

Parent Coffee Morning May 2019





**NORTHBRIDGE INTERNATIONAL SCHOOL
CAMBODIA**
A NORD ANGLIA EDUCATION SCHOOL

 P.O. Box 2042, Phnom Penh 3, Cambodia
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WASC Summary Feedback



SUMMARY: Schoolwide Strengths and Critical Areas for Follow-up School-Wide Areas of Strength

There is no doubt for the Visiting Committee that NISC is an extraordinary place of education. At NISC, most students are achieving to the best of their ability, and the school is doing everything it can to support this achievement. These are the two questions that the WASC self-study process seeks to answer, and in both cases, the answer is yes. In countless observations on site, the Committee observed students that were happy and engaged in their learning. The Visiting Committee commends NISC leadership, faculty, and staff for the extraordinary progress shown since the 2013 self-study and the 2016 mid-cycle visit.

Some of the numerous school-wide areas of strength are:



1. The students at NISC are engaged, positive, friendly, and supportive in a school that is a safe and special place to learn. The faculty and staff are committed to providing a rigorous and balanced program that promotes high expectations in a culture of care.
2. The school climate is very positive and the community works to challenge students while at the same time supporting them in their social, emotional, and academic achievement. Faculty has made significant progress toward the documentation of written curriculum.
3. The school provides a balanced program that provides academic rigor and attention to student well-being. The school's actions in recent years have resulted in significant improvements in academic outcomes that are worthy of celebration.



4. Being part of the Nord Anglia Education Group has resulted in significant benefits for the organization: refinement of policies and procedures, increased accountability, opportunities for students and staff, support for successful marketing strategies, etc.
5. The school adopted a more distributed leadership model with the development of a middle leadership structure. The school is committed to increasing faculty leadership capacity.
6. The availability of curricular and extracurricular activities is plentiful across the whole school through the IB curriculum, LEAP, Mission in Action, sports, and NAE Global campus.



Schoolwide Critical Areas for Follow-Up The Visiting Committee concurs with the school's identified areas that are outlined in the 2019 self-study report.

These are summarized below:

1. Development of **narrative writing competencies**.
2. **Mother tongue development** and exposure to quality writing.
3. Raise **Mathematics achievement** across the school.
4. Clear and defined **pathways for co-curricular and extra-curricular development** of student learning.



In addition, the Visiting Committee has identified areas that need to be strengthened:

5. The school should develop a process to **review and streamline its mission and vision in order to ensure all stakeholders understand** and adhere to these guiding statements.
6. The school should **strengthen and incentivize retention of leadership, faculty, and staff** to ensure stability and consistency in its program.
7. The school should **continue to develop effective transitions for students between programmes**, strengthening the K-12 guaranteed and viable curriculum.



8. The school should **further develop a whole school culture of shared responsibility for student learning**, especially around support services for special educational needs and English language learners. This should include regular evaluation of the EAL support systems to align them with the needs of the student population, especially in the context of enrolment growth.
9. The school should **either increase or review its allocation of Full Time Equivalent positions to meet some critical learner needs**. This should include the recruitment of a qualified full-time librarian to serve student needs.
10. The school should **strengthen a culture of collaboration focused on student learning**. This includes reviewing structures for collaboration, adoption of a model for the use of collaborative time and building capacity of leaders and faculty in the effective use of that time with a focus on student learning.



11. The school should **develop a schoolwide pastoral program that addresses social and emotional needs** of its unique student population.
12. The school should continue to **develop the integration of education technology** and establish a framework for use that is aligned with the e-learning vision and a schoolwide digital citizenship curriculum.
13. The school should **continue to update facilities to ensure everyone's safety**. This includes creating a safer swimming environment for students.



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Fully WASC Re-Accredited until 2025





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NAE Quality Assurance Summary Feedback



Section 1: Purpose and Direction

The school's mission and vision are clear and well displayed across the whole school in the form of an aide memoire. The IB ethos and learner profile are at the heart of the school and shape senior leaders' expectations of learning with a focus on inquiry and student agency.

Students consulted during the review reported feeling well supported, challenged and enjoy their learning. They feel they have teachers who make learning interesting. They value the community feel and the international nature of the school. Students talked positively about the opportunities to 'give back' and support their local community.



Section 4: Educationally powerful partnerships and collaborations

Educationally powerful partnerships and collaborations are a strength of the school. The review team saw a range of evidence during the visit indicating that the partnerships, which the school has developed, are having a positive impact on students and teaching. Students describe a strong sense of service and talked positively about the impact of work with charities in the local community on their learning and the development of wider perspectives.



Section 5: Leadership for continuous improvement through high-quality self-evaluation

The school is a purposeful environment and there is a sense of positive momentum. The strengthened quality of provision and the robust systems in place in the Diploma Programme have resulted in improving student outcomes.



Key Actions:

- The **school clarifies how the IB learner profile and aide-memoire work together** to shape the school's ethos and the learning taking place.
- Create processes which **enable middle leaders and classroom teachers to use the data** – captured through the new systems, which they have created - to plan and evaluate learning more effectively.
- **Develop a whole school approach to EAL provision**, which builds the EAL teaching skills of all staff, and ensures students at various stages of English language acquisition are effectively supported to access learning.



