



King Abdulaziz Schools
INTERNATIONAL CURRICULUM
Grades K-12 International Baccalaureate World School



وزارة التعليم
Ministry of Education

IB CONTINUUM NEWSLETTER 2ND TERM

2025 - 2026



We are the first school in Madinah and the 6th school in Saudi Arabia authorized by the IB to implement the: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). We are also accredited by Cognia, a nonprofit organization that provides quality assurance for schools

Designed By:
MARWAN SALLAM
DP Coordinator



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KING ABDULAZIZ SCHOOLS

KAS is the first IB Continuum school in Madinah, Saudi Arabia, offering the full range of IB programmes: PYP, MYP, and DP.

OUR MISSION:

"King Abdulaziz Schools (KAS) strive to cultivate international educational experiences that prepare active and lifelong learners. KAS aims at providing stimulating academic programs supported by rigorous assessment implemented through an inquiry-based, caring learning environment. Learners are equipped with the skills they require to reach their full potential and become responsible global citizens. KAS prepares students to be open to other perspectives, values and traditions whilst recognizing their own identity and taking pride in their cultural heritage."

THE KAS COMMUNITY

At King Abdulaziz School, it's not just the **supportive learning environment and well-resourced classrooms** that make us unique it's our **close-knit, caring community**. Teachers, coordinators, and mentors work closely with students to foster academic excellence, personal growth, and meaningful contributions to society. Our ethos emphasizes inquiry, creativity, and holistic development, helping students thrive academically, socially, and emotionally.

Students at KAS actively engage in inquiry-based learning to understand diverse perspectives, analyze complex issues, and develop critical thinking skills. Beyond academics, students participate in field trips, guest speaker events, competitions, clubs, community service initiatives, and well-being activities.





Mr. Hatem Kamal Waznah
General Manager
King Abdulaziz Schools - International Section

في مدارس الملك عبدالعزيز، نواصل التزامنا بتقديم تعليم نوعي يواكب تطلعات المستقبل، ويعزز من قدرات طلبتنا الأكاديمية والشخصية في بيئة تعليمية ملهمة ومحفزة على التميز والإبداع. شهد هذا الفصل العديد من الإنجازات والأنشطة التعليمية التي عكست جهود طلابنا ومعلمينا في تحقيق أهداف التعلم، وتنمية مهارات التفكير الناقد، وحل المشكلات، والتواصل الفعّال، بما يسهم في إعداد جيل قادر على مواكبة المتغيرات العالمية والمشاركة الإيجابية في مجتمعه. كما حرصنا على توفير فرص متنوعة للتعلم داخل الصفوف وخارجها، من خلال البرامج الأكاديمية والأنشطة اللامنهجية والمبادرات الطلابية التي أسهمت في تنمية المهارات القيادية والاجتماعية، وترسيخ الهوية الوطنية والقيم الإسلامية في نفوس أبنائنا وبناتنا. وإن ما تحقق خلال هذا الفصل هو ثمرة تعاون مثمر بين الطلبة وأولياء الأمور والمعلمين والإدارة المدرسية، ونتطلع معًا إلى مواصلة مسيرة النجاح والتميز خلال الفصول القادمة، سائلين الله أن يوفق أبنائنا الطلبة لتحقيق المزيد من الإنجازات والطموحات.

At King Abdulaziz Schools, we remain committed to providing a high-quality education that prepares our students for the future while nurturing their academic, personal, and social development in a supportive and inspiring learning environment.

Throughout this term, our students and teachers have demonstrated remarkable dedication and achievement across academic, cultural, and co-curricular activities. These experiences have strengthened critical thinking, problem-solving, communication, and collaboration skills, helping students become confident and responsible lifelong learners.

We have also continued to provide diverse opportunities for learning beyond the classroom through student initiatives, leadership opportunities, and enrichment activities that promote national identity, Islamic values, and active participation within the school community.

The accomplishments of this term are the result of the strong partnership between students, parents, teachers, and school leadership. Together, we look forward to building on these successes and continuing our journey toward excellence, innovation, and meaningful learning experiences for all.



Raheela Akram
IB Continuum Coordinator
King Abdulaziz Schools - International Section

Message from IB Continuum Coordinator -June 2026

This term has been a powerful reminder that learning is not about filling minds with facts—it is about inspiring curiosity, courage, and a sense of purpose.

As I walk through the halls of King Abdulaziz School, I see young learners dreaming beyond the boundaries of our planet as they prepare for the PYP Exhibition on space and the solar system.

I see MYP students transforming personal passions into meaningful projects that reflect who they are and the impact they hope to make. I see DP students stepping into the shoes of global citizens through CAS experiences, Model United Nations, and service initiatives that challenge them to think beyond themselves.

I also see students discovering hidden talents and pursuing new interests through Young Authors, English Language Olympiad (ELO), STEAM, and our growing range of clubs and activities. Whether designing innovative solutions, writing compelling stories, debating global issues, or collaborating with peers, our learners are developing the confidence to explore, create, and lead.

As Saudi Arabia advances toward Vision 2030 and the world continues to evolve, the qualities our students are developing—curiosity, resilience, empathy, and leadership—have never been more important. What inspires me most is not only what our students achieve, but who they are becoming: young people ready to shape the future with confidence, purpose, and compassion. As we celebrate the accomplishments of this term, we also celebrate the spirit of a nation that inspires ambition and excellence, and a school community that nurtures it every day.

**Long live the Kingdom of Saudi Arabia, and long live King Abdulaziz School
—a place where dreams take flight and futures are shaped.**



Lama Badr
IB PYP School principal
King Abdulaziz Schools - International Section

Message from IB PYP School Principal

As we come to the end of another successful academic year, I would like to extend my heartfelt gratitude and appreciation to all our dedicated staff members, including our teachers and administrative teams, whose commitment, professionalism, and tireless efforts have played a vital role in creating a positive and inspiring learning environment for our students.

I would also like to express my sincere thanks to our parents for their continuous cooperation, support, and responsiveness throughout the year. Your partnership has been invaluable in helping our students thrive academically and personally. Congratulations on the success and outstanding achievements of your children. Their accomplishments are a reflection of their hard work, determination, and the strong support they receive both at school and at home.

This academic year has been rich with achievements, meaningful learning experiences, and wonderful events that have enriched our school community. Together, we have celebrated milestones, embraced challenges, and created memorable moments that reflect the values and spirit of our International Baccalaureate Primary Years Programme.

As we look ahead, we take pride in all that has been accomplished and remain committed to continuous growth and excellence. I wish all our students, families, and staff a joyful, restful, and well-deserved summer break.

Thank you for being an essential part of our journey and success.





Primary Years Programme

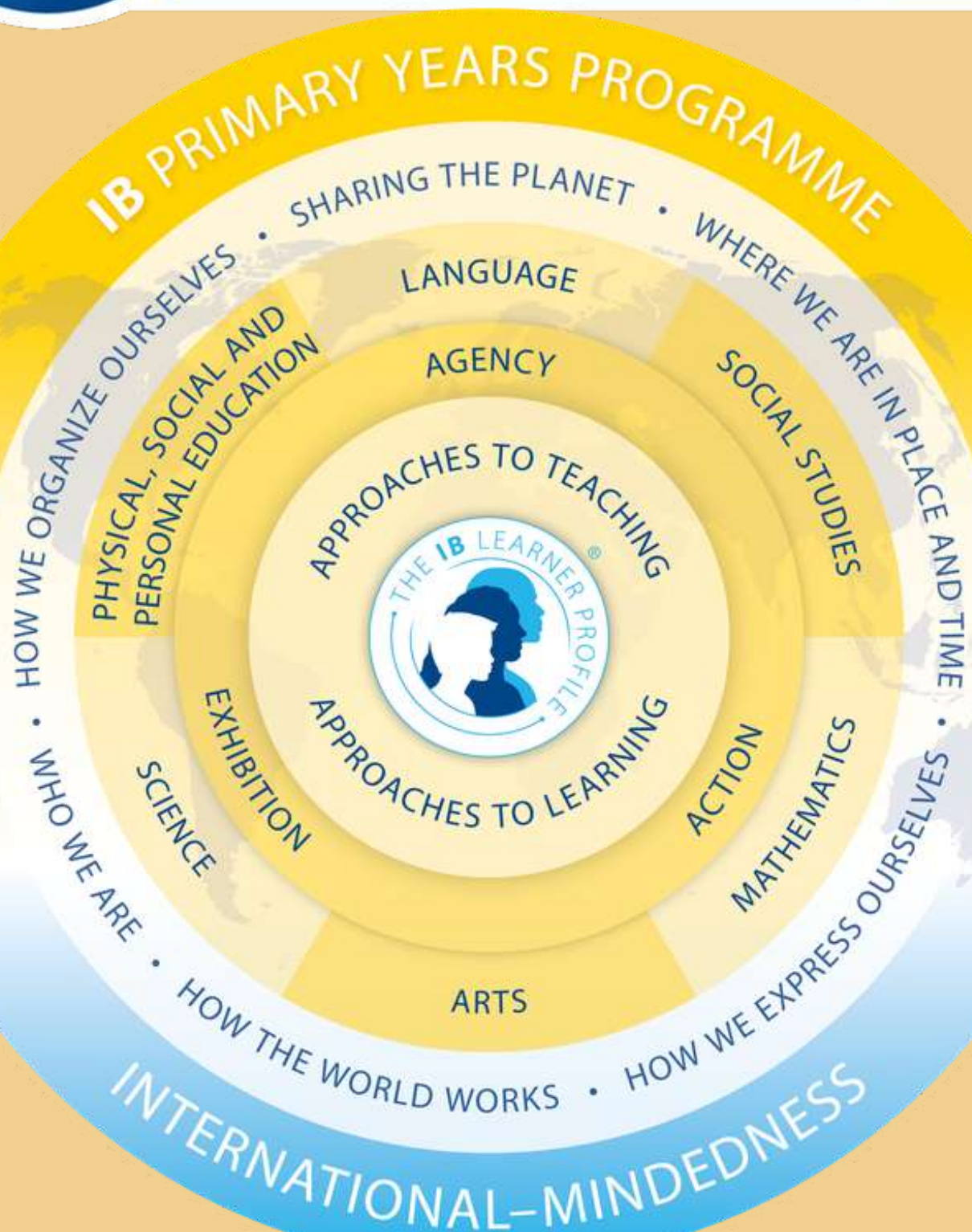
- For students aged **3-12**, spanning **KG to Grade 5**
- Focuses on **play-based, inquiry-driven learning**, conceptual understanding, and **interdisciplinary exploration**
- Develops foundational skills in **literacy, numeracy, research, communication, and collaboration**

KEY FEATURES OF PYP AT KAS:

- **Transdisciplinary Learning:** Students explore six transdisciplinary themes, integrating knowledge across subjects for real-world understanding.
- **Inquiry-Based & Play-Based Approach:** Children are encouraged to explore, question, investigate, and reflect through both structured inquiry and play, fostering curiosity and critical thinking from an early age.
- **Student Agency:** Learners take responsibility for their learning, make choices, and develop independence.
- **Wellbeing & Life Skills:** Emphasis on social-emotional development, collaboration, empathy, and resilience.
- **Holistic Activities:** Includes science experiments, DEAR sessions, Big Write, technology integration, library research, and participation in competitions and school events.
- **Service & Action:** Students engage in meaningful local initiatives, developing a sense of community and social responsibility.
- **PYP Exhibition:** A culminating, student-led project in Grade 5 where learners demonstrate their understanding, skills, and agency through in-depth research, inquiry, and presentation.



