.

There is a designated Early Years lunchroom where our caring and supportive staff serve nutritious and well-balanced organic meals. Pasta and rice dishes are cooked on-site daily.

CHILD-LED NATURE PLAY

We believe all children deserve to play and explore in nature so we take advantage of the wooded areas of the national parkland surrounding us.

Research shows nature play benefits children's health, physical and cognitive development, as well as their social-emotional skills. Child-directed nature play builds independence and self-esteem.

The main goals of nature play in Early Years children (ages 2 to 5) include encouraging curiosity and exploration with all the senses, empowering children in a natural environment and encouraging spatial awareness and motor development.

The teacher's role is to support the child in their development and learning through nature.

Nature play sessions, held in our very own outdoor classroom nestled in the surrounding woodland, take place throughout the year, allowing children to experience all weathers and the changing seasons.









ELEMENTARY SCHOOL

THE IB PRIMARY YEARS
PROGRAMME
IN ELEMENTARY SCHOOL

The Elementary School student at Rome International School is at the centre of the learning process, constructing knowledge, problem solving, collaborating, reflecting and taking appropriate action.



**AGES 5 TO 11
YEARS 1 TO 6**

Students from Kindergarten to Year 6 follow the IB Primary Years Programme (PYP). The PYP is an inquiry-based, transdisciplinary programme considered to be one of the most advanced programmes for elementary schools.

One of the most significant and distinctive features of the IB PYP are the six transdisciplinary themes. Students inquire into, and learn about, these globally significant issues in the context of units of inquiry, each of which addresses a central idea that is relevant to a particular transdisciplinary theme* (www.ibo.org).

Each unit of inquiry emphasises different disciplines such as language, mathematics, social studies, science, the arts (visual arts, music and drama) and personal, social and physical education. This approach encourages students to be active learners and to make their own connections between what they learn and how it relates to themselves and the world around them.

Children are taught Music and Physical Education by specialist staff.

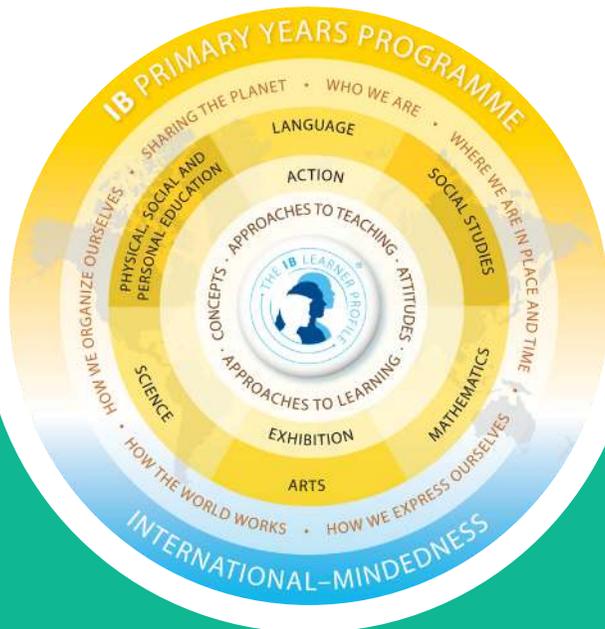


THE PYP CURRICULUM FRAMEWORK

The Primary Years Programme framework emphasises the learner, the learning and teaching and the learning community. At the centre of this model is agency.

This key principle underpinning the PYP enables each student to express their voice, their choice and take ownership of their learning.

At Rome International School, our learning community, made up of teachers, parents and students, supports agency by offering opportunities for students to develop important skills and mind-sets such as critical and creative thinking, perseverance, independence and confidence.







LANGUAGE OPTIONS

Students joining the school in Year 3 have the option of choosing between Chinese language culture or Arabic language and culture as a third language, which are both taught within the curriculum by mother-tongue teachers.

Spanish and French language lessons are available as extra-curricular options, also taught by mother-tongue teachers. First language Italian language speakers can prepare for the Italian Ministerial Program (Quinta Elementare), if required. See the section on the Italian Programme. Additional English support is available for students that require it.

THE LEARNING ENVIRONMENT

Weekly assemblies are held every Friday for Years 3 to 6 to celebrate and share talent and learning. The use of technology is embedded into everyday learning. Tools such as Seesaw enable students to create a digital portfolio, reflect, communicate and share their learning with their parents and teachers.

