



HANDBOOK FOR PARENTS AND STUDENTS

Oakleaf School
IB Diploma Programme
2025 - 2027

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Message from the Principal

From your time as a pupil to your university experience as an alumnus, Oakleaf's support and amenities continue. We believe that teaching is not a process that has a start and end point. It is a process that lasts a lifetime. Thus, we feel that once a pupil becomes a member of our school, one joins us in the journey of education that never ends.

"We provide a holistic education that balances academic achievement with the development of character, resilience, and leadership."

Dear Students!

It is my pleasure to welcome you to Oakleaf School.

The world is developing very quickly. The social structure is changing due to technological advancements. Careful consideration of all this is essential for working out the new fabric of society, which is the most important aspect in achieving success in life. Without being able to connect with people and identify their wants and needs, one will be unable to create a product or service that is needed by the people. Our society needs people who can solve problems, which are not few. Georgia is not leading in any tables in the world. It is not the first in doing anything. We have to start now, and the best way of playing our modest role in all this is to nurture future generations to become the future leaders who are oriented to better the livelihoods they live.

The mission of our school is to achieve the highest quality of education in raising the future generations who will be oriented to bettering the world socially and economically. Following this vision, we strive to develop independent thinkers who are dedicated to bettering the environments they live and work in. The graduates of this school should be differentiated from other school graduates by their decency, honesty, and dedication towards bettering the world. We will not be able to succeed in achieving this without the individual approach to each student. We will identify the individual needs of students and nurture them to become the future leaders so that they can then make a positive impact on our society.



Maia Gurgenz

PhD, Principal of Oakleaf School

Brief History of Oakleaf School

Oakleaf School was founded in 2022 in Tbilisi, Georgia, with the vision of providing a high-quality, student-centred education grounded in national values and international standards. Since its establishment, Oakleaf School has steadily grown into a respected educational institution that fosters academic excellence, creativity, and the holistic development of its students.

Today, the school offers the Georgian National Curriculum alongside the International Foundation Programme and Global Pathway Programme that expand learning opportunities and broaden student horizons.

Oakleaf School prepares students for higher education both in Georgia and abroad by focusing on academic skills, critical thinking, and English-language proficiency. It serves as a bridge for students aspiring to study at universities worldwide, especially in the UK, US, and EU countries.

Oakleaf School is currently a **candidate school** for the **International Baccalaureate (IB) Diploma Programme (DP)** and is pursuing authorization as an IB World School.

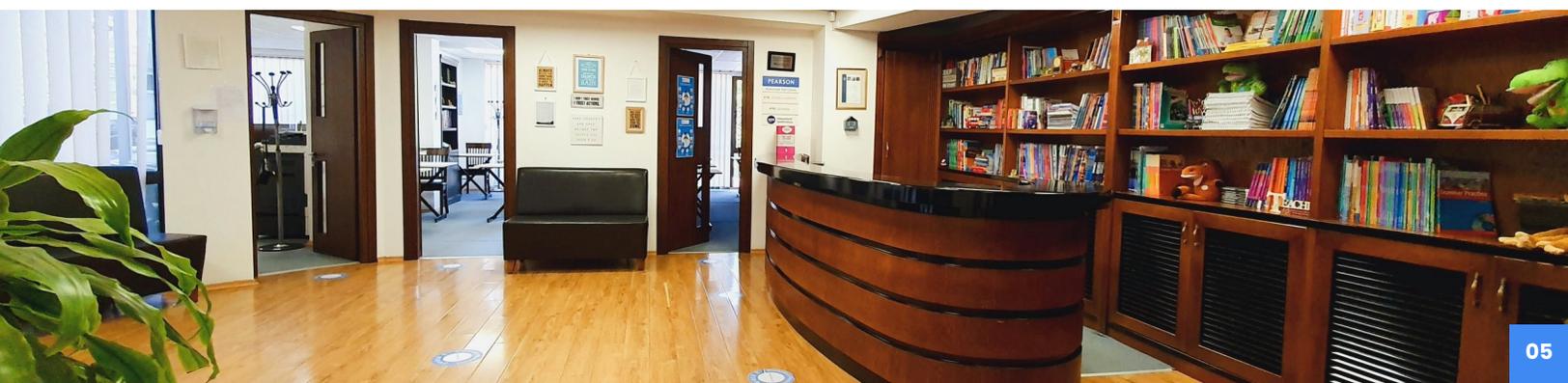
IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**

**Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

For further information about the IB and its programmes, visit www.ibo.org

This status reflects Oakleaf School's dedication to the principles of the IB, including intercultural understanding, inquiry-based learning, and the development of well-rounded, reflective learners.