Primary Years Programme







Swimming Day – KG2



As part of our Unit of Inquiry: “How the World Works – Seasons”, and in connection with our exploration of the summer season, our KG2 learners participated in a joyful and meaningful Swimming Day at the school pool.

This experience was designed as a hands-on, experiential learning opportunity, allowing students to make authentic connections between their classroom learning and real-life situations. Through this activity, learners explored how people adapt to seasonal changes, particularly how we stay active, safe, and healthy during hot weather.

The day also supported the development of important Approaches to Learning (ATL) skills, including:

- Self-management skills, as students followed safety routines and managed their belongings
- Social skills, through cooperation, turn-taking, and respectful interaction with peers
- Thinking skills, as they reflected on their experiences and made connections to their learning about seasons

Throughout the activity, students demonstrated key IB Learner Profile attributes. They showed confidence as Risk-takers, responsibility as Principled learners by following pool safety rules, and empathy as Caring individuals supporting their friends.

We were delighted to see our learners engaged, enthusiastic, and reflective, making the most of this enjoyable learning experience. Activities like these reinforce our belief that meaningful learning happens when students are actively involved, curious, and connected to the world around them.



Summative Assessment – KG2



As part of our Unit of Inquiry: “How the World Works – Seasons”, our KG2 learners successfully participated in their Summative Assessment in the presence of their mothers, creating a joyful and meaningful learning celebration

The event included a variety of engaging performances, such as singing, dancing, and short dialogues, through which learners confidently expressed their understanding of the four seasons. They shared their knowledge about different weather conditions, seasonal clothing, and suitable activities for each season.

This experience gave students an authentic opportunity to demonstrate their learning in creative and age-appropriate ways. Learners were able to identify the characteristics of each season, describe how the weather changes, and explain how people choose appropriate clothes according to the season.

The assessment supported student agency, allowing children to use their voices, movement, creativity, and communication skills to present their understanding. It also developed important ATL skills, including communication, social, thinking, and self-management skills. Throughout the experience, our learners demonstrated key IB Learner Profile attributes. They were confident Communicators, curious Inquirers, and responsible Principled learners as they participated, listened, and shared their learning with pride.

We are incredibly proud of our KG2 learners for their enthusiasm, confidence, and wonderful performance during this meaningful Summative Assessment



Cinema Trip – KG2



As part of our commitment to providing meaningful and engaging learning experiences, our KG2 learners enjoyed an exciting cinema trip to watch “The Super Mario Bros. Movie”.

This outing was designed to extend learning beyond the classroom and offer students an opportunity to engage with storytelling in a real-world context. Through this experience, learners explored elements of narrative, characters, and sequencing, supporting their language development and imagination.

The trip also provided a valuable platform for developing Approaches to Learning (ATL) skills, including: Social skills, as students practiced cooperation, respect, and appropriate behavior in a public setting and Self-management skills, by following instructions, organizing their belongings, and adhering to safety routines

Communication skills, as they shared their thoughts and reactions about the movie with peers

Throughout the experience, students demonstrated key IB Learner Profile attributes. They showed curiosity as Inquirers, expressed their ideas as Communicators, and acted responsibly as Principled learners by respecting cinema rules and guidelines.

We were delighted to see our learners fully engaged, joyful, and reflective during this experience. Trips like these play an important role in fostering a love for learning, encouraging creativity, and helping students make meaningful connections between their learning and the world around them.



KG 3 - Play-based Learning



At Kindergarten, play-based learning is at the heart of our teaching and learning experiences. Through thoughtfully designed learning stations, including literacy, numeracy, art, inquiry, and imaginative play areas, learners explored concepts, developed skills, and built independence in an engaging and meaningful way. We enriched learning through a variety of resources such as hands-on manipulatives, toys, audiovisual materials, digital technologies, educational videos, and interactive online games. Outdoor play in the park and collaborative classroom activities further encouraged creativity, communication, problem-solving, and social development, reflecting the IB PYP belief that learners learn best through active exploration and play.



Math inquires in PYP Kindergarten

In Kindergarten Mathematics, learners developed their understanding of mathematical concepts through hands-on learning experiences. A variety of manipulatives and resources, such as counters, number cards, linking cubes, and pattern blocks were used to make learning engaging and meaningful. These concrete materials helped learners explore addition, subtraction, sorting, patterns, measurement, and problem-solving while building confidence and mathematical thinking skills.





Grade 1 PYP Unit Trip Report

Unit of Inquiry: Homes

As part of our Grade 1 Unit of Inquiry, "Homes reflect personal identity and local culture," students had the wonderful opportunity to visit the home of one of their classmates. The visit provided a meaningful real-life connection to our learning and helped students explore how homes can be different while still sharing common purposes and values.

During the visit, students observed different areas of the home and discussed how families use spaces for living, resting, eating, learning, and spending time together. They also noticed decorations, furniture, and cultural elements that reflected the family's traditions and identity.

The students demonstrated excellent curiosity and communication skills by asking thoughtful questions and sharing their observations respectfully. They practiced important PYP learner profile attributes such as being open-minded, caring, communicators, and reflective learners. The trip created an engaging and memorable learning experience that strengthened students' understanding of the central idea and encouraged appreciation for different homes and family lifestyles within our community.

We would like to express our sincere gratitude to the family for their warm welcome, generosity, and support in making this learning experience enjoyable and meaningful for our students.





Grade 1

"Homes Around the World" Exhibition

As part of their Grade 1 Summative Assessment, learners proudly participated in the Homes Exhibition, where they showcased creative home models designed and built using recycled materials. This hands-on project connected directly to their learning in the Sustainable Unit, "Earth Resources," encouraging them to understand the importance of conserving natural resources and reducing waste through reuse and recycling. Through their presentations, learners confidently explained the features of their homes, shared their design choices, and demonstrated how everyday recycled materials can be transformed into meaningful creations. The exhibition was a wonderful celebration of creativity, environmental awareness, and student learning.





Grade 2 – A World of Discoveries With My Mom

On April 29th, the KAS Main Hall was buzzing with excitement and energy during our Grade 2 holistic learning engagement, "A World of Discoveries with My Mom." In connection with our transdisciplinary theme, "Where we are in place and time," the event put Grade 2 learners and their families at the forefront of the learning engagement.

The PYP Main Hall was transformed into six interactive and interdisciplinary learning stations. Each station was featured with meticulously curated tasks to engage learners and bring about conceptual understanding about discoveries and how they have changed the world.

Included stations were: Islamic Studies, Arabic, Language, Math, Art, and P.S.P.E. (Physical, Social, and Personal Education).

Student agency was at the heart of the entire engagement. Learners demonstrated true ownership by confidently opening the event, independently choosing their own learning stations, and finally sharing their own personal reflections. It was a powerful celebration of collaborative, student-driven inquiry.

Creating a parchment for a thank you letter



Discovering
Parchment



Discovering The
Quill/Ink



Discovering Roman
Numbers



Discovering Colors
From Plants



Discovering 'Form'
in footwear



Discovering the
Body

**Showcasing
caring
through
knowledge
and skills.**



Grade 3 Market Place: Summative Bazaar



After weeks of inquiring into how economic systems function, Grade 3 learners took the ultimate leap and put their knowledge into practice. Learners established a real-world classroom economy by designing their own unique class stores and micro-businesses for our Grade 3 Market Place Bazaar! This summative activity allowed learners to take on roles as producers, consumers, and accountants encouraging them to practice real-life thinking and communication skills and helping them to better understand the dynamics of supply, demand, pricing strategy, and marketing in an authentic setting. Seeing the learners enthusiastically trade, negotiate, and apply their conceptual understanding in such a tangible way was incredibly inspiring. A huge congratulations to our future business leaders on a highly successful Summative Bazaar!



Grade 3 Taking Action: English and Math integration

Grade 3 Boys exercised their thinking and communication skills to write division stories for their peers in Grade 3 Girls.

They were responsible for writing and creating a sound division problem question related to real-life. The girls engaged and answered the questions to the best of their abilities.

It was an enjoyable experience for all learners. The engagement allowed them to learn and support each other!



Data Handling in Action!

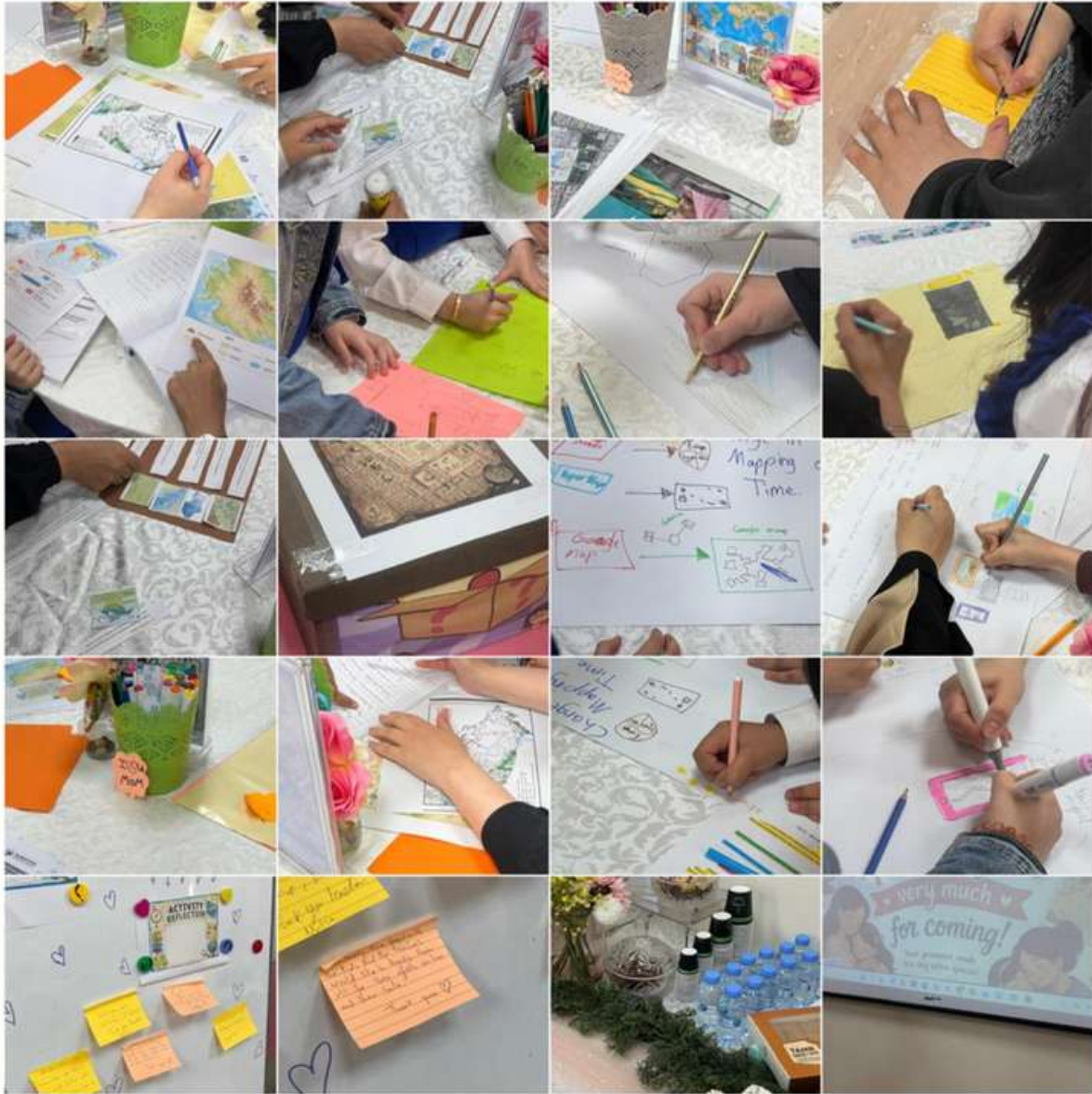
Grade 3 learners recently applied their data-handling skills through an immersive Economics Unit Bazaar. To prepare for the bazaar, students designed and conducted surveys across different grade levels to identify their peers' preferences.