THE PYP EXHIBITION

Students in the final year of the PYP (Year 6 at Rome International School) carry out an extended, in-depth, collaborative project known as the PYP exhibition.

This involves students working collaboratively to conduct an in-depth inquiry into real life issues or a topic of personal significance. Teachers initiate, facilitate and guide the exhibition process. All students take an active role in all aspects of planning, inquiring, investigating, communicating

and assessing their learning* (The Learner, pg 41, IBO October 2018).

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB Learner Profile developed throughout their engagement with the PYP. It also provides the wider learning community with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.*

www.ibo.org



THE TRANSITION FROM PYP TO MIDDLE SCHOOL

Our Middle School starts with Year 7 and students will be expected to show the relevant competencies in English and Mathematics, in the form of oral and written assessment. Year 6 teachers will be consulted about all individual cases in good time during their final year of Elementary School.

We follow the Cambridge Secondary 1 curriculum and lessons encourage group work, collaboration and all aspects of the IB Learner Profile. Practical and experiential work is encouraged.

Students progressing to Year 7 in the Middle School can choose to continue studying Chinese Language and Culture, as this is a curriculum option in the Middle School. High School students may also pursue the option to study Chinese or Arabic as part of the the IGCSE and IB DP programmes. The learning that take place across the Elementary years prepares students to succeed in the next stage of their education.





**ADELE S.
MIDDLE SCHOOL
STUDENT**

"Personally I like Middle School because at lunch you can go outside or to the library without asking a teacher. You are made to be a little more responsible. I also think that the PYP has also helped me a lot. It definitely helps give you an idea of what you are facing.

I also like the maturity in Middle School. I have been here in this school for over four years and I have met a lot of different people from different places with different cultures and it has made me happy."

”

**What
our
students
say**



MIDDLE SCHOOL

Students in Middle School follow a diverse and inclusive curriculum. Emphasis is placed on teamwork, collaboration and academic excellence.

**11 TO 14 YEARS OLD
YEARS 7 TO 9**

We encourage creativity and healthy lifestyles by emphasising Art, Music, Drama and Physical Education (P.E.).

Our teaching and learning material draws from a wide range of global contexts and we use the excellent range of learning resources available for Cambridge Secondary Education. In addition, our teaching team ensures that the IB ethos is applied, regardless of curriculum or programme of study.

We use globally recognised benchmarks and assessments including testing developed by the University of Durham. Our students have a continuity of academic progression. All students take the Cambridge Checkpoint in English, Maths and Science. This is recognised as

an elective assessment and diagnostic tool as students move into Year 10. Subjects studied in the Middle School include: English, Mathematics, Science, Humanities (History and Geography), Italian (as a native or additional language), French/ Spanish/ Chinese (from Year 7 as a third language), Art, Drama, Music, and Physical Education.

We appreciate that many of our families require the guarantee of excellent preparation for the Italian State exam at the end of Year 9 (licenza media). Please refer to the separate section on the Italian programme.

THE HOUSE SYSTEM

The House system aims to create a healthy competitive spirit among students belonging to the different houses. It makes every student an integral part of the school. It is an effective method to bring out hidden talent in students and give them an opportunity to develop self-awareness.

The House system, aside from sports and arts, can be used for social welfare and academic projects. The feeling of being a part of a specific house engenders great pride and is crucial to developing qualities such as leadership and teamwork for example through activities such as chess and debate clubs.

The Middle and High School student population of RIS fits a four House model, with equal numbers of Year 7 - 13 students in each. Houses are referred to by their colour, i.e. Red (Ignis), Yellow (Aer), Blue (Aqua) and Green (Terra).



THE HIGH SCHOOL EXPERIENCE



Cambridge International School

THE CAMBRIDGE INTERNATIONAL
GENERAL CERTIFICATE
OF SECONDARY EDUCATION

14 TO 16 YEARS OLD
YEARS 10 AND 11

Rome International School is accredited as a centre for the International General Certificate of Secondary Education (IGCSE), in Years 10 and 11, as validated by Cambridge Assessment.

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This two-year course of study is specifically designed to provide an excellent academic education for the first stage of High School and also prepares students for the subsequent two years of the IB Diploma Programme. It combines an exam-based approach with a focus on research, problem solving and inquiry-based learning.

Students study a wide range of subjects. Formal exams take place in May of the second year and are assessed by external IGCSE examiners.