The school aims to begin delivering the full IB Diploma Programme to students in the near future, marking an important milestone in its international journey.



Mission, Vision, and Values



Mission

Oakleaf School is an educational institution focused on continuous development. Our mission is to raise a free person, equipped with conventional knowledge, carrying common human values, who, by conducting intercultural dialogue, will be able to appreciate their self and culture and see their place in the world.



Vision

By 2028, Oakleaf School Ltd. will be a nationally recognized general education hub providing a high standard of education to secondary school students.



Values

- Focus on continuous development.
- Teamwork
- Transparency
- Equality and equal opportunities
- Cooperation with external actors
- Focus on quality

International Baccalaureate (IB) is a globally recognised educational organisation offering challenging and inspiring programmes to students aged 3–19. The IB is recognised by over 4,000 universities worldwide.

The IB Programmes are designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. With schools in over 150 countries, the IB promotes a sense of community among students, teachers, and schools worldwide.

Programmes are designed to meet the educational needs of students today and tomorrow and to nurture the skills and attitudes they need to excel at their careers of choice and lead meaningful lives.

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 organization works with schools, governments and international organizations 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 **Diploma Programme (DP)** is a two-year international education programme designed for students aged 16–19. It not only prepares them for university and higher education but also nurtures them into creative problem-solvers and lifelong independent thinkers, ready to thrive in a rapidly evolving and increasingly interconnected world.

The DP takes a **holistic approach** to teaching and learning, emphasizing the development of **intercultural awareness**. Through inquiry, critical thinking, and open-mindedness, students are encouraged to explore and understand the world around them.

The programme features a **rigorous academic curriculum** that is widely recognized as excellent preparation for higher education. It adopts a **student-centred approach**, focusing on intellectual, emotional, physical, and social growth—not just test-taking. The DP also emphasizes **international-mindedness, compassion, and respect for cultural differences**.

Renowned for its reliability and academic excellence, the DP is highly regarded by universities worldwide. Many institutions cite DP graduates as among the most well-prepared for higher education, with many students earning **advanced standing** upon entry.



What is IB Education?



The Learner Profile Attributes

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The aim of all IB programmes is to develop internationally minded people who, recognizing 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.

→ PRINCIPLED

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.

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

→ KNOWLEDGEABLE

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.

→ OPEN-MINDED

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.

→ 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.

→ THINKERS

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

→ CARING

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.

→ COMMUNICATORS

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.

→ 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.



IB Diploma Programme curriculum and DP core



For more information please visit:

<https://www.ibo.org/programmes/diploma-programme/curriculum/>

The **International Baccalaureate Diploma Programme (IBDP)** is designed to offer students a broad, balanced, and rigorous academic experience. At the heart of the programme is a commitment to **conceptual learning**—students are encouraged to explore significant ideas that not only deepen subject-specific understanding but also connect learning across disciplines. This approach fosters critical thinking, coherence, and a global perspective.

DP Subject Groups:

IB Diploma students are required to select one subject from each of six academic groups:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts (or a second subject from groups 1–4)

This structure ensures both **depth and breadth** in students' learning, encouraging them to make meaningful connections between different subject areas. Through this comprehensive approach, students develop a well-rounded academic foundation and the skills needed for success in higher education and beyond.



DP Core

In addition to the six subject groups, the Diploma Programme (DP) includes a core component.

The core consists of three mandatory elements designed to enrich students' educational journey and encourage them to apply their knowledge and skills in meaningful ways.

These three components are:

Theory of Knowledge (TOK)

TOK is a core part of the International Baccalaureate Diploma Programme that helps students develop critical thinking and reflection skills.

The Theory of Knowledge course encourages students to:

- Critically reflect on various ways of knowing and different areas of knowledge.
- Explore the nature and role of knowledge within their own culture, other cultures, and the broader global context.
- Through TOK, students are also guided to:
- Develop self-awareness as thinkers, gaining insight into the complexity and limitations of knowledge.
- Recognize the importance of acting responsibly in an increasingly interconnected and uncertain world.

Additionally, TOK helps bring coherence to the student's overall learning experience by linking different academic disciplines and encouraging interdisciplinary understanding.

The TOK course is assessed through two components: an exhibition and a 1,600-word essay.