After gathering their data, learners organized and represented their findings using a variety of graphs, including bar graphs and pictographs. They then analyzed the information, compared frequencies, and interpreted trends to draw meaningful conclusions. By identifying the most popular items and using mathematical reasoning to predict potential best-sellers, students transformed raw data into actionable insights for their bazaar stalls. They integrated Mathematics with real-world decision-making, demonstrating how data-driven planning contributes to real-life success.





Grade 4 Map Exploration Day with Mums: A Journey of Discovery



As part of their Unit of Inquiry, "How We Organize Ourselves," our students participated in an engaging Map Exploration Day alongside their mothers. Through hands-on activities, role play, map investigations, and an exciting treasure hunt, students explored the central idea that "Maps are systems for understanding the world."

The learning experiences helped students understand different types of maps, how maps are used to navigate and learn about places, and how mapping systems have changed over time. Students also developed key IB concepts including Form, Function, and Change, while strengthening their Research and Communication skills through inquiry, collaboration, and problem-solving.

Throughout the day, students demonstrated important IB Learner Profile attributes, particularly as Communicators and Reflective learners. We extend our sincere thanks to all the mothers who joined us and helped make this meaningful learning experience both memorable and enjoyable.



Our Grade 4 students traded their math books for blueprints as they become King AbdulAziz IB Schools Amusement Park Designers!

This project lasted for 1 day. At the end, the learners were able to:

- Apply Addition skills
- Calculate costs using Column Addition
- Estimate attendance using Mental Addition.

Extension:

- Calculate budgets and number of visitors using Column and Mental Subtraction
- Demonstrate practical application of addition and subtraction in real-world scenarios.

We began with a driving question:

"How can we design the most successful mini-amusement park, using addition to manage costs, estimate attendance, and create a thrilling experience for visitors?"

The project involved the following steps:

Activity 1:

1. Researching the costs of different amusement park rides and attractions.
2. Creating a table listing each item and its estimated costs.
3. Using column Addition to calculate the total costs of all items.

Activity 2:

4. Estimating the daily attendance for the mini-amusement park, considering its size and attractions.
5. Using mental Addition to estimate the weekly attendance based on the daily estimate.

The learners then presented their work to the bank (the PYP co-ordinator) for a loan of 100,000 SAR only while showcasing the features of their mini-park along with the projected costs and attendance

The learners were indeed RISK-TAKERS and THINKERS! We all had enjoyed doing this fun project! It highlighted the use of math in solving real-life problems using addition and subtraction.





Grade 4 Mini Science Exhibition



Students demonstrated remarkable agency throughout the exhibition by independently creating biome models, preparing their presentations, and confidently sharing their learning. They clearly explained key characteristics of their chosen biomes, including location, climate, plants, animals, interesting facts, and food chains. This experience showcased their strong conceptual understanding of biomes and ecosystems while also enhancing their communication, collaboration, and presentation skills.





YOUNG AUTHOR COMPETITION



This year, our PYP students enthusiastically participated in the Young Author Competition, showcasing their creativity, imagination, and passion for writing. Throughout the competition, students planned, wrote, illustrated, and published their own original books, exploring a wide range of topics and genres.

The competition provided an authentic opportunity for students to develop their communication skills, express their ideas, and experience the complete writing process as real authors. Students demonstrated remarkable dedication and creativity, producing unique books that reflected their interests, knowledge, and personal voices.

The Young Author Competition was a celebration of literacy, student agency, and creativity. We are incredibly proud of all participants for their hard work and commitment, and we look forward to inspiring even more young authors in the years to come.





STEAM Week



STEAM Week provides students with engaging opportunities to explore Science, Technology, Engineering, Art, and Mathematics through hands-on learning experiences.

Day 1: Science

Students enthusiastically participated in a variety of scientific experiments, developing their curiosity and scientific thinking skills.



Day 2: Technology

Students attended robotics workshops and explored the application of an artificial intelligence clock, gaining insight into emerging technologies and their real-world uses.

Day 5: Mathematics

The week concluded with an exciting treasure hunt challenge. Students solved a series of mathematical puzzles and problems to discover the treasure key, applying their mathematical thinking in a fun and collaborative way.

Day 3: Engineering

A student from the College of Engineering delivered an informative workshop introducing engineering and its different fields, with a special focus on bridge engineering. Students then designed and constructed bridges using simple materials and tested their strength and stability.



Day 4: Art

Students expressed their creativity through free canvas painting, producing unique artworks while exploring different artistic techniques.





Voice Choice and Ownership

During preparation for the PYPx, a group of students in grade 5 collaborated, suggested, selected and worked independently with enthusiasm and curiosity. They chose several open inquiries about the history of space and gathered a lot of information and facts by applying self-management skills. They showcased their learning in the form of products (timeline) which they intended to display during upcoming PYP exhibition. They synthesized their learning and produced a timeline board by exploring a lot of horizons of space history. They applied thinking skills and transferred the acquired knowledge concepts to the junior class students with devotion and a great passion.



grade 5





ISLAMIC VALUES

انطلاقاً من أهمية تعزيز القيم الإسلامية وترسيخ العقيدة الصحيحة في نفوس الطلاب والطالبات تم تنفيذ مجموعة من البرامج والأنشطة التربوية الهادفة التي تسهم في تنمية الوعي الديني والأخلاقي، وربط التعلم بالممارسة العملية في الحياة اليومية. وقد تنوعت هذه البرامج بين حفظ أسماء الله الحسنى، وتعزيز القيم الإسلامية، والتعريف بمناسك الحج، بما يتناسب مع خصائص المرحلة الابتدائية ويسهم في بناء شخصية إسلامية واعية ومتمسكة بدينها وقيمتها وفيما يلي عرض موجز لهذه البرامج والأنشطة :

-حفظ أسماء الله الحسنى

يهدف البرنامج إلى تعريف الطالبات بأسماء الله الحسنى ومعانيها بطريقة مبسطة، وتنمية محبة الله تعالى في نفوسهن، وتشجيعهن على تطبيق آثار هذه الأسماء في حياتهن اليومية من خلال التحلي بالأخلاق الإسلامية والقيم الحميدة



-مبادرة "بالقيم الإسلامية نرتقي

مبادرة تربوية تهدف إلى غرس القيم الإسلامية في نفوس الطالبات، مثل الصدق والأمانة والاحترام والتعاون، من خلال أنشطة تفاعلية ومسابقات ومواقف حياتية تساعد على تطبيق هذه القيم في المدرسة والمجتمع



-مناسك الحج .

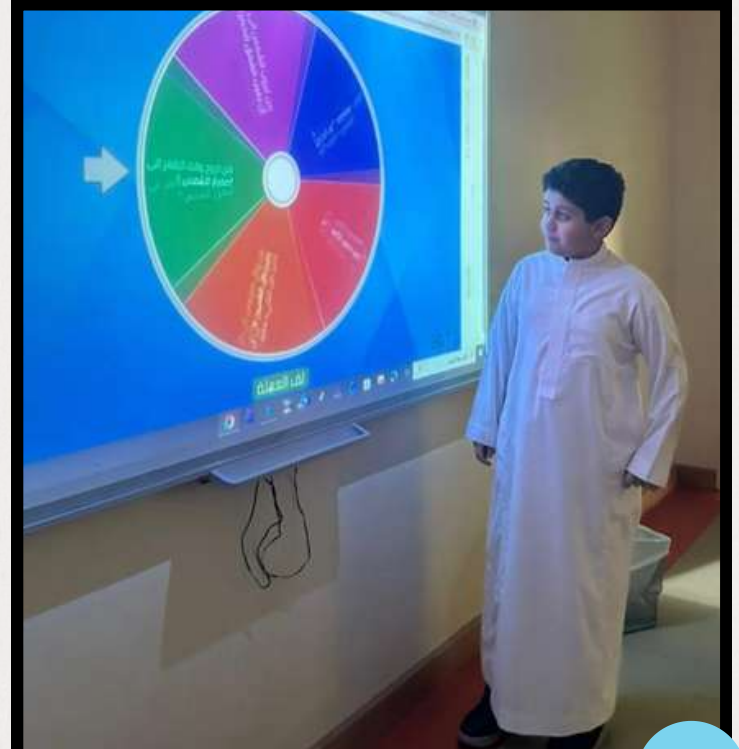
برنامج تعليمي يهدف إلى تعريف الطالبات بأركان الحج وواجباته ومراحلها بأسلوب مبسط يناسب المرحلة الابتدائية، مع تنمية الشعور بعظمة هذه العبادة وأهمية اتباع سنة النبي ﷺ في أداء المناسك



ساهمت هذه البرامج في تعزيز القيم الإسلامية وتنمية الوعي الديني لدى الطالبات، وربط التعلم بالتطبيق العملي في حياتهن اليومية، بما يحقق الأهداف التربوية والتعليمية للمرحلة الابتدائية



التعلم باللعب الصف الرابع



الاستقصاء في الفصول الدراسية

يُعد الاستقصاء أحد الركائز الأساسية في التعلم داخل صفوفنا، حيث نحرص على توفير بيئة تعليمية تُمكن الأطفال من التساؤل والبحث والاستكشاف من خلال خبرات تعليمية متنوعة وهادفة.

