



SWISS INTERNATIONAL SCHOOL
QATAR

STUDENT PROGRESSION & RETENTION POLICY

Staff In charge	Divisional Principals
Latest revision	November 2024
Approved by	Head of School
Next Revision	November 2026





Our Vision

SISQ aims to develop learners who are
FULFILLED INSPIRED PREPARED

رؤيتنا

تهدف المدرسة السويسرية إلى تطوير متعلمين
يتصفون بأنهم

مُستَعِدون مُلَهَّمون مُشَبِّعون

Notre Vision

SISQ encourage les apprenants à devenir
ACCOMPLIS INSPIRÉS PRÊTS



Our Mission

Through learning that is fun, engaging, holistic, collaborative and caring, SISQ develops students who are:

- Intellectually fulfilled: they find joy in their own learning and the learning of others; they are curious, engaged and passionate about learning.
- Emotionally fulfilled: they are happy with themselves, healthy, balanced and confident.
- Socially fulfilled: they develop meaningful relationships; they are connected to others, the world around them and the environment.

Through learning that is inquiry-based, meaningful, challenging, authentic and innovative, SISQ develops students who are:

- Inspired to keep learning: they are inquisitive, questioning and willing to try new things; they take ownership of their learning and are self-motivated.
- Inspired to share and apply their learning: they can use their learning to improve their lives and the lives of others; they communicate their learning to inspire others.

Through learning that is focused on transferable skills, character, attitudes and dispositions, SISQ develops students who are:

- Prepared for the future: they embrace change and challenge; they adapt to new situations and think creatively to solve complex problems.
- Prepared to lead lives of integrity: they are principled and strong; they have a set of values that guide them when they make decisions.
- Prepared to be good global citizens: they are multilingual, open-minded and multicultural in their outlook; they are courageous, caring and prepared to take action to make their community and the world a better place.

رسالتنا

من خلال المعاشرة والمشاركة ، والتعاون ، والشمولية والاهتمام ، تعمل المدرسة

- السويسرية على تطوير طلاب يتصفون بأنهم مشاركون ذكيّون ، يجدون الفرح في تعلمهم وتعلم الآخرين ؛ إنهم فضليون ويتّبعون معاشروك ومتّحدين للتعلم.
- مشبعون بالطاقة ، إنهم سعداء بأنفسهم ، يتمتعون بصحة جيدة ، ومتوازنون ، وواقّعون اجتماعياً.
- مشبعون من أنفسهم: يطّورون علاقات ذات مغزى ؛ إنهم مرتبطون بالآخرين وبالعالم من حولهم وبالبيئة.

من خلال التعلم الاهداف والقائم على الاستقصاء ، والتحدي والإثمار ، تعمل

- المدرسة السويسرية على تطوير طلاب يتصفون بأنهم ذكيّون لمواصلة التعلم. فهم فضليون ومتّحدين لتجربة أشياء جديدة ؛ يتعلّمون بداعم ذاتي.
- ذكيّون لمشاركة ما تعلّموه وتطبّيقه، يمكنهم استخدام ما تعلّموه لتحسين حياتهم وحياة الآخرين ؛ ينقلون تعلّمهم إلى الآخرين.

من خلال التعلم الذي يركز على المهارات القابلة للنقل والمهارات الشخصية والماوراء والتصورات تعلم المدرسة السويسرية على تطوير طلاب يتصفون بأنهم مستعدون للمستقبل يبنّون التغيير والتحدي: يتكيفون مع المواقف

- الجديدة ويدركون بشكل خالق حل المسائل المعقّدة.
- مستعدون لعيش حياة تتسم بالنزاهة: أصحاب مبادئ أقواء؛ لديهم حماسة وشغف.
- مستعدون ليكونوا مواطنين عالميين صالحين: فهم متعددو اللغات ومتّبعون ومتقدّدون للثقافات في ظرفهم؛ إنهم شعاعون ومهتمون.
- ومستعدون لاتخاذ إجراءات لجعل مجتمعهم والعالم مكاناً أفضل.

Notre Mission

Au travers d'expériences d'apprentissage amusantes, intéressantes, holistiques, collaboratives, positives, SISQ encourage les apprenants à devenir:

- Intellectuellement accomplis: ils prennent plaisir à apprendre individuellement et collectivement. Ils sont curieux, intéressés et passionnés par leur apprentissage.
- Emotionnellement aptes: ils savent s'apprécier, ils sont positifs, équilibrés et sûrs d'eux-mêmes.
- Socialement compétents: ils développent des relations significatives avec les autres, ils vivent en harmonie avec les autres, le monde et l'environnement.