• The TOK Exhibition

Students are required to create an individual exhibition featuring three objects. This task explores how TOK concepts are experienced and reflected in the real world.

• The TOK Essay

Students write a formal, 1,600-word essay on one of six prescribed titles. The essay focuses on a conceptual related to the nature of knowledge and ways of knowing.



The Extended Essay

One component of the International Baccalaureate® (IB) Diploma Programme (DP) core, the extended essay is mandatory for all students. It is an independent piece of research, culminating with a 4,000-word paper.

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyze, synthesize and evaluate knowledge. Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school.

Creativity, Activity, Service (CAS):

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies.

It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** - arts, and other experiences that involve creative thinking.
- **Activity** - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** - an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development by learning through experience.

It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.



DP Subjects offered at Oakleaf School

At Oakleaf school we offer following IB Diploma Programme subjects to students:

Studies in Language and Literature: Language A: Georgian Literature (HL and SL)

The **Language A: Literature** course is designed to engage students in the close analysis of literary texts and foster a deep appreciation for the art of literature. This course is a key component of the International Baccalaureate (IB) program and supports the IB's commitment to mother-tongue entitlement.

The course structure is built around three areas of exploration and emphasizes seven central literary concepts, guiding students through a thoughtful and thorough examination of literature across various cultures, genres, and time periods.

Through this course, students will:

- Explore a diverse range of literary works from around the world
- Develop critical thinking and interpretive skills
- Learn to communicate their ideas effectively, both orally and in writing
- Appreciate the creativity involved in literary expression

The course is offered at two levels:

- **Standard Level (SL):** Requires a minimum of **150 class hours**. Students study **at least 7 literary works**.
- **Higher Level (HL):** Requires a minimum of **240 class hours**. Students study **at least 10 literary works**.



DP Subjects offered at Oakleaf School

Language Acquisition: Language B: English (HL and SL)

The **Language B** course is designed for students who have some previous experience with the target language. It aims to further develop students' ability to **communicate effectively** through the study of language, key themes, and a variety of texts.

Through this course, students:

- Strengthen their **receptive** (listening and reading), **productive** (speaking and writing), and **interactive** (conversation and discussion) language skills
- Gain a deeper understanding of **how language functions** in different contexts and for various purposes
- Build both their **vocabulary and grammar**, while also exploring how language adapts to audience, setting, and intention

The Language B syllabus is centred around **five globally relevant themes**:

- Identities
- Experiences
- Human Ingenuity
- Social Organization
- Sharing the Planet

These themes encourage students to think critically and communicate in meaningful, real-world contexts. Authentic texts—ranging from articles and speeches to stories and multimedia content—are used to expose students to how language is used in cultures and situations.

A key goal of the Language B course is to foster **international-mindedness**, helping students to appreciate cultural perspectives and connect with global issues through language.

The course is offered at two levels:

- **Standard Level (SL)**: Recommended **150 class hours**
- **Higher Level (HL)**: Recommended **240 class hours**

Both levels emphasize communication skills and cultural understanding, with HL offering greater depth and complexity in language use and content.



DP Subjects offered at Oakleaf School

Individuals and Societies: Geography (HL and SL)

The **IB Diploma Programme Geography** course offers a balanced exploration of both **physical** and **human geography**, helping students develop a strong understanding of the complex relationships between people, places, and the environment. It combines **scientific** and **socio-economic** approaches, giving students a well-rounded foundation in geographical thinking.

Geography is uniquely positioned to draw on knowledge and concepts from a variety of disciplines. This interdisciplinary nature encourages students to explore **different perspectives**, appreciate **diverse worldviews**, and respect **alternative approaches** to understanding global issues.

Key aspects of the course include:

- Study of major global challenges such as poverty, sustainability, and climate change
- In-depth case studies and examples at multiple scales: local, regional, national, and international
- A strong focus on global awareness and international-mindedness

The course aims to help students:

- Understand the interconnected relationships between people, spaces, environments, and societies at different scales
- Develop critical thinking skills and the ability to evaluate complex geographic problems
- Examine how human and natural processes shape the world
- Propose informed solutions based on evidence, planning, and sustainability principles

The course is offered at two levels:

- **Standard Level (SL):** A foundational course exploring key topics and case studies
- **Higher Level (HL):** A more advanced course with additional depth and complexity, suitable for students seeking deeper specialization



DP Subjects offered at Oakleaf School

Individuals and Societies: Psychology (HL and SL)

The **IB Diploma Programme Psychology** course introduces students to the scientific study of human behaviour and mental processes. At the heart of the course are **three core approaches** to understanding behaviour:

- 1. Biological**
- 2. Cognitive**
- 3. Sociocultural**

Students explore and critically evaluate key theories, research studies, and concepts within each approach. They learn how these perspectives interact to form a comprehensive and integrated understanding of what influences human thoughts, feelings, and actions. By engaging with real-world applications and diverse viewpoints, students gain insight into both the similarities and differences in human behaviour, helping them to develop empathy and self-awareness.