شارك الأطفال في العديد من الأنشطة الاستقصائية التي أتاحت لهم فرصة الملاحظة والتجريب والتفكير، مما ساعدهم على بناء المعرفة بأنفسهم وتنمية مهارات التفكير الناقد وحل المشكلات. وقد ظهر ذلك من خلال طرح الأسئلة، وتبادل الأفكار، والتعاون مع أقرانهم للوصول إلى النتائج والاستنتاجات.

كما أسهمت الأنشطة العملية والتجارب التعليمية في تعزيز فضول الأطفال وحبهم للتعلم، وجعلتهم أكثر قدرة على الربط بين ما يتعلمونه داخل الصف والعالم من حولهم. وقد عكست الشواهد والصور المرفقة مستوى التفاعل والمشاركة الفاعلة لدى الأطفال أثناء رحلتهم الاستقصائية.

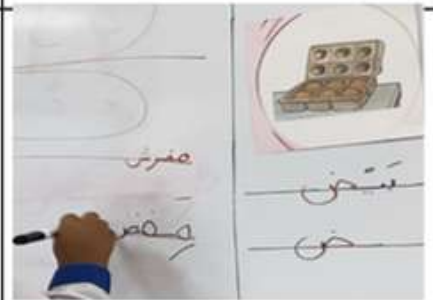
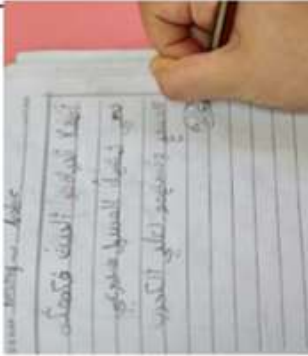
إن التعلم القائم على الاستقصاء لا يقتصر على اكتساب المعرفة فحسب، بل يسهم في بناء شخصية المتعلم الواثق والمفكر والمتأمل، بما يتوافق مع قيم ومبادئ برامج البكالوريا الدولية (IB).



ARABIC LANGUAGE B HIGHLIGHTS

لمحات من أنشطة اللغة العربية (ب)

شهدت حصص اللغة العربية (ب) خلال هذا الفصل مجموعة متنوعة من الأنشطة التعليمية التي جمعت بين التعلم والمتعة. وأسهمت في تنمية مهارات الطلاب اللغوية وتعزيز ثقتهم في استخدام اللغة العربية في مواقف حياتية مختلفة. شارك الطلاب في أنشطة تفاعلية شملت الألعاب اللغوية، وتمثيل الأدوار، والقراءة الجماعية، وبطاقات المفردات، والأنشطة الفنية المرتبطة بالدروس، مما ساعدهم على اكتساب مفردات جديدة وتحسين مهارات الاستماع والتحدث والقراءة والكتابة بطريقة ممتعة ومحفزة. كما أظهر الطلاب حماسًا كبيرًا أثناء العمل التعاوني والمناقشات الصفية، وتميزوا بالإبداع في إنجاز المشاريع والأنشطة التطبيقية التي عكست فهمهم للمفاهيم اللغوية والثقافية. نفخر بما حققه طلابنا من تقدم، ونتطلع إلى المزيد من التجارب التعليمية الملهمة التي تجعل تعلم اللغة العربية رحلة مليئة بال اكتشاف والإبداع.





استخدام محطات التعلم

صوراً لمحطات التعلم المطبقة في الفصول الدراسية، والتي تعكس توظيف استراتيجيات التعلم النشط وتهيئة بيئة تعليمية داعمة للاستقصاء، والتعاون، ومشاركة الطلبة بما يتوافق مع ممارسات برنامج البكالوريا الدولية

Photos of the learning stations implemented in classrooms, demonstrating the use of active learning strategies and the creation of an inquiry-based learning environment that promotes collaboration, student engagement, and aligns with the practices of the International Baccalaureate Program (IB)





STEAM CLUB

The STEM Club inspires learners to explore, inquire, and innovate through engaging hands-on experiences in science, technology, engineering, and mathematics. Through collaborative challenges, investigations, and design projects, students develop their critical and creative thinking skills while applying their learning to real-world situations. As inquirers and thinkers, learners ask meaningful questions, test ideas, and reflect on their discoveries to deepen their understanding. The club promotes learner agency by encouraging students to take ownership of their learning, make informed decisions, and persevere through challenges. By working together as communicators and principled learners, students build confidence, resilience, and problem-solving skills that prepare them to become innovative contributors in an ever-changing world.





Public speaking club

The Public Speaking Club provides learners with meaningful opportunities to develop confidence, communication, and presentation skills in a supportive learning environment. Through storytelling, speeches, discussions, and interactive activities, students learn to express their ideas clearly and effectively while listening respectfully the perspectives of others. As communicators and risk-takers, learners build the confidence to speak in front of an audience, share their thinking, and reflect on their growth as speakers. The club encourages learner agency by empowering students to make choices, take initiative, and use their voice purposefully. These experiences foster self-confidence, resilience, and the ability to communicate with clarity and authenticity within the school community and beyond.





Art club



Our Art Club learners from Grades 1 to 4 demonstrate creativity, collaboration, and enthusiasm as they engage in a variety of meaningful craft activities. Through hands-on experiences, students explore different materials, techniques, and artistic ideas while developing their thinking and self-management skills. Working together in a supportive learning environment, they communicate their ideas, share resources, and respect diverse perspectives, reflecting the attributes of the IB Learner Profile. As inquirers and risk-takers, they experiment with new approaches, express their creativity with confidence, and celebrate each other's achievements. These collaborative experiences foster learner agency, imagination, and a strong sense of community while inspiring a lifelong appreciation for the arts.



Art club for KG2 and 3

Our KG Art Club provides young learners with joyful opportunities to explore their creativity through painting, drawing, and craft activities. As curious inquirers, children experiment with different materials, express their ideas, and develop fine motor skills in a nurturing environment. Through collaboration and creative play, learners build confidence, imagination, and a love for artistic expression.

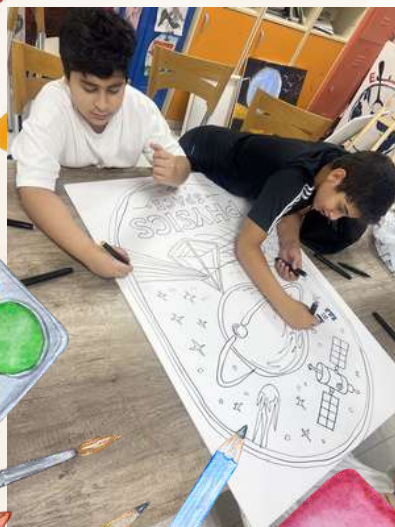




Student Voice, Choice, and Creativity in Action



As part of their preparation for the PYP Exhibition, students demonstrated strong agency by exercising their voice, choice, and ownership throughout the creative process. In Visual Arts, students designed original logos that represented their exhibition themes and personal understanding of the concepts being explored. Through making decisions about symbols, colors, and visual elements, students took responsibility for their learning while expressing their ideas creatively. This experience empowered learners to take ownership of their work and showcased the importance of student agency in authentic and meaningful learning experiences.





GRADUATION CEREMONY

IB PYP

YEAR 2026

On 11 June 2026, the school proudly celebrated the Graduation Ceremony of KG3 and Grade 3 learners, marking a joyful and memorable milestone in their learning journey. This year's ceremony was especially significant as it celebrated the 11th graduating cohort.

The event reflected the spirit of the IB Primary Years Programme, highlighting learners' confidence, creativity, communication skills, and sense of community. The ceremony began with a welcoming introduction, followed by the National Anthem and a beautiful recitation from the Holy Qur'an.

Throughout the celebration, learners presented a variety of meaningful and engaging performances. KG learners showcased their learning through presentations and performances such as The Five Senses, The Science Song, The Professions Play, and Laila and the Wolf. These performances reflected their curiosity, self-expression, and growing confidence



Congratulations to the KG3 and Grade 3 Graduating Class of 2026 and to the school's 11th cohort. Their learning journey has been filled with growth, inquiry, collaboration, and achievement. We wish them continued success as they move confidently into the next stage of their education.



GRADUATION CEREMONY

IB PYP

YEAR 2026



Grade 2 learners also participated in the programme, adding joy and enthusiasm to the ceremony. Grade 3 learners presented a special Homeland segment, expressing pride, identity, and appreciation for their community



One of the most memorable moments was the Graduation March, where KG3 and Grade 3 graduates entered with pride and excitement. The ceremony continued with the distribution of certificates, followed by a heartfelt speech delivered by a Grade 3 graduate.

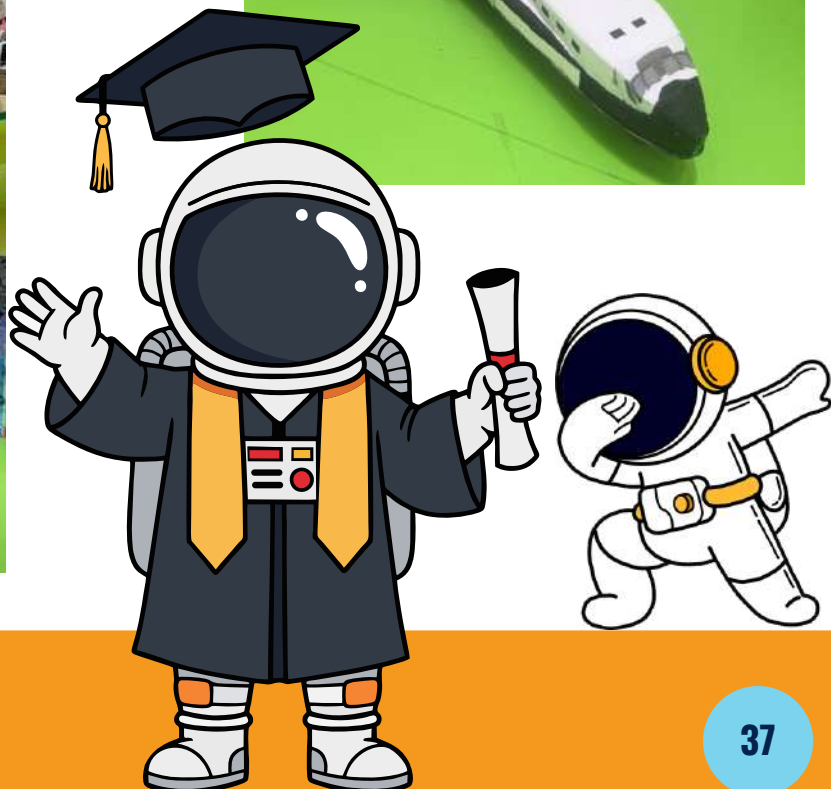
The celebration concluded with a warm closing, leaving everyone with proud memories of a successful and inspiring event



GRADE 5 PYP EXHIBITION

Reaching for the Stars! 2026

On June 10, our Grade 5 students proudly showcased their learning at the PYP Exhibition, taking visitors on an exciting journey through the world of Space Exploration. Through impressive research, creative models, and engaging presentations, students explored humanity's quest to understand the universe and shared their discoveries with confidence and enthusiasm. The exhibition highlighted not only their knowledge and creativity but also their growth as inquirers, communicators, and collaborative learners. We are incredibly proud of our Grade 5 students for their dedication, curiosity, and hard work. Thank you to our teachers and parents for their continuous support in making this memorable event a great success.





