



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME



St. Thomas Aquinas Catholic Secondary School

"IB is well known to us for excellent preparation. Success in an IB Programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript."

Marilyn McGrath Lewis, Director of Admissions, Harvard University



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Achieving Believing Belonging

The IB Advantage

St. Thomas Aquinas Catholic Secondary School is an **International Baccalaureate (IB) World School** authorized to offer the **IB Diploma Programme**.

IB schools share a common philosophy—a commitment to high quality, challenging, international education.

IB programmes are recognized around the world and ensure an increased adaptability and mobility for IB students.

IB World Schools undergo a rigorous and extensive authorization process in order to qualify to offer the programme. This includes a study of the school's resources and commitment to the IB mission and philosophy.

IB teachers participate in a wide variety of professional development opportunities to constantly update their knowledge and share their expertise with colleagues around the world.



"McGill has enthusiastically recruited IB students for over two decades...when reviewing an application from an IB Diploma candidate, our admissions officers can be assured of the candidate's strong and broad-based academic preparation. We have seen that IB students embrace the rigorous academic challenges of university life."

Kim Bartlett, Director of Admissions and Recruitment,
McGill University



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.

IB SCHOOLS WORLDWIDE

As an IB World School, St. Thomas Aquinas is a proud member of a global community of over 3900 schools in 146 countries.

IB SCHOOLS IN ONTARIO

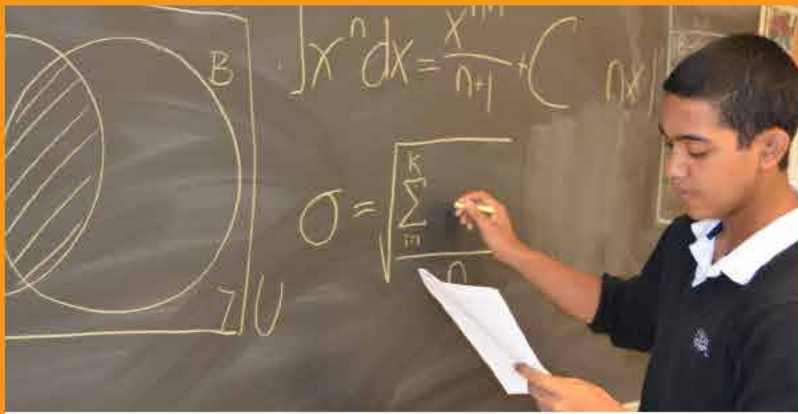
St. Thomas Aquinas is also a proud member of the IB Schools of Ontario, which currently has 72 Diploma Programme schools.

For more information, visit:
www.ibschoolsofontario.ca



"For many years I have been an IB fan. It has taken seriously more of the issues in the world of today (and tomorrow), and has been less influenced by fads, and the test-taking obsessions of ministers of education, than any organization its size. The theory of knowledge course is consonant with the importance today of metacognitive capacities and the need for synthesizing thinking that integrates separate disciplines and rival perspectives."

Howard Gardner, Hobbs Professor of Cognition and Education,
Harvard Graduate School of Education



Benefits of an IB Education

GREATER CHALLENGE

An IB Education means that students work through a rigorous curriculum, focusing on critical thinking, problem solving, collaboration, and higher-order thinking skills. The accelerated learning environment allows students to be exposed to greater breadth and depth of subject matter.

FAVOURABLE RECOGNITION OF THE IB DIPLOMA

The IB Diploma is recognized by over 1800 universities and colleges worldwide. This favourable recognition includes actively recruiting IB students, advanced placement in university, and scholarships accessible only to IB students. In addition, IB students are able to earn university credits while completing their IB diploma.

UNIVERSITY LEVEL COURSE EQUIVALENCY

Many leading colleges and universities will grant IB students up to 6 university-equivalency credits for IB courses completed with a minimum course grade. This speaks clearly to the value of the IB diploma in preparing students for the challenges of university. For more information, visit:

<http://www.ibo.org/recognition/university/>

"The IB Programme at STA has taught me skills in time management that are now extremely useful in university. I was exposed to a broader scope of learning that allowed me to realize my interest in fields like the sciences and modern languages. Overall, I am proud of my achievements having completed the IB Diploma Programme, and I hope to see more of its benefits in the future."

Krishian Camargo, St. Thomas Aquinas
International Baccalaureate Programme, Class of 2016

COMPONENTS OF THE IB DIPLOMA

IB SUBJECT GROUPS	ST. THOMAS AQUINAS CURRENT COURSE OFFERINGS*
Group 1: Language A	English
Group 2: Language B	French
Group 3: Individuals and Society	Economics History
Group 4: Experimental Sciences	Biology Chemistry Physics
Group 5: Mathematics	Mathematics Mathematical Studies
Group 6: The Arts	Music

In addition to the IB Courses, students are also required to complete:

Extended Essay: 3,000 - 4,000 word research paper on a topic of student interest; exposes students to the research and writing skills expected by universities

Theory of Knowledge (TOK) - Challenges students to question the basis of knowledge, and to develop higher-order thinking skills

Creativity, Activity, Service (CAS) - Includes involvement with the community to enhance connections and encourage an appreciation of life outside of school (e.g., *Habitat for Humanity, playing a musical instrument in the school band, participating in school athletics/clubs*)

*These course offerings are current as of September, 2016. As our program continues to grow, we anticipate further course offerings in the coming years.

For more information on the IB Program at
St. Thomas Aquinas:
Phone: 905-842-9494 | Web: sta.hcdsb.org/IB/



IB Learners Strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Brave	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.