The course aims to:

- Develop an understanding of the biological, cognitive, and sociocultural influences on mental processes and behaviour
- Apply these approaches to at least one applied area of study, such as health, abnormal, or developmental psychology
- Understand and evaluate research methods used in psychological inquiry
- Emphasize the importance of ethical practice in psychological research and ensure ethical standards are followed in all student work
- Encourage students to consider how psychological knowledge can address real-world issues and contribute to positive change

In addition to developing academic and research skills, students are encouraged to:

- Cultivate curiosity and critical thinking
- Appreciate diversity of thought and experience
- Build a strong foundation for further study and career exploration in psychology and related fields

The course is available at two levels:

- **Standard Level (SL):** A strong introduction to core concepts and applied studies
- **Higher Level (HL):** Includes more in-depth content and additional research-based learning



DP Subjects offered at Oakleaf School

Sciences: Computer Science (HL and SL)

The **IB Diploma Programme Computer Science** course introduces students to the core principles of computing and the art of solving real-world problems through **computational thinking** and **programming**. It combines technical skill-building with creativity, ethical inquiry, and exploration of how computer science shapes the world around us.

The curriculum is organized around two central themes:

- Theme A: Concepts in computer science
- Theme B: Computational thinking and problem-solving

The course aims to:

- Build a conceptual understanding of computer systems, including hardware, software, and data
- Develop proficiency in algorithmic thinking and computer programming
- Learn to apply the computational thinking process to analyze problems and create effective, real-world solutions
- Explore advanced topics such as machine learning
- Examine the ethical, environmental, cultural, and societal implications of technology

The course is available at two levels:

- **Standard Level (SL)**
- **Higher Level (HL)**



DP Subjects offered at Oakleaf School

Mathematics: Applications and Interpretation (HL and SL)

The **IB Diploma Programme Mathematics: Applications and Interpretation** course is designed for students who are interested in exploring how mathematics is applied in real-world contexts, especially in our increasingly data-driven and technology-rich world.

This course is ideal for students who enjoy working with data, solving practical problems, and using technology to explore mathematical concepts. It emphasizes mathematical modeling, interpretation, and the connection between theory and application.

Students will:

- Use mathematics to solve real-world problems through modeling and application
- Develop strong technological skills, especially in data analysis and visualization
- Understand the relevance and impact of mathematics in a wide range of fields such as social sciences, economics, environmental science, and health
- Explore the connections between mathematical theory and its practical uses

The course aims to:

- Develop curiosity, enjoyment, and confidence in using mathematics
- Understand and apply key mathematical concepts and principles
- Communicate mathematics clearly in a variety of formats and contexts
- Strengthen logical, creative, and critical thinking skills
- Apply and transfer mathematical understanding to new situations and other subject areas
- Appreciate how mathematics and technology influence each other and shape the modern world
- Reflect on the ethical, cultural, and historical dimensions of mathematics
- Collaborate and work independently to extend and deepen mathematical understanding

The course is available at two levels:

- **Standard Level (SL)**
- **Higher Level (HL)**



Assessment and Grading

Admission Assessment

Academic Evaluation:

Applicants will complete written assessments in English and Mathematics.

Formal Interview: In addition to the academic assessment, each candidate will participate in a formal interview with the IB Coordinator. The purpose of the interview is to explore the student's motivation for joining the programme, their academic interests, and their alignment with the IB learner profile.

Formative Assessment:

Formative assessment refers to the various activities carried out by both teachers and students, designed to provide valuable feedback that can inform and modify teaching and learning processes

verbal assessments, quizzes, written assignments, homework, class discussions, and peer evaluations.

Summative Assessment:

Summative assessment is used to evaluate what a student has learnt and can do at the end of a period of instruction.

essays, oral presentations, written examinations, and final projects. Teachers also administer mock exams to help prepare students for the final assessments.

Assessment Timeline:

A round of summative assessment is conducted twice in Year 1 (at the end of the 1st semester and at the end of the 2nd semester), and once in Year 2 (February).