Congratulations, Grade 5 students your future is as bright as the stars!





Middle Years Programme

KEY FEATURES OF THE MYP:

- For students aged **12-16 (Grades 6–10)**
- Integrates eight subject groups, interdisciplinary learning, and service as action
- Prepares students for academic rigor in the Diploma Programme
- Emphasizes student agency, problem-solving, and real-world application
- **Language & Literature:** Developing advanced communication skills in English and Arabic.
- **Sciences & Mathematics:** Encouraging inquiry, experimentation, and analytical thinking.
- **Individuals & Societies:** Exploring history, geography, economics, and global perspectives.
- **Design & Technology:** Fostering innovation, creativity, and practical skills.
- **Arts & Physical Education:** Promoting self-expression, creativity, and wellbeing.
- **Service as Action:** Engaging students in meaningful community projects.
- **Personal Project:** Independent research fostering deep learning and reflection.



Middle Years Programme





Student Voices

End-of-Year Reflections • MYP Section • King Abdulaziz IB School

We asked our students three questions at the close of the school year. Here, in their own words, is what they shared.

Ahmed Nabeel • Year 6

What challenged me

"My study routine, the maths teachers gave us a ton of stuff to revise plus I had to do other subjects as well, I managed it using 50-50 method, 50 for maths and 50 for others."

What I'm proud of

"I was proud I scored 100% in the first exam and even got great marks in most of my IB exams. I contributed to the community by following school rules."

My goals for next year

"I only have one goal in mind, to be consistent, I will prepare myself by practising now and hope I do better next year."

Rowyd Khaled Bayaqub • Year 6

What challenged me

"Trying a new sport like kick — it was the first time for me to play ball. It was hard for me to manage it, but it was fun beginning. I am used to playing football, but it was the school learning something I am proud of."

What I'm proud of

"The most I am proud of is that the school way that helps us learn and memorise better. Also they contribute to the community by doing old education activities. I contributed to the community by giving us assignments to be better."

My goals for next year

"My goals for next year is working on my homework and skills, having the quality of my community. I want to do more activities for the community."

Abdullah Al-Jihani • Year 9

What challenged me

"Creative thinking — the challenge required for projects, but in the end I adapted to it."

What I'm proud of

"I am proud of my academic performance this term."

My goals for next year

"I would like to have a year like I never had before. I want to be proud of my academic performance."

Abdulmajeed Hijazi • Year 9

What challenged me

"The complexity of the grade and the projects left me very challenged with the beginning. My teachers thankfully managed with the help of projects."

What I'm proud of

"Of my advancement since the beginning of the year, I kept with the most subjects I used. The help of teachers made me strong and help the community by service action."

My goals for next year

"I will begin a big exam plan, and hopefully become a better student and help others."

Muhamad Azlan • Year 8

What challenged me

"The exams surprised me this term — they came suddenly. But I managed to revise my exams."

What I'm proud of

"I am happy for myself because I go to the right path, to help my friends in any difficulty."

My goals for next year

"To take notes and the teacher a lot of questions, and try my best to answer them faster than my friends."

Mohammed Aljohani • Year 9

What challenged me

"The IB personal project. I had to complete everything on the last day before the deadline and I did it."

What I'm proud of

"Being able to complete a dozen things at once. Completing my service as action activity and creating a wonderful platform."

My goals for next year

"I just want next year to go smoother."



ART EXHIBITION

IBMYP Visual Arts Exhibition: Showcasing Creativity, Reflection, and Growth 🎨

The IBMYP Visual Arts Exhibition showcased the creativity, talent, and artistic growth of our students. Through a diverse collection of artworks, students expressed their ideas, explored meaningful themes, and demonstrated their understanding of the creative process.

The exhibition highlighted students' skills in investigation, creation, and reflection while fostering important IB Learner Profile attributes such as being Communicators, Reflective learners, and Risk-Takers. We are proud of our young artists for sharing their unique voices and creative journeys with the school community.





Design Exhibition Showcase

The school Design Exhibition celebrated student creativity, innovation, and problem-solving through a wide range of inspiring projects developed in MYP Design. Students proudly presented their work, showcasing the design process from research and ideation to prototyping and final outcomes. The exhibition highlighted how students applied design thinking to real-world challenges while exploring creativity, functionality, sustainability, and user-centered solutions. Visitors had the opportunity to engage with student models, presentations, and interactive displays that reflected both technical skills and conceptual understanding.

The event was a valuable opportunity for students to communicate their ideas, receive feedback, and demonstrate confidence in presenting their learning journey. The exhibition reflected the spirit of innovation and collaboration within the Design program and celebrated the hard work and dedication of all participating students.



MYP Design – Summative Assessment: Cooking Task

As part of the MYP Design unit “Perspectives in Design,” students completed a creative cooking task that challenged them to apply the design cycle through planning, experimentation, and reflection. Students explored how food design can communicate different perspectives while balancing creativity, functionality, presentation, and user needs. Throughout the assessment, students demonstrated problem-solving, collaboration, and practical design skills by developing and preparing dishes that reflected thoughtful planning and innovation.





يوم الثقافات

CULTURE DAY



عنوان: "يوم الثقافات العالمي" في مدرسة الملك عبدالعزيز... نافذة تربوية على حضارات العالم

في مشهدٍ تربوي نابضٍ بالحيوية والتنوع، نظّمت مدرسة الملك عبدالعزيز في المدينة المنورة فعالية مميزة بعنوان

حيث جسّد الطلاب روح الانفتاح على العالم وعكسوا (يوم الثقافات العالمي) من خلالها ثراء الثقافات الإنسانية بأسلوب إبداعي يجمع بين التعلم والمتعة

شهدت الفعالية مشاركة فاعلة من طلاب المدرسة، الذين أبدعوا ف تصميم أجنحة (بوثات) تمثل عددًا من الدول، من بينها: المملكة العربية السعودية، المكسيك، فرنسا، الصين، إيطاليا، والهند. وقد حرص الطلاب على تقديم محتوى متكامل يعكس هوية كل دولة حيث عرضوا الأعلام الوطنية، والعملات الرسمية، ونماذج من الأطعمة التقليدية، إلى جانب إبراز أشهر المعالم السياحية، ولمحات من الموسيقى واللغة المحلية لكل ثقافة





ولم تقتصر الفعالية على الجانب المعرفي فحسب، بل امتدت إلى عروض أدائية مبهرة، حيث قدّم براعم المدرسة لوحات راقصة مستوحاة من ثقافات متعددة، شملت كوريا، اليابان، روسيا، الكويت، والهند. وقد عكست هذه العروض تنوع الفنون الشعبية، وأظهرت مهارات الطلاب في الأداء والتعبير الحركي، وسط تفاعل وإعجاب الحضور. واختتم الحفل بعرضين يحملان طابعاً تراثياً أصيلاً، حيث أديت "الزفة المدنية" التي تعبّر عن الفلكلور المحلي للمدينة المنورة، تلاها أداء العرضة السعودية التي تجسد الفخر والاعتزاز بالهوية الوطنية، في مشهدٍ ختامي جمع بين الأصالة والانتماء.



ويأتي هذا الحدث في إطار حرص المدرسة على تعزيز القيم العالمية لدى الطلاب، وتنمية وعيهم الثقافي، وتشجيعهم على احترام التنوع والتعايش مع الآخر، بما يتماشى مع رؤية تعليمية حديثة تسعى لبناء شخصية متكاملة، قادرة على التواصل مع مختلف ثقافات العالم. لقد أثبت "يوم الثقافات العالمي" أنه ليس مجرد فعالية مدرسية عابرة، بل تجربة تعليمية ثرية، تفتح آفاقاً واسعة أمام الطلاب، وتغرس فيهم حب المعرفة، وروح الاكتشاف، والانتماء الإنساني المشترك.



Culture Day – France Booth

During the school's Culture Day celebration, students created and presented a France-themed booth that highlighted important aspects of French culture, traditions, and design. The booth included cultural displays, decorations, traditional elements, and interactive activities that allowed visitors to explore the richness of French heritage.





DEAR

Our students enthusiastically participated in the DEAR (Drop Everything And Read) Competition, embracing the joy of reading in a calm and inspiring library environment. Through this initiative, students explored new ideas, expanded their imagination, and strengthened their literacy skills while developing a lifelong appreciation for books. The competition celebrated not only reading achievement but also the curiosity, focus, and love of learning that reading inspires.



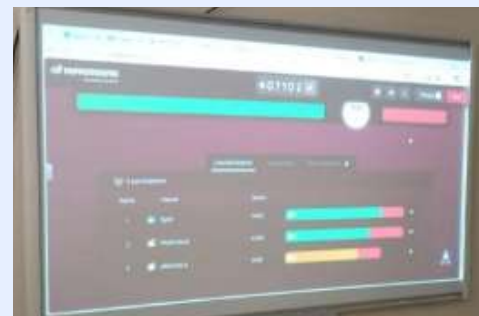
FIFA DAY

Our students enjoyed an exciting and memorable PlayStation Fun Day, where they had the opportunity to relax, connect with their peers, and engage in friendly gaming competitions. The event created a lively atmosphere filled with laughter, teamwork, and sportsmanship as students explored a variety of games and challenged one another in a positive and enjoyable environment.



Gamification week

Technology continues to play a vital role in enriching the learning experience and preparing students for the future. Through the use of digital tools, interactive platforms, and educational applications, students are able to engage more actively in their learning, collaborate effectively with their peers, and develop essential 21st-century skills. By integrating technology into the classroom, we create dynamic learning opportunities that foster creativity, critical thinking, problem-solving, and independent learning.





Library Sessions

Celebrating Reading, Collaboration, and Student Engagement

Independent Reading and Book Selection



Students began the session by exploring the library collection and selecting books that matched their interests and reading levels. This encouraged learner autonomy and helped students develop positive reading habits. The calm reading environment allowed students to immerse themselves in their chosen texts while building comprehension, vocabulary, and a lifelong appreciation for reading.