At Rome International School, IGCSE students in Years 10 and 11 take courses leading to the internationally recognised IGCSE qualification in each subject studied.

Our students can take IGCSEs in:

- English Language
- English Literature
- Mathematics
- Coordinated Science
- Humanities (Geography, History and Economics)
- Creative Arts (Art and Design or Music or Drama)
- Italian
- Physical Education
- Arabic, French, Spanish or Chinese as a third language

IGCSE grades are on a scale from A* to G. These grades are achieved through a combination of coursework and oral examinations (taken mostly in May and June for Year 11). We have high expectations for our students in these exams.

Students interested in joining the Cambridge IGCSE programme have to pass entrance exams in English and Maths (some students may be asked to take an additional paper in Italian).

STUDENT PERFORMANCE

For the 2018/19 academic year, **40 candidates** were entered for the IGCSE examinations with a total of **175** individual sittings. Students took exams in English First and Second Language, English Literature, History, Mathematics, Biology, Chemistry, Physics, French, Spanish, Chinese, Economics, Arts and Drama.

- **77% were A* - C grades compared to 71% in 2017/18**
- **27% of the grades were A* compared to 19% in the previous year.**



NICOLÒ P.
IGCSE STUDENT

The teachers have prepared me effectively for the IGCSE programme. The point is though, that you have to work hard and study and the school helps us with this.

The programme is tough and challenging and relies on us taking part in all aspects of it. The choice of subjects is good and prepares us for the IB Diploma Programme and future studies.

Teachers check up on our progress regularly and always help us to keep grades on track. I have been at RIS since nursery and have enjoyed my time here. It is a school where I want to go each morning."

”

**What
our
students
say**



THE HIGH SCHOOL EXPERIENCE



THE IB DIPLOMA PROGRAMME

16 TO 18 YEARS OLD
YEARS 12 AND 13

The International Baccalaureate Diploma Programme is a renowned course, internationally recognised by the best universities in the world and which provides our students with a competitive advantage.

Subject choices

All student study six subjects selected from the following groups. Three are studied at Standard Level and Three at Higher Level. These are the options available to Rome International School students.

01 Studies in Language & Literature

**FIRST LANGUAGE -
ALSO CALLED AN A LANGUAGE**

English, Italian and Chinese
(Arabic A or B)

02 Language Acquisition

**SECOND LANGUAGE -
ALSO CALLED A B LANGUAGE**

English, Italian, Chinese, French,
Spanish and Arabic as a second language

03 Individuals and Societies

History, Economics, Philosophy and Global Politics

04 The Sciences

Biology, Chemistry, Physics

05 Mathematics

From September 2019, there will be two strands of Mathematics to choose from. They are Analysis and Approaches and Applications and Interpretation. We can give advice as to the most appropriate choice for your child.

06 The Arts

We offer a very practical multi-media approach to the creation of works of Art. However in Group 6, students are not obliged to study the Arts. They may study a second subject from Group 1,2,3 or 4 (a third language or a second Science or Humanities subject).



ITALIAN MATURITÀ

IBDP students at Rome International School have an almost unrestricted choice. For those who wish to have the IBDP recognised as being equivalent to the Maturità (without taking any more exams) there are certain rules about what combinations are allowed.

This means that our students are able to access universities and a full range of courses both across the world and at home in Italy. We are currently able to

offer the subject combinations for the Liceo Linguistico, Liceo Scientifico, and the Liceo Scienze Umane.

There are certain requirements for each of these and it is important to discuss the options with the IB DP Coordinator in order to find the right fit.

ENTRY REQUIREMENTS

We expect students coming into the IB who have IGCSE grades to have at least six A*- C grades and at least B grades for the subjects they choose to take at Higher Level. For students without IGCSEs there is an entrance exam which will assess their suitability for the subjects chosen. A Cambridge First Certificate in English will be accepted in lieu of an entrance test in English.

We do obviously take into consideration personal circumstances and other academic qualifications. If you need more advice please contact the IB DP Coordinator.



CORE

One of the key attractions of the IBDP is the Core, where students:

- undertake an Extended Essay in a discipline of their choice, conducting research and producing a structured thesis based on their sources and their own interpretation of the topic
- study Theory of Knowledge, which explores issues surrounding what they know and how they evaluate that knowledge
- take part in CAS activities, which encourage students to take part in **creative** activities, such as learning a musical instrument or painting, **activity**, which requires students to participate in sporting activities such as yoga, football or swimming, and **service**, which engages students in philanthropic or community-based projects aimed at broadening their awareness of the communities they live in and how they can contribute to these.