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Parent Satisfaction Survey 2019

Parent Satisfaction Survey

Top 3 Successes:

- Feel safe at school (97% agree)
- Receive a quality education from the school (91% agree)
- Happy at school (91% agree)

91%

of children are happy
at school

Key Take Away:

Northbridge has made substantial improvements in terms of school safety in the last year, with the implementation of a new school-wide digital access card system and CCTV cameras that help to provide peace of mind to our students and their families. In addition, a new security company, GSS, has been brought in, to further strengthen our procedures. Overall, this has improved peace of mind, and assisted with creating a happy community.



Parent Satisfaction Survey



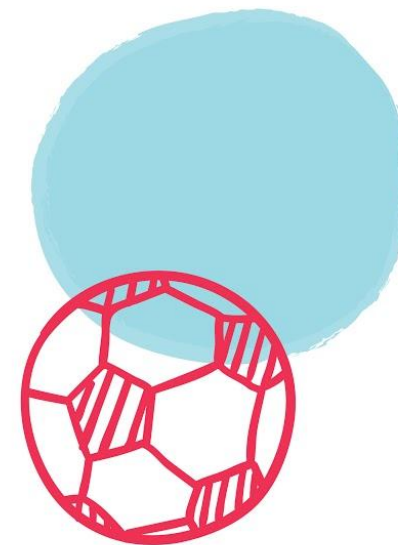
The school has created confident and happy students with all the [required] support, such as great teachers, comprehensive after-school activities and very good facilities

Top 3 Increases:

- Outdoor sports facilities (18% increase)
- I have been accepted into a warm and welcoming community (10% increase)
- Can participate in a wide range of after school activities (10% increase)

Key Take Away:

The survey's participants recognised that completion of the new Sports Hall in June 2018 has provided a world-class indoor sporting facility for our community, and has allowed for training and PE lessons no matter the weather. This has also assisted with allowing for a range of new after-school activities, and general satisfaction with the LEAP programme. That said, we recognise there is still more to do regarding developing our sports facilities.



Parent Satisfaction Survey

Top 3 Areas for Improvement:

- Performing arts facilities (29% want improvement)
- Can participate in a wide range of trips and visits (22% want improvement)
- Developing global awareness at school (20% want improvement)

Key Take Away:

As our Juilliard School partnership grows, our parents would like to see accompanying improvement of Northbridge's arts facilities, a direction the school is committed to, having already relaunched the Dance Studio and Primary 'Cafetorium'. This also ties in with developing global awareness, and the benefits of a Nord Anglia Education through the provision of Global Campus online resources, and Juilliard, MIT, UNICEF partnerships.



The curriculum and the holistic approach to learning, combined with the campus environment and community, makes Northbridge [the] school of choice for me



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Curriculum Updates 2019/20



Additional subject offer for 2019/20 :

- *Juilliard Drama* from G5 - G10 - expanding our overall arts provision (dance, drama, music and visual arts)
- *International Life Skills* for G6-10



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Strategic Plan 2019-2022



Mission

“We are many communities, but we are one”

Inspiring dynamic, respectful and compassionate global citizens. An environment of intercultural understanding and integrity. A place where everyone is involved, valued and happy. A hub of innovation, enabling creativity and contemporary learning. A community where individuals succeed and make a difference.

Vision

“Excellence in everything we do”

A dynamic NAE, IB Continuum World School in South East Asia where everyone succeeds.

Values

“Caring hearts, ambitious minds”

We believe in the active engagement of the whole community. We believe that contemporary learning takes place when we are creative, collaborative and connected. We also believe that we have a shared humanity and we need to demonstrate compassion and ethical responsibility by enriching each other through our differences.



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Section A: Contemporary Learning and Ambition

1. Collaboration & Professional Development
2. Learning Support
3. Preparing students for success.
4. Innovation

Section B: Leading Growth

1. Mission, Vision, Values
2. Developing People

Section C: Community and Balance

1. Pastoral Program
2. Co-Curricular
3. Community Engagement

Section D: Sustainability and Pride

1. Safety and Security
2. Food Services
3. Contemporary Learning Environment



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Parent Council

Review of 20181/9

Parent Council

Parent Council was set up in 2017. It was formed by a group of NISC parents. The Parent Council tries to have meetings once a month to give feedback or discuss updates with the school. The purpose of the Parent Council is to get parents involved in school activities, to cooperate with the school to help improve the environment for our kids. I think, our kids like to see their parents involved in the activities that they do in the school.

The activities that we are involved with at school this year are:

- Family BBQ Day
- Early Learning Family Day
- Spirit Week
- Early Learning performance that some parents help a lot on guiding little kids practicing & preparing the performance
- Festival of Lights
- School Sport Day
- Primary Book Day
- The Annie Show



We are also involved in organizing some of the events that are held in the school with the support of the school team. For example this school year:

- On *Cultural Day*, families dressed up with their national costumes, and the Parent Council set up various of national-cultural food stores to represent to all our kids, some parents also contribute cultural performances. (2018/10/2).
- Parents set up the *Christmas Fair* with different DIY activities for the kids to enjoy and celebrate this special season. (2018/12/11).
- Parents prepared traditional Khmer food for our students to celebrate the *Khmer New Year* (2019/04/12).

Of course, interacting with the Parent Council, school also provides us with many chances to get to know our kids and school better by holding:

- Various of assemblies by inviting parents to attend LEAP Fair
- WASC feedback meeting with WASC group
- Parent Talks
- Different workshops (*Managebac, Parent Phonics, Parent Nutrition Talks...etc*)





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Thank you