Assessment and Grading



Internal Assessment

Each subject includes its internal assessment component, which is initially graded by the subject teacher and then externally moderated by IB examiners to ensure consistency and fairness. This includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, artistic performances.

An Internal Calendar is developed to outline deadlines for various assessment stages and core components such as TOK, EE, and CAS. It is essential that students and their parents closely adhere to the deadlines specified in the Internal Calendar, which is distributed and explained to students at the start of their first year in the programme.

Student performance is reported annually. For each reporting period, a student's overall performance is represented by an average mark calculated across all subjects, weighted according to the number of weekly teaching periods for each subject.



External Assessment

External assessment in the IB Diploma Programme (DP) at Oakleaf School is a critical component of the overall assessment framework, providing a standardised measure of student achievement across a wide range of subjects.

a) Structure and Timing

IB external assessments typically take place in April and May of the second year of the DP. These assessments are externally marked to maintain global comparability. The examination schedule is determined by the IB and shared with students well in advance to support effective planning and preparation.

b) Core External Assessment Components

Oakleaf School students complete a range of externally assessed components, including:

- Examinations: structured questions, essays, data analysis, and case studies, depending on the subject.
- Extended Essay (EE): An independent, self-directed research paper of approximately 4,000 words, submitted in the final year.
- Theory of Knowledge (TOK) Essay: A critical reflective piece that explores the nature of knowledge, submitted alongside the TOK exhibition.
- Written Assignments: Required in certain language courses, involving in-depth literary analysis or creative responses.

c) Assessment Methods

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions (though these are used infrequently)

d) Submission and Deadlines All externally assessed

All externally assessed components must be submitted to the IB according to strict deadlines. The IBDP Coordinator at Oakleaf School is responsible for ensuring that these deadlines are clearly communicated to students, parents, and teachers, ensuring smooth and timely submission.

■ Grading/Marking

The IB Diploma is awarded to students who successfully complete all required components, including six subject courses and the three core elements – the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS). The maximum score is 45 points, calculated as follows:

- Subjects (42 points) – Each of the six subjects is graded on a scale from 1 (lowest) to 7 (highest), for a possible total of 42 points.
- Core Subjects (3 points) – Students can earn up to 3 additional points based on their combined performance in the EE and TOK, using the IB Core Points Matrix.

a) Grading Scale for Subjects

Grades for each subject are assigned as follows:

- **7 – Excellent**
- **6 – Very Good**
- **5 – Good**
- **4 – Satisfactory**
- **3 – Mediocre**
- **2 – Poor**
- **1 – Very Poor**

b) Core Subjects Matrix

The EE and TOK are each graded on a scale from A (highest) to E (lowest). The combination of these grades determines the number of core points awarded, as shown in the matrix below:

TOK \ EE	A	B	C	D	E
A	3	3	2	2	F*
B	3	2	2	1	F*
C	2	2	1	0	F*
D	2	1	0	0	F*
E	F*	F*	F*	F*	F*

**An 'E' in either the EE or TOK results in a failing condition, making the candidate ineligible for the diploma.*

c) CAS Requirements

While CAS is not graded, students must meet the minimum CAS requirements as defined by the IB to be eligible for the diploma. This includes consistent participation in creative, active, and service-oriented experiences throughout the programme, along with reflective documentation to demonstrate personal growth and learning.



Academic Expectations:

- Attend all classes regularly and punctually.
- Complete assignments and assessments on time and to the best of their ability.
- Participate actively in class discussions, group projects, and individual research.
- Seek feedback from teachers and use it constructively to improve their learning.
- Maintain academic honesty in all tasks, adhering to the IB's expectations for integrity in coursework, including internal assessments, the Extended Essay, and Theory of Knowledge (TOK) assignments.



Attendance

Regular attendance is essential for academic success in the IB Diploma Programme, where learning is continuous and assessment is based on both internal and external components.

- Absences: All absences must be reported to the school by a parent or guardian. Absences due to illness or emergencies will be excused with appropriate documentation.
- Make-up Work: Students are responsible for catching up on any missed work due to absence. Teachers will provide support, but students must take the initiative to stay on track.



Early Departure from School

We understand that students may occasionally need to leave school before the end of the academic day. To ensure student safety and maintain academic integrity:

- Parents/guardians must inform the school in advance in writing via email, indicating the reason and time for early departure.
- Students are responsible for informing their teachers in advance and for collecting any assignments or classwork they may miss.