Au travers d'un apprentissage centré sur la recherche, significatif, comportant des défis, authentique et innovant, SISQ encourage les apprenants à devenir:

- Toujours prêts à apprendre: ils sont curieux, ils posent des questions et sont prêts à innover, ils sont responsables de leur apprentissage et intrinsèquement motivés.
- Toujours prêts à partager et à appliquer leurs connaissances: capables d'utiliser leurs compétences pour transformer positivement leur existence et celle des autres, ils transforment leurs apprentissages pour inspirer autrui.

Grâce à un apprentissage orienté vers des compétences de transfert, l'édition du caractère, créant des attitudes et une disposition psychologique bénéfiques, SISQ encourage les étudiants à devenir:

- Prêts pour l'avenir: ils acceptent le changement et les défis, s'adaptent à de nouvelles situations et résolvent des questions complexes grâce à leur créativité.
- Déterminés à vivre de manière éthique, ils suivent leurs principes et sont intègres. Leur valeurs les guident dans la prise de décisions.
- En tant que citoyens du monde: ils parlent plusieurs langues, pratiquent l'ouverture d'esprit en se confrontant à de multiples perspectives. Ils sont courageux, attentionnés et prêts à l'action pour transformer positivement leur communauté et le monde.



Our Vision

SISQ aims to develop learners who are **fulfilled, inspired** and **prepared**.

Our Mission

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Introduction

At Swiss International School, Qatar (SISQ), our goal is to provide a high-quality educational experience, aiming to be one of Qatar's leading International Baccalaureate (IB) schools.

We welcome families from all nationalities into our inclusive community. Our values are rooted in the principles of the International Baccalaureate Organization and the Council of International Schools, fostering global citizenship, multilingualism, and cultural awareness. Our main language of instruction is English, with French, German and Arabic also integrated into our curriculum. We honour and celebrate Qatari history and culture within our school community. As an IB Continuum School, we offer the IB curriculum from Early Years through to the Diploma Programme(PYP, MYP, DP), equipping students to access top universities worldwide.



Guidelines for the PYP

Progression and Retention Policy for Primary Students

At SISQ, we are committed to supporting every child's academic success and overall well-being. If a student's academic performance consistently falls below the school's expectations, parents will be notified, and an individualised support plan will be implemented. This plan will include targeted interventions to address specific areas of need, and the school will monitor and communicate progress to parents regularly. However, if these interventions do not lead to the necessary improvement, the school may consider whether it is in the student's best interest to advance to the next grade level or continue enrollment at SISQ.

Research shows that retention alone does not typically result in improved academic achievement. As such, the school prioritises exploring all available support strategies before considering retention. When a student is identified as struggling to meet expected progress, SISQ will notify parents/guardians promptly and convene a meeting to discuss additional support options. These may include adjustments to the teaching program, enhanced learning support, or external support with regular updates provided to parents on the impact of these interventions.

In cases where retention is being considered, the decision will not be made unilaterally but by an Academic Review Committee led by the Head of School and relevant Divisional Principal. This committee will consider input from the following parties:

1. Teachers who have worked with the student throughout the academic year.
2. The school's Special Educational Needs (SEN) Coordinator and social-emotional counsellor.
3. The student's parents/guardians.

The committee will weigh multiple factors, including but not limited to:

1. The social and developmental implications of separating the student from their peers.
2. Historical academic progress as shown in school reports over multiple years.
3. The adaptability of the school's curriculum to support differentiated learning.
4. The school's capacity to provide effective support for retained students.
5. Whether the student has been retained previously.
6. Any existing assessments or identified special educational needs that may indicate the need for an Individualised Education Plan (IEP).
7. Attendance

Parents may also request that their child repeat an academic year if they believe it would be beneficial for their child's development. Such requests must be made in writing and require the school's agreement that retention aligns with the child's best interests, in addition to approval from MOEHE.

Our approach ensures that decisions about progression and retention are made thoughtfully, with the child's academic, social, and emotional growth as our top priority.



Guidelines for the MYP

The Middle Years Programme (MYP) at SISQ is a structured, comprehensive framework that challenges students academically and develops essential life skills for ages 11-16.