RESULTS

RIS is very proud of the IBDP results. All students study towards the full diploma and our IBDP scores have been consistently above the global average - particularly in the Higher Level subjects. IB graduates are much more likely to be enrolled at one of the top 20 highest-ranking universities than entrants holding other qualifications.* (ibo.org)

University admissions officials say the DP is the best qualification for developing students' non-academic skills and preparing them for further education and careers.

The IB DP excels in encouraging Independent Inquiry.**

37% A Levels

80% Diploma Programme

47% Scottish Highers

**University Admissions Officers Report 2015

100% excellence

Since our first cohort in 2011, our DP graduates have gone on to study at the university of their choice.

In May 2019, the largest number of IB students graduated since Rome International School was accredited as an IB Diploma World School in 2009. Once again, our IB Diploma scores have been consistently above the World Global Average. Examples of 2019 university destinations include University of Leicester, University of Westminster, King's College London, LUISS University, Maastrich University, University of British Columbia, University of Amsterdam, Goldsmiths University of London, Northeastern University.

UNIVERSITY GUIDANCE AND DESTINATIONS



Rome International School students apply to top universities worldwide and are provided with personalised support from highly experienced members of staff who work with students at each stage of the process.

We offer systematic guidance and supervision throughout the university application process, with the sole objective of enabling our students to fulfil their potential.

RIS organises informative events and university fairs to provide students with information on different university options. We also encourage and guide our students to gain summer experience relevant to their academic and career ambitions so they can build a relevant

portfolio in order to be selected by the best universities worldwide. Students are supported with the external examinations they may also be required to take by universities, such as the BMAT and the UKCAT for medical applications in the United Kingdom, the SATS for universities in the United States and the examinations required by Oxbridge for a range of subjects. So whether or not our students decide to apply to the United Kingdom, USA, Spain, Canada, The Netherlands, Hong Kong or to remain in Italy (many opting to take advantage of the school's formal links with LUISS University including preferential access for undergraduate courses), you can be assured they will receive the excellent support they require.





ITALIAN MINISTERIAL PROGRAMME

The school offers the possibility for Italian families and international students with mother-tongue proficiency to follow the Italian Ministerial Programme.

In Elementary School students take the Italian State exams at the end of Year 5 or Year 6 depending on their age.

In Years 4, 5 and 6 this involves some lessons after-school as well as lessons during the school day.

In Middle School students in Years 7, 8 and 9 work towards the Licenza Media exam which is taken in the final year of Middle School (Year 9).

The programme currently requires 1 hour per week after-school of Italian Mathematics in Years 7 and 8. No

charge is levied for this service.

In Year 9, students currently do 4 hours per week after-school in Italian language, History, Mathematics and Geography. An extra charge is levied for these optional classes.

In both Elementary and Middle School, the Italian programme takes up between 10 and 15% of curriculum time.

Students who do not wish to follow the Italian Ministerial Programme have lessons in Italian as an Additional Language. These are differentiated according to students' proficiency in the language.

Italian after the Ministerial Programme

In the High School, first language Italian speakers follow a programme broadly similar to that of a Liceo Linguistico. They study a wide spectrum of Italian literature to prepare them for the International Baccalaureate Diploma Programme first language Italian course. International students study the IGCSE Italian course.

All students both Italian and international take the Cambridge IGCSE Italian exam at the end of Year 11. Students who are particularly proficient in the language can take this qualification up to two years earlier.

In the Diploma Programme, Italian students may study Italian A (Prima Lingua). This is an intensive course studying modern and classic Italian texts. International students may study Italian B (Seconda Lingua). This option is also available to Italian students returning from abroad who have not been previously educated in an Italian School.

Il Dipartimento di Italiano

- Il Dipartimento di Italiano decide gli obiettivi didattici.
- Stabilisce i contenuti comuni, sia in senso orizzontale che verticale.
- Promuove le metodologie didattiche più efficaci.
- Studia e propone criteri di valutazione sempre più adeguati.
- Individua strumenti di valutazione paralleli, come la tipologia e il numero delle prove di verifica, la modalità e i tempi di correzione delle medesime.
- Promuove iniziative integrative di approfondimento e strategie per garantire la continuità didattica per tutto il corso degli studi. Collabora con gli insegnanti della primary school nella programmazione didattica in vista di una continuità e gradualità dell'apprendimento.
- Prepara e assiste gli studenti di grade VI per gli esami di idoneità, quelli di grade IX per gli esami di fine ciclo e per lo studio della lingua nell'high school.
- Sostiene gli alunni affinché vivano la scuola come un ambiente educativo e di apprendimento della lingua. L'obiettivo principale del dipartimento è quello di aiutare gli studenti nella maturazione, nell'esplorazione letteraria, nella riflessione e nello studio della lingua e della cultura italiana.



