

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**NORTHBRIDGE INTERNATIONAL SCHOOL CAMBODIA**

**Phnom Penh, Cambodia**

**March 10-14, 2019**

**ACS WASC FOL 2017 International Edition**

**Visiting Committee Members**

Dr. Emmanuel Bonin, Chairperson  
Deputy Head of School, Shanghai American School

Mr. Dan Ruzicka  
Mathematics Teacher, American International School, Hong Kong

Ms. Heather Knight  
Vice Principal, Shanghai Community International School

Mr. Rob Newberry  
Dean of Students / Director of Education Technology, Chatsworth International School

## **ACS WASC FOCUS ON LEARNING INTERNATIONAL EDITION VISITING COMMITTEE REPORT**

### **Chapter I: Student/Community Profile**

#### **Introduction**

Northbridge International School Cambodia (NISC) opened as an American international school in 1997. With over twenty years of history, NISC is now well implanted in the Phnom Penh community and is recognized by its stakeholders as a quality international school for expatriates as well as local students. It prides itself as being a green oasis and a haven. Located on a beautiful seven hectare site as part of the Northbridge Community, NISC is an IB World School since 2012, offering the IB continuum (PYP, MYP and DP) to over 700 students. The matriculation list of NISC graduates reads like a world atlas, with students entering higher education institutions in the United States, Europe, Australia, and Asia.

NISC's mission is to develop inspiring, dynamic, respectful and compassionate global citizens. The school's values are summed up in the motto "Caring Hearts, Ambitious Minds", and its vision is expressed as "Excellence in Everything We Do". Finally, NISC has taken the step to develop an e-learning ambition statement of "Enabling responsible digital citizens through the redefinition of learning". In addition, true to its status as an IB World School, NISC has adopted the ten attributes of the IB Learner Profile as its Student Learner Outcomes.

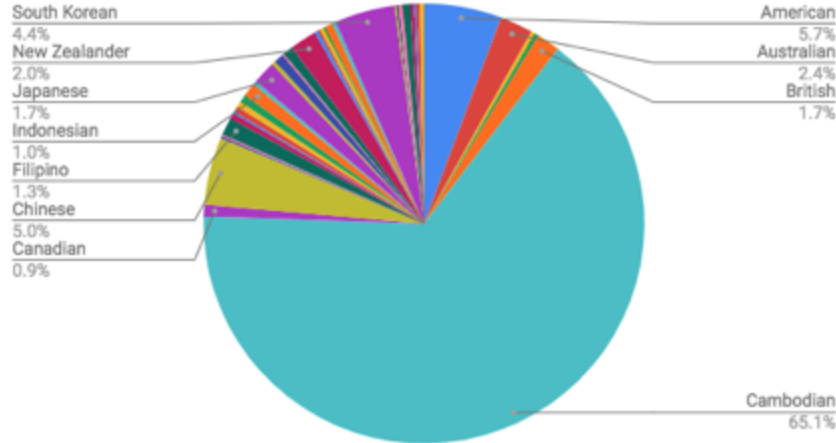
NISC underwent a major change since the last full self-study. In 2014, Nord Anglia Education (NAE) signed a long-term lease with the owner of the school to assume the school's functions and business. Accordingly, NISC joined a network of 61 schools in the world, which cater to over 61,000 students. Created in 1972, NAE has a long track record of delivering high quality education in international schools in the Americas, Asia, the Middle East, Africa, and Europe. NISC students, faculty, and staff now benefit from a structure in which accountability for performance in all areas of the school is highly developed through the NAE policies and processes.