SISQ maintains high standards for student conduct and achievement in the MYP. Advancement from one grade to the next is not automatic; rather, it is based on each student's fulfilment of our expectations over the academic year.

This policy outlines the progression requirements and the steps we take if a student is at risk of not advancing to the next grade.

Alongside academic standards, SISQ emphasises positive behaviour, effort, exceptional attendance, and conduct, as outlined in our behaviour policy. Students who repeatedly fall short of these expectations may not be allowed to progress to the next grade, **regardless of their academic performance**, and could be asked to leave the school.

Criteria for Progressing to the Next Grade (Grade 6-10)

To move to the next grade level, students must meet SISQ's expectations. We keep parents informed throughout the year and notify them promptly if concerns arise.

1. Satisfactory Academic Performance in the MYP

At SISQ, students must meet minimum academic expectations in order to progress to the next grade level. The table below outlines the required average grade across all MYP subjects to be considered passing for each grade. As you can see the level needed increases every year as we approach the challenging IB Diploma Programme which begins in Grade 11.

Whilst we want to support students, it is clear from our research that it is in the best interest of students who cannot meet the standards below to look for an alternative educational pathway in a different institution.

Grade level	Grade average requirement. This is the average grade achieved for MYP subjects.
6	3.6
7	3.7
8	3.8
9	3.9
10	4.0



2. Completion of MYP Requirements

Students must complete all parts of the MYP, including community projects, service learning, extracurricular activities, and, where applicable, the Personal Project. Participation in these activities is essential to progress, regardless of whether they impact academic grades directly.

3. Excellent Attendance and Punctuality

Consistent attendance and punctuality are vital at SISQ. Persistent absences or lateness will prevent a student from advancing to the next grade level.

4. Positive Response to Support and Interventions

We recognise that all students have areas for growth. SISQ offers support for students who are struggling, but if a student does not respond positively to these efforts, they will not be allowed to progress.

Criteria for Progressing to the Next Grade (Grade 11)

To move to the next grade level, students must meet SISQ's expectations. We keep parents informed throughout the year and notify them promptly if concerns arise.

1. Satisfactory Academic Performance in the DP

Progression is based on students meeting the minimum requirements for the DP. Students should be achieving a minimum of 24 points, excluding Core points at the end of Grade 11. This must not include more than 2 grade 2s or lower. We consider a student's ability to succeed at the next grade level and, eventually, in the Diploma Programme.

2. Completion of DP Core Components

Students must complete all parts of the DP core. This includes meeting the minimum requirements for CAS and making satisfactory progress in TOK and their EE. Participation in these activities is essential to progress, regardless of whether they impact academic grades directly.

3. Excellent Attendance and Punctuality

Consistent excellent attendance and punctuality are vital at SISQ. Persistent absences or lateness will prevent a student from advancing to the next grade level.

4. Positive Response to Support and Interventions

We recognise that all students have areas for growth. SISQ offers support for students who are struggling, but if a student does not respond positively to these efforts, they will not be allowed to progress to the next grade level.

SISQ considers various factors in deciding if a student should advance, ensuring that each student can continue to succeed academically, access the curriculum, and contribute to the school community.



Process for Addressing Concerns

At SISQ, we believe in partnering with parents and students to foster success. When concerns arise, parents will be notified, and a meeting will be scheduled to discuss the situation. We document all meetings, interventions, and communications.

- **Academic Concerns:** Academic reports are issued four times per year, keeping parents informed. If issues arise, parents will be asked to meet with teachers and school leadership to set improvement goals, which will be documented and signed by both the parents and the student. Follow-up meetings will assess progress, and if a student risks not advancing, parents will be informed well in advance to allow time for improvement.
- **Non-Academic Concerns:** Non-academic issues, such as attendance or conduct, are monitored closely. If concerns arise, parents will be invited to a meeting to discuss and set targets for improvement, with a follow-up meeting arranged to review progress.

Possible Outcomes

If a student does not meet SISQ's progression criteria, they will be given the option to repeat the grade or, in some cases, will be asked to leave the school. SISQ treats each student individually, with decisions based on what is in the best interest of both the student and the broader school community.

A student may repeat a grade once approved by the Ministry of Education and Higher Education (MoEHE) and only once during their time at SISQ, and this will typically be on a probationary basis. If they do not progress after repeating a grade, they will be required to leave the school.