03 Student life

**MORE THAN
JUST A CLASSROOM**

Being a part of the International Baccalaureate community has heightened our interest in developing partnerships to enrich the curriculum and provide motivating student learning experiences.



RESIDENTIAL TRIPS

From Year 3 to Year 12, carefully chosen residential trips, either in Italy or internationally, are offered annually. The itinerary for all trips is carefully chosen to ensure an educational but enjoyable experience for our students, and their safety is always our highest priority. These trips are an important way to develop personal skills and to enhance academic learning through first hand experiences.

EDUCATIONAL VISITS

Excursions and visits to places of interest, such as exhibitions and museums, are carefully planned to extend the knowledge, skills and understanding gained in the classroom.

These activities are one way of connecting with the local community, helping students to see the relation between what is being learned in the classroom and real-life.

EXCHANGE VISITS

At Rome International School one of our main aims is to extend our students' cultural and educational experience by forging strong links with other Globeducate schools worldwide. Exchange trips between our students and those of our partner schools will be organised where possible by teachers at appropriate times of the year.

SCHOOL UNIFORM

At Rome International School, students from Nursery to Year 13 are required to wear a uniform. Our school uniform gives a sense of belonging and pride whilst ensuring equality amongst students. Designed specifically for our school and following high standards of quality and comfort, the uniforms are a further way in which students demonstrate the uniqueness of our community.

Uniforms can be purchased from the school's approved supplier, Sonartex. Please visit the uniform shop at school to learn more about the uniforms

available for Nursery to Year 13 students.

Alternatively please visit our supplier's website: www.sonartexschool.it/en/



SCHOOL BUS SERVICE

Our school bus and shuttle service are a great solution for students and parents as they meet the highest safety standards and ensure an efficient journey to and from school.

There are a variety of bus and shuttle routes that cater to different ages and entry/exit times. As an Eco-School we are committed to raising awareness and implementing ways to reduce our carbon footprint.



The bus / shuttle routes have specific lines available, guaranteeing coverage within the Grande Raccordo Anulare (GRA):

- Early Years and Elementary: Morning arrival at school - 08:50 / Afternoon departure from school - 15:40
- Middle and High School: Morning arrival at school - 08:25 / Afternoon departure from school - 16:15
- Special after- school service for students aged 7 and above: Afternoon departure from school - 17:15

Any exceptional cases and special requests will be managed directly by RIS.

LUNCHES AND FRUIT BREAK

Lunchtime is more than just a time for eating; it also gives students the opportunity to learn good lifestyle habits whilst socialising.



We have three canteens that cater for different age groups, serving nutritious meals using organic and seasonal produce. In addition to lesson time, socialising and break times are an integral part of the school day and an important aspect of our educational framework.

Our canteen service covers the entire student body and is compulsory for all students. Special attention is given to varied menus, based on a balanced three-course lunch, which caters to dietary, religious and ethical requirements.

We encourage students to try different dishes and appreciate the diversity of food and ingredients available.

Together with our partner, CIR Food, a dedicated team of nutritionists and chefs prepare special diets, sauces and main courses. All pasta and rice dishes are freshly cooked on-site.

From Early Years up to the end of Elementary School, each child is provided with a piece of fruit to eat at morning break.



We promote an active lifestyle and believe that eating healthily is essential to students' well-being.

AFTER-SCHOOL ACTIVITIES



As educators we know that the life of a school goes well beyond the standard school day. At RIS, our students can practise a sport, take up a musical activity, develop their studies, learn a language or simply do something fun and educational. This programme reaches out to all ages and interests, including mums and dads. We believe it provides many opportunities and embraces inclusivity and diversity, whilst developing the qualities of the IB Learner Profile.