Collaborative Reading and Discussion

Students worked together in small groups to read, discuss, and share ideas about different texts. Through collaborative discussions, they practised critical thinking, communication, and active listening skills. The sessions provided opportunities for students to ask questions, exchange viewpoints, and support one another's understanding of the books they were reading.



Library Exploration and Student Presentations

Students explored different sections of the library, becoming familiar with the organisation of resources and discovering new reading materials. They also participated in short presentations where they shared information about their chosen books and reflected on their reading experiences. These activities helped strengthen confidence, speaking skills, and engagement with literature.



Library Learning in Action

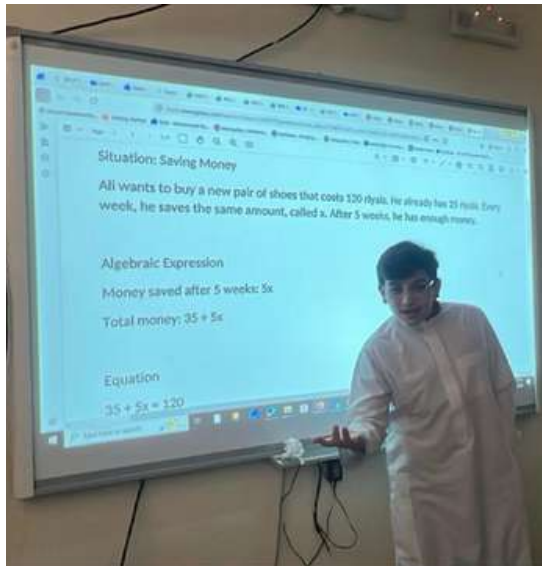
Throughout the sessions, students demonstrated enthusiasm, curiosity, and a genuine interest in reading. The library continues to be a vibrant learning space where students can collaborate, explore new ideas, and develop essential literacy skills.



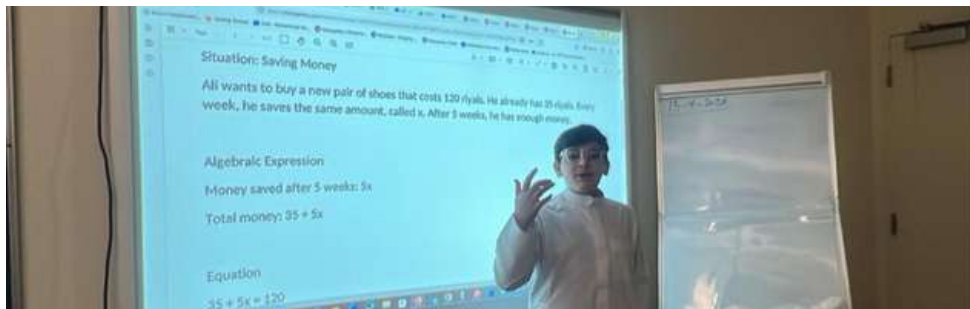


Mathematics contributions

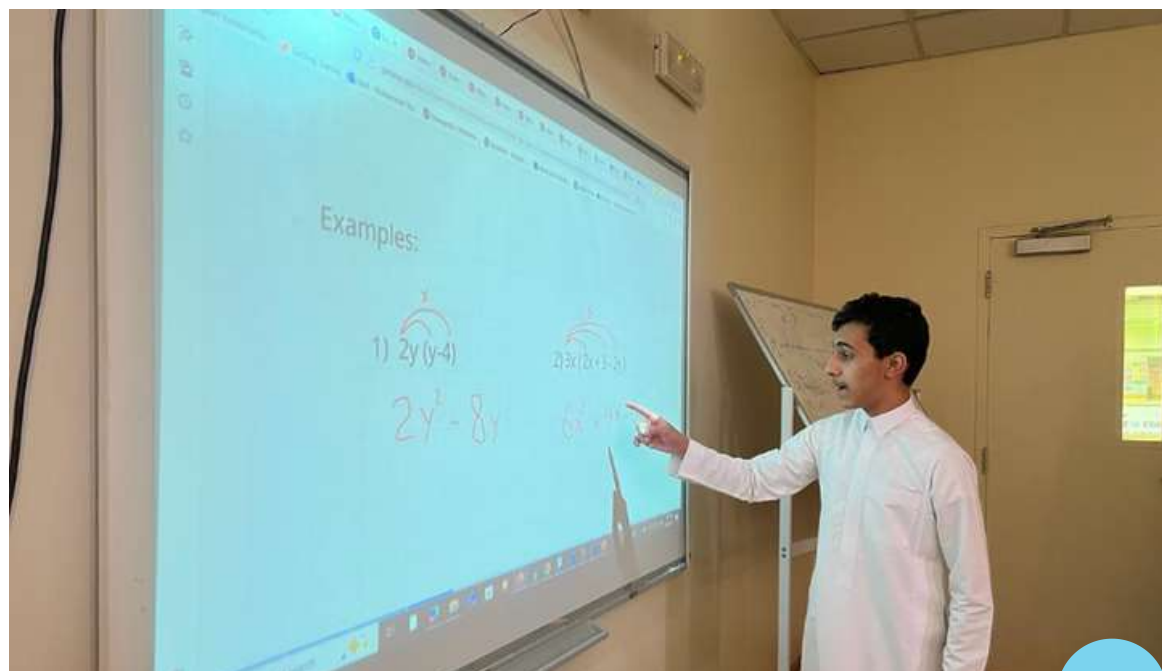
As part of our Geometry unit, a Grade 6 (MYP 1) student confidently explained the concept of angles in parallel lines to the class. Through this student-led presentation, learners demonstrated their understanding of angle relationships while developing their communication and collaboration skills. The activity encouraged active participation and deeper mathematical thinking.



A Grade 7 (MYP 2) student explored algebraic expressions through an inquiry-based presentation, guiding classmates to discover patterns and relationships in mathematics. This activity promoted critical thinking, student agency, and a deeper conceptual understanding of algebra.



A Grade 9 (MYP 4) student confidently explained the process of expanding brackets to the class, demonstrating a strong understanding of algebraic concepts. This peer-led learning experience enhanced mathematical communication and encouraged active engagement among students.





MYP4 Biology

Evidence in Action: Grade 9 Biology Medical Centre

As part of the MYP Biology unit “Evidence,” our Grade 9 students transformed their classroom into a medical centre, taking on the role of doctors as they investigated real-life symptom scenarios. In collaboration with Grade 5 students, who participated as patients, the activity created an engaging and meaningful learning experience across grade levels. Students applied scientific thinking by asking relevant questions, analysing symptoms, using evidence, and justifying their diagnostic decisions. They then documented their findings in diagnostic reports, connecting biological understanding to real-world medical applications.

This inquiry-based learning experience reflected the spirit of IB education by encouraging students to become knowledgeable thinkers, effective communicators, and reflective learners who apply classroom learning beyond the textbook.





IB MYP EXAMS



Middle Years Programme

Building Confidence for Future IB Assessments



As part of our commitment to preparing students for future IB assessment experiences, MYP students participated in a series of examination-style assessments designed to develop their confidence, resilience, and academic readiness. These assessments provided valuable opportunities for students to practice time management, critical thinking, problem-solving, and effective examination techniques in an authentic learning environment.

Through this experience, students gained greater familiarity with the expectations of IB-style assessments while strengthening the skills needed for future success in the MYP and Diploma Programme. We are proud of their dedication, perseverance, and positive approach to learning and growth.





IB MYP CP-PP Exhibition

MYP Projects Exhibition: Community Project & Personal Project Pathway

Students from Grades 6 to 9 proudly showcased their MYP projects as part of our school's progressive project-based learning pathway. The exhibition highlighted students' engagement with inquiry, action, and reflection through both Community Project and Personal Project approaches.

Through collaborative and individual projects, students explored community needs, personal interests, global contexts, ATL skills, and creative problem-solving. This exhibition reflected our commitment to preparing students gradually for the official MYP Personal Project, while developing confidence, communication, responsibility, and independent learning across the MYP.





MYP Community Project Showcase

KAISM proudly hosted the MYP Community Project Showcase, where students from Grades 6-9 presented their projects and shared their learning journeys with the school community.

The showcase highlighted students' creativity, research, communication, and problem-solving skills as they addressed real-world issues and reflected on the impact of their work. This meaningful experience not only celebrated student achievement but also helped prepare them for the MYP Personal Project in Grade 10.

Visitors also had the opportunity to engage with students, explore a wide variety of innovative projects, and witness firsthand the enthusiasm and confidence with which students presented their learning. The event highlighted the values of service, leadership, and responsible action that are at the heart of the IB philosophy.



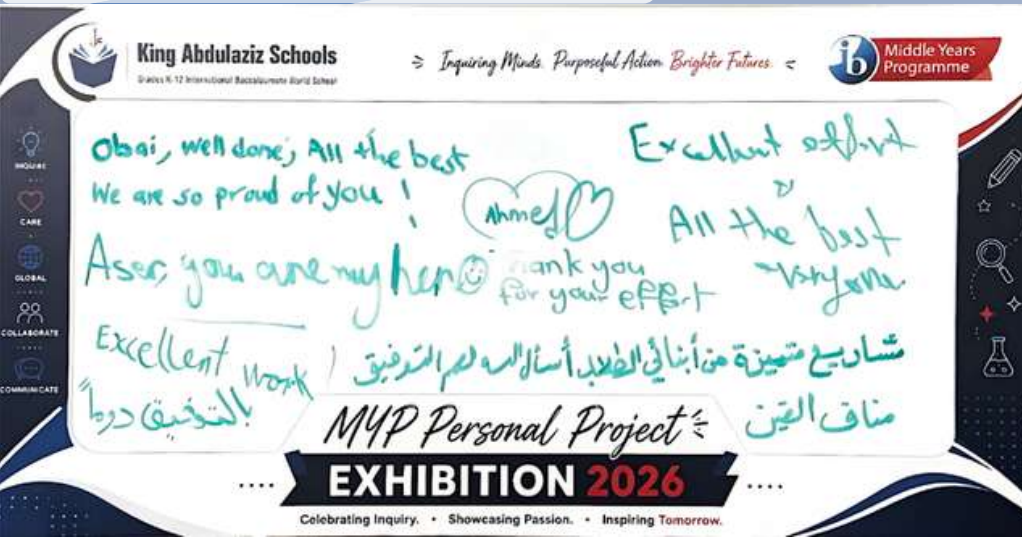


MYP5

Personal Project Exhibition



Middle Years Programme



Our Grade 10 MYP students proudly presented their Personal Projects during this year's exhibition (25-26), celebrating a meaningful journey of inquiry, action, and reflection. Through their projects, students explored personal interests, developed creative products, applied ATL skills, and reflected on their growth as independent learners.