Code of Conduct

Oakleaf School expects all DP students to uphold the highest standards of behaviour, both academically and socially, in accordance with the school's values and the IB Learner Profile. The Code of Conduct is based on mutual respect, responsibility, and integrity. Students are expected to:

- Treat peers, teachers, and school staff with respect and kindness.
- Follow school rules and classroom expectations.
- Use school resources responsibly, including technology, facilities, and learning materials.
- Uphold the principles of academic honesty and avoid any form of cheating, plagiarism, or collusion.
- Respect deadlines and take responsibility for their learning and actions.

Violations of the Code of Conduct may result in disciplinary action and, in serious cases, may affect the student's standing in the IB Diploma Programme.



Lunch and Nutrition

Oakleaf School is committed to promoting the health and well-being of our students. As part of this commitment, the school provides lunch to all students in the form of **individually packed lunchboxes**. These lunchboxes are prepared daily and are designed to offer **nutritious, balanced meals** that support students' physical and mental performance throughout the school day.

Parents are welcome to inform the school of any dietary restrictions, allergies, or special nutritional needs so we can make the necessary accommodations.



Academic Calendar

A detailed academic calendar will be shared with all parents and students prior to the start of each academic year. This calendar will include:

- Start and end dates of each semester
- Holidays and school breaks
- Internal and IB assessment deadlines
- Extended Essay and TOK milestones
- Mock exams and final examinations
- Parent-teacher meeting and reporting periods
- Important IB-related events (e.g., CAS deadlines, university preparation workshops)
- Parents are encouraged to review the calendar carefully and support their children in planning their time effectively. Regular updates and reminders will be shared throughout the year via email and the school's communication platforms.



University and Career Guidance

The University and Career Guidance program is a vital component of the **IB Diploma Programme** journey, providing comprehensive support as students prepare for life beyond school.

Our program is thoughtfully designed to help students explore higher education pathways and career options that align with their interests, strengths, and aspirations. It empowers them to set meaningful goals, gain insight into global university systems, and approach the application process with confidence. Through personalized counselling, informative sessions, and access to a wide range of resources, we guide students in making informed decisions about subject choices, university applications, and future careers.



Parent Involvement

Parents play a vital role in supporting their children through the demands of the IB Diploma Programme. They are encouraged to provide support at home, particularly in areas such as time management, research, and critical thinking. By fostering an environment that values academic honesty, parents help students take pride in their original work and uphold the principles of integrity.

Staying informed about assessment expectations—through parent-teacher meetings newsletters, and digital platforms—is essential, as is participating in school workshops and information sessions to better understand assessment criteria and support their child's learning journey.

Additionally, parents should work collaboratively with teachers and staff, share relevant information that may support their child's learning, and remain open to professional advice. Ultimately, reinforcing values such as respect, perseverance, and curiosity at home contributes to the holistic development of each student.



Parent-Teacher Meeting

Oakleaf School hosts regular parent-teacher meetings to provide opportunities for direct dialogue about student progress, achievements, and areas for development. These meetings are typically scheduled once per semester, but additional meetings can be arranged upon request.

Meetings are designed to:

- Foster collaborative relationships between parents and teachers
- Discuss academic and personal development
- Review goals, coursework, and IB deadlines

Communication Channels

Effective communication between school and home is a vital part of supporting student success in the IB Diploma Programme. At Oakleaf School, we are committed to maintaining open, transparent, and timely communication with parents and guardians.

Contact Information

For any academic or administrative matters, parents are encouraged to reach out directly to the relevant staff members. Below are the main points of contact for the IB Diploma Programme:

• Head of School

Nino Gviniashvili

 n.gviniashvili@oakleaf.edu.ge

 +995 577 34 65 12

Provides strategic leadership for the school and ensures that the IB Diploma Programme is implemented in accordance with IB standards and practices. Oversees the school's mission alignment with the IB philosophy, supports the professional development of staff, and fosters a collaborative environment that promotes student learning and well-being.

• IB Diploma Programme Coordinator:

Davit Nadiradze

 dp@oakleaf.edu.ge

 +995 598 84 60 84

Responsible for overseeing the implementation of the IB DP, academic guidance, and student support.

• Administration Staff:

For general inquiries, scheduling, attendance, and documentation, parents may contact the school office.

 contact@oakleaf.ge

 032 2 00 12 43

The school office is open:

Monday – Friday

09:00 – 18:00



HANDBOOK FOR PARENTS AND STUDENTS

oakleaf.edu.ge