What we offer:

- **Late bus service available for all ages**
- **Private music programme accredited by the Associated Board of the Royal Schools of Music (ABRSM)**
- **Debate and coding clubs**
- **Homework and cooking clubs**
- **Football, basketball, gymnastics and self-defence**
- **American Ballet Theatre® National Training Curriculum**
- **Adult courses including modern dance, Pilates and language courses**



AMERICAN BALLET THEATRE® NATIONAL TRAINING CURRICULUM

Rome International School is proud to include the American Ballet Theatre® National Training Curriculum, a breakthrough 9 level program that combines high quality artistic training with the basics of dancer health and child development. All levels are taught by an ABT® Certified and Affiliate Teacher.



PASTORAL CARE AND COUNSELLING

We firmly believe that the individual needs of all of our students are met and cared for.

The wide range of activities available across the school mean that students will find someone to share their interests with and develop skills outside of the classroom.

Our Mission Statement supports students' personal and social development, and underpins the relationships between staff, students and parents. Our staff genuinely care about both the children's academic progress as well as their general well-being.

Pastoral care in the Elementary School focuses on each student as an individual, helping to build self-

confidence, resourcefulness and independence.

The Middle and High School Vice-Principal, together with the Form Tutors, lead our pastoral team. Form Tutors support the progress and development of each student under their care and ensure their well-being.

A programme of assemblies and Personal, Health and Social Education (PHSE) celebrates achievement and provides guidance at each stage of a student's school career.

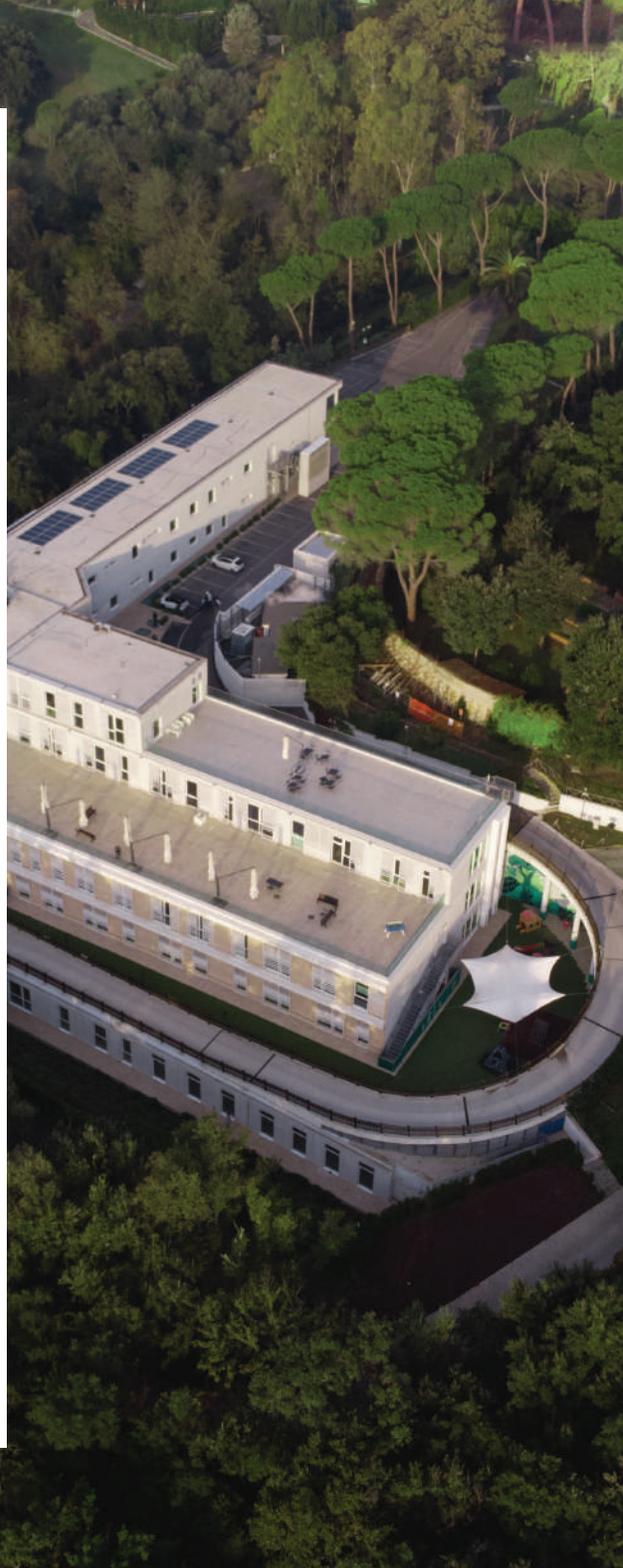
Our counselling service (in partnership with LUISS University) offers confidential advice and support to any student who needs it.