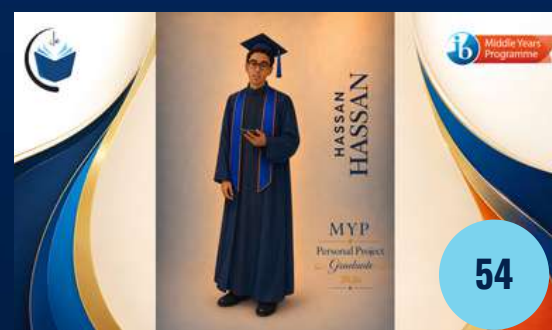
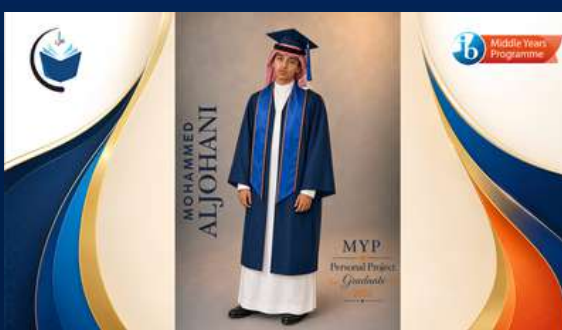
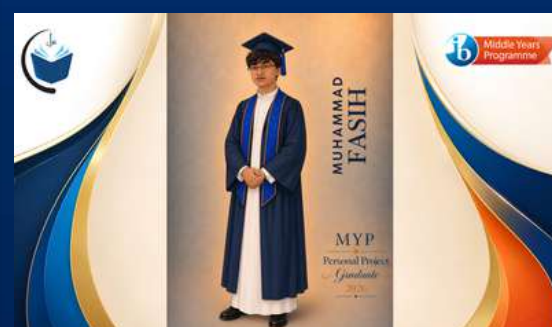
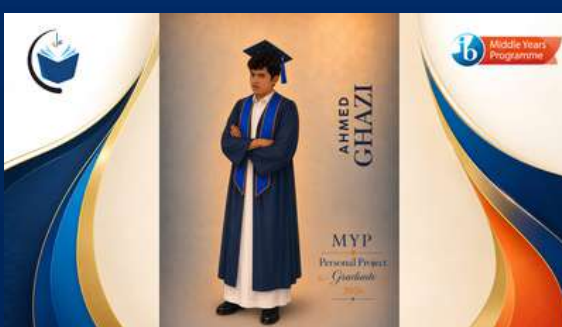
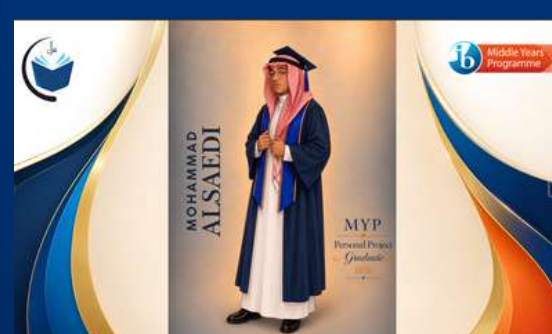
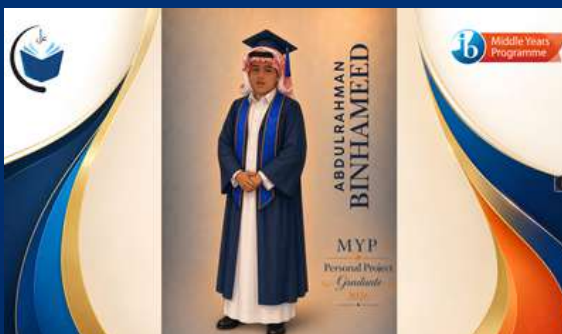
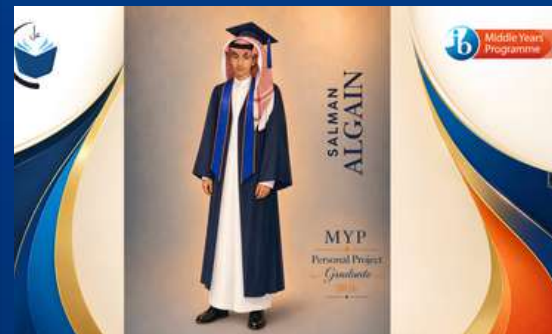
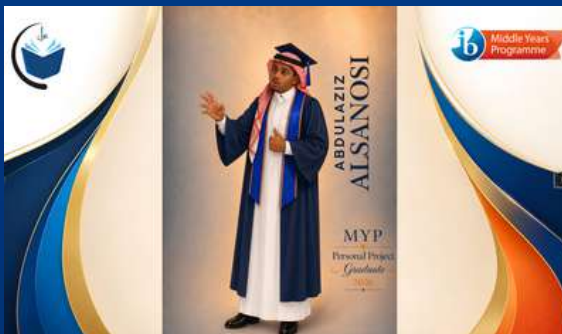
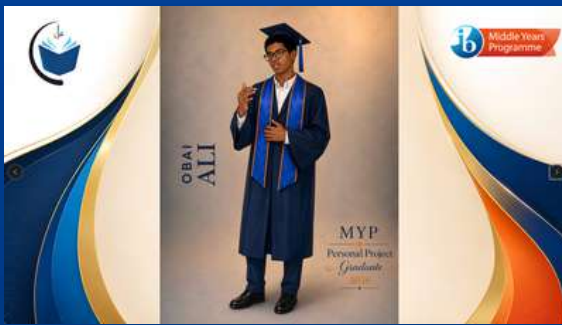
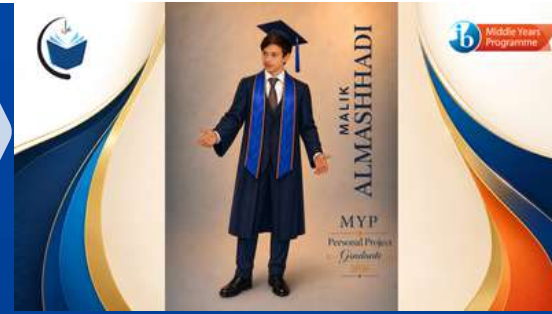
The exhibition provided an opportunity for students to communicate their learning confidently, showcase their final outcomes, and engage with parents, teachers, and peers. This important MYP milestone reflected student agency, commitment, and the spirit of lifelong learning.





IB MYP5 PP

Exhibition Graduates





PROGRAMME STRUCTURE AT KAS:

- For students aged **16-19 (Grades 11-12)**
- Offers a rigorous, two-year curriculum with **six subject groups** and three core components: **Theory of Knowledge (TOK)**, **Extended Essay (EE)**, and **Creativity, Activity & Service (CAS)**
- Prepares students for university, higher education, and lifelong learning
- Develops academic depth, critical thinking, and global perspectives

- Students study **six subjects**, three at higher level (HL) and three at standard level (SL), tailored to their interests and strengths.

• CORE COMPONENTS:

- **Theory of Knowledge (TOK):** Encourages students to critically examine knowledge and explore how we know what we claim to know.
- **Extended Essay (EE):** An independent 4,000-word research project fostering academic writing, inquiry, and reflection.
- **Creativity, Activity & Service (CAS):** Students engage in artistic, physical, and community service experiences to develop character, responsibility, and social awareness.



Diploma Programme





Students' Reflections

DP2 Student's Reflection (Aazin Anis)

My experience in the IBDP program at my school has been enjoyable and rewarding. While being in the program, I have discovered new skills that I had not developed before, and I have grown both academically and personally. One of the benefits of my school's IBDP programme is the diverse group of teachers from different parts of the world. I have learned new information from my teachers from different parts of the world, as they see the world from different perspectives.

The perspectives from the teachers have allowed me to become more open-minded and appreciate the views of others in the world. I have learned to question information and stand up for my own opinions in various situations. This IBDP programme has allowed me to learn more about the world and better prepare myself for the challenges that lie ahead in my future.



DP1 Student's Reflection (Jad AL-Ayoubi)

This school year was an emotional rollercoaster because it's our first DP year. We thought that the workload would be intolerable at the beginning of the school year; turns out it was easier than we thought with the guidance of some amazing teachers.

One thing we didn't like is that we don't have a common room, which is mandatory in G11 because we have HL lessons. In conclusion, it's harder than MYP but needs more of your time, that's it.





CAS in Action: Leadership, Service, and Global Engagement

**Creativity,
Activity,
Service
(CAS)**

CAS: Model United Nations (MUN)

Participation in the King Abdulaziz Schools Model United Nations (KASMUN) provided students with an enriching opportunity to develop research, diplomacy, public speaking, and leadership skills. Through representing different countries, engaging in debates, and collaborating to address global challenges, students demonstrated international-mindedness, critical thinking, and respect for diverse perspectives. The experience fostered confidence, communication, and a deeper understanding of global cooperation and responsible citizenship.



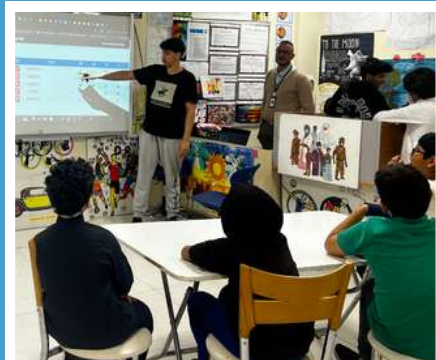
CAS Student Spotlight: Mohammed Hakeem

Mohammed Hakeem demonstrated outstanding commitment throughout his CAS journey through participation in KASMUN, a schoolwide energy conservation awareness campaign, and learning the basics of the French language. These experiences strengthened his communication, collaboration, leadership, and intercultural understanding while encouraging him to step outside his comfort zone and develop new skills. Mohammed's dedication reflects the true spirit of CAS and the values of the IB learner profile.



CAS Student Spotlight: Ahmad Aburub

Ahmad Aburub showcased leadership and initiative by independently organizing a school football tournament that promoted teamwork, sportsmanship, physical well-being, and positive community engagement. Through planning, coordination, and collaboration with students and staff, Ahmad developed valuable organizational, communication, and problem-solving skills while creating a meaningful experience for the school community.





TOK Exhibition 2026–2027 cohort: Exploring Knowledge Through Real-World Objects

As part of the International Baccalaureate Diploma Programme (IBDP), our DPI students successfully presented their Theory of Knowledge (TOK) Exhibition 2026–2027 in the School Main Hall. The exhibition provided students with an opportunity to demonstrate their understanding of how knowledge is constructed, evaluated, and communicated through real-world objects and situations. Throughout the event, students engaged visitors, teachers, and school leaders in meaningful discussions centered around TOK prompts such as "What counts as good evidence for a claim?" and "What makes a good explanation?" Using carefully selected objects from areas including science, history, technology, and everyday life, students explored the relationship between knowledge, evidence, interpretation, and perspective.