Parent-Teacher Association

Our vision is to be an integrated and caring community, in which teachers, parents and management cooperate to develop our students' attributes of international-mindedness, a spirit of enterprise and the joy of lifelong learning, by offering a first-class educational programme.

Joining Rome International School means becoming a member of an extended educational community. We encourage parents to play an active role in supporting the whole school.

Parents can get involved by joining our Parent/Teacher Association or by becoming a Class Representative.





Early Years
and Elementary library



Middle
and High School library

LIBRARIES

The school is equipped with two modern libraries. Readings, workshops and various other events for both students and parents take place throughout the year.

The Early Years and Elementary library is at the centre of the Primary Years Programme (PYP), supporting and enhancing the development of the Learner Profile through the selection of appropriate resources, flexible scheduling and promotion of the PYP learning framework.

Our resources are varied and include books, story sacks, DVDs, magazines and games. Children use iPads and eReaders to enjoy eBooks and digital resources.

They can access the library during breaks, after school and during weekly scheduled sessions.

Family reading sessions are scheduled, where parents and their children can enjoy some reading time together, after school.

The library stimulates “intercultural awareness” through the provision of materials reflecting a variety of cultures and languages.

The librarian is responsible for delivering a progressive programme of library orientation to help children develop a lifelong love of reading and inquiry research skills.

The Middle & High School library provides a range of books, periodicals, magazines, DVDs and online resources to support the school curriculum and to inspire a lifelong love of reading. E-readers and computers are available to use in the library, allowing students to access a wide range of digital resources.

The Middle & High School librarian

works with teachers to ensure that resources are available that link to the topics covered in the classroom, helping students develop their information literacy, digital citizenship skills, commitment to academic honesty as well as their desire to read for pleasure.

The librarian delivers sessions on library orientation, citation systems for academic writing and research skills. Library sessions are structured as an ongoing programme of meetings with progressive didactic aims and outcomes tailored to the needs of different school grades.

PERFORMING ARTS

EARLY YEARS AND ELEMENTARY SCHOOL

Our winter and summer concerts are a long-running tradition at RIS and involve a school-wide effort to organise the events. The performances are part of the curriculum and bring together music, dance, drama and literature, all of which takes place during class time.

The concerts are an opportunity to witness the amazing progression from Kindergarten, where the novelty of an

audience can be a little overwhelming for some, to Year 6, where children have developed the confidence to present a totally student-led performance.

A variety of themes are showcased each year, with some classes choosing to tie their current units of study into their performances, with the participation of every single student.

MIDDLE AND HIGH SCHOOL

An important date in Middle School is the students' performing arts production, which combines the music, drama and art departments, and links to other subject areas in the school curriculum.

Class work in Drama and Music may also be performed for parents in the form of assemblies and informal shows at school. IBDP art students hold an open exhibition of their work in March. Talent shows and creative collaborations are also held, as appropriate. Various sporting activities are organised throughout the year.





PHYSICAL EDUCATION

Physical Education is an integral part of the total curriculum and life at RIS and provides opportunities for students with regard to sportsmanship, responsibility, integrity, honesty, teamwork, and leadership.

Early Years and Elementary Physical Education activities are linked to the PYP and the units that the children are currently studying.

Middle School students have 6 hours of P.E. every fortnight. Lessons include basketball, volleyball, badminton, handball, hockey, football (five-a-side), dodgeball, athletics and gymnastics.

High School IGCSE students have the opportunity to take Physical Education as part of the two-year programme. Activities include swimming, track and field and a variety of team sports. Integral to this programme is the theory component. Assessment covers both practical and theoretical aspects.

Sports days are held annually for all students.





globeducate
Shaping the world • • •

PROUD MEMBER OF THE GLOBEDUCATE NETWORK

Rome International School is a proud member of Globeducate (formerly known as NACE Schools), which owns and operates more than 51 international schools in Europe and beyond.

It is one of the four largest private school groups in the world with an international presence and is the largest of its kind. It has more than 18,000 students enrolled at its schools in Europe from over 60 different countries, and is growing rapidly.

Globeducate's mission, to prepare each student to live successfully in a globalised world, is perfectly aligned with our student-centred approach.



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