The exhibition showcased students' critical thinking, communication skills, and ability to connect academic concepts with real-world contexts. Visitors were impressed by the depth of analysis, confidence of presentation, and thoughtful engagement demonstrated by the students.

This event reflects the IB mission of developing inquiring, knowledgeable, and reflective learners who can approach complex questions from multiple perspectives. We congratulate our DPI students on their hard work and thank all staff members and guests who attended and supported this successful learning experience.

Highlights

- Students presented authentic TOK exhibitions based on official IB prompts.
- Engaging discussions between students, teachers, and visitors.
- Strong demonstration of critical thinking and analytical skills.
- Excellent preparation and presentation of exhibition displays.
- A successful celebration of inquiry, reflection, and international-mindedness.

Learner Profile Attributes Demonstrated: Thinkers, Communicators, Inquirers, Reflective, and Open-minded.

King Abdulaziz International School – Madinah continues to foster a culture of curiosity, academic excellence, and meaningful inquiry through authentic IB learning experiences.

Theory of Knowledge (TOK)





Extended Essay Viva Voce: Reflecting on the Research Journey

As part of the International Baccalaureate Diploma Programme (IBDP), our DP2 students recently completed their Extended Essay (EE) Viva Voce, the concluding interview of the Extended Essay process. The Viva Voce provides students with an opportunity to reflect on their research journey, discuss the challenges they encountered, and share the skills and insights they developed throughout the process. During these conversations, students demonstrated critical thinking, academic honesty, perseverance, and a deep engagement with their chosen topics. The session also allowed supervisors to celebrate students' achievements and acknowledge the significant effort invested in planning, researching, analyzing, and presenting their independent investigations. We congratulate our DP2 students on reaching this important milestone and commend them for their dedication, resilience, and commitment to academic excellence throughout the Extended Essay process.



Extended Essay (EE)





BUSINESS MANAGEMENT

IB Diploma Programme · Term 2 Update · Department Contribution

Grade 11

Building foundations for evaluative business thinking

80%
SYLLABUS COVERED

Content covered

Grade 11 students progressed through Unit 1, Introduction to Business, Human Resource Management, Finance and Accounts, and up to Marketing, covering approximately 80% of the syllabus.

Internal Assessment introduced

Students were introduced to the IA process, beginning to understand how independent inquiry, research questions, evidence and business tools connect to a focused written investigation.

Term 2 learning journey

Introduction to Business → Human Resource Management → Finance & Accounts → Marketing

Real-world connections

Theory was anchored to real business contexts, helping students see the subject as a lens for understanding organisations, people, finance, markets and decision-making.

Looking ahead

The next stage is to strengthen evaluative writing and prepare students to use business tools with confidence, precision and reflection.

A word from the teacher

Grade 11 have made strong progress because they are beginning to ask better questions. This is central to IB learning: not only understanding what businesses do, but exploring why decisions are made, who is affected, and how evidence can support thoughtful conclusions.



BUSINESS MANAGEMENT

IB Diploma Programme - Term 2 Update - Department Contribution

Grade 12

Final preparation, research confidence and analytical thinking

What the term looked like

Term 2 was the final stretch. Grade 12 students focused on examination readiness, command term mastery and writing under timed conditions as they prepared for DP Business Management.

Syllabus revision

Revision covered the DP Business Management course, with emphasis on application to unfamiliar contexts, evaluation, synthesis and reasoned business judgement.

Extended Essay success

Two Grade 12 students completed their Extended Essays and viva voce, successfully defending their research with confidence, reflection and academic integrity.

Paper 3 focus

HL students developed confidence with the pre-released case study, moving beyond description to weigh evidence and reach justified conclusions.

IB skills in action

Students were encouraged to think like business analysts: interpreting data, questioning assumptions and communicating arguments clearly.

A word from the teacher

What stood out this term was the students' growing ability to think critically and defend their ideas. In true IB spirit, they moved beyond recalling content and began to use business knowledge to inquire, evaluate and make balanced judgements about real-world decisions.

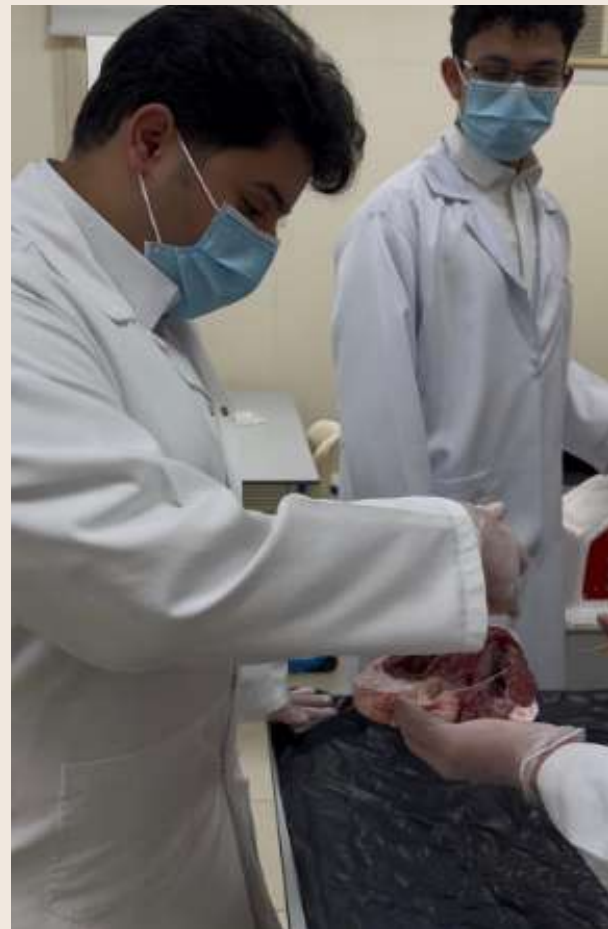


DP1 Biology

As part of their DP1 Biology learning journey this academic year, students explored the structure of the heart through a hands-on camel heart dissection. This practical investigation gave students the opportunity to observe key anatomical features and connect classroom theory with real biological structures.

During the dissection, students examined the different regions of the heart and compared variations in cardiac muscle thickness. These observations helped them understand the relationship between structure and function, particularly how the heart is adapted to support efficient blood circulation.

This experience strengthened students' scientific skills, including careful observation, precision, and evidence-based thinking, while deepening their appreciation of the complexity of biological systems.





Your Journey Continues: Best of Luck in the Exams Ahead

Dear DP1 and DP2 Students,

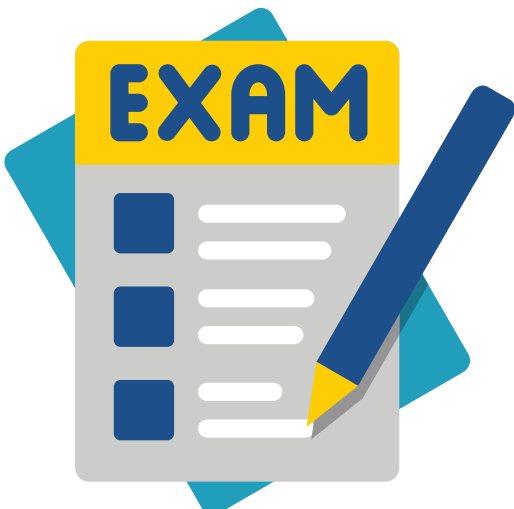
As you complete your Mock Examinations for DP1 and the IB Final Examinations (DP2) and MOE Examinations (DP1 & DP2), we would like to wish you the very best of luck.

Remember that success is not only measured by results but also by the effort, resilience, and dedication you have demonstrated throughout your journey. Trust in your preparation, stay focused, manage your time wisely, and believe in your abilities.

We are proud of all that you have achieved so far and are confident that you will give your best in the weeks ahead.

Wishing you confidence, success, and excellent results.

Best wishes,
Marwan Sallam
DP Coordinator





A MEMORABLE CELEBRATION OF SUCCESS AND ACHIEVEMENT 🎓 ✨

The DP2 Graduation Ceremony for the Class of 2026 was a memorable and inspiring celebration attended by the General Manager of King Abdulaziz Schools, Mr. Hatem Waznah, school leaders, parents, teachers, and distinguished guests. The event brought together the school community to honor the achievements of our graduating students and celebrate the successful completion of their Diploma Programme journey.

The ceremony featured a variety of engaging performances and presentations by students from different grade levels, showcasing their talents, creativity, and school spirit. Through music, speeches, artistic performances, and special tributes, students contributed to a vibrant and meaningful celebration that reflected the values and culture of King Abdulaziz Schools. The presence of parents and families added to the significance of the occasion, highlighting the strong partnership between home and school in supporting student success. The evening concluded with the recognition of the graduates, celebrating their accomplishments and wishing them continued success as they begin the next chapter of their educational journey.





Class of 2026: Celebrating Achievement and New Beginnings 🎓

King Abdulaziz Schools proudly celebrated the graduation of the DP2 Class of 2026, marking the culmination of two years of dedication, perseverance, and academic growth within the International Baccalaureate Diploma Programme. The ceremony was a memorable occasion that honored our graduates' achievements while recognizing the support of their families, teachers, and the wider school community. As our students embark on the next chapter of their educational journey, we congratulate them on this significant milestone and wish them continued success in their future endeavors.



GRADUATE

2026

FOURTH GRADUATION COHORT

CLASS OF 2026 🎓





PROFESSIONAL DEVELOPMENT IN ACTION: PLANNING FOR THE FUTURE

At King Abdulaziz Schools, the end of one academic year marks the beginning of planning for the next. As part of our commitment to continuous improvement, teachers from across the PYP, MYP, and DP programmes came together for a collaborative Professional Development Programme (PDP) session focused on reflection, programme development, and future planning.

The PYP team reviewed the Programme of Inquiry through the lens of the PYP Enhancements, while MYP and DP educators engaged in meaningful discussions around programme development planning, identifying strengths, challenges, priorities, and actions that will positively impact student learning in the coming academic year.

These collaborative sessions provided valuable opportunities for reflection, dialogue, and shared decision-making, reinforcing our commitment to delivering high-quality IB education and continuously enhancing the student learning experience.

A special thank you to **Raheela Akram, Marwan Sallam, and Ismail Kurek** for facilitating these productive sessions and supporting a culture of collaboration, growth, and innovation.

As one chapter closes, another begins and we look forward to the opportunities, growth, and learning that lie ahead.



IB ONLINE PROFESSIONAL DEVELOPMENT WORKSHOP CERTIFICATES





King Abdulaziz Schools
INTERNATIONAL CURRICULUM
Grades K-12 International Baccalaureate World School



وزارة التعليم
Ministry of Education



3948 Ali Ibn Abi Talib Rd, Mahzur Unit No: 4 AL Madinah 42319-7079 Saudi Arabia
www.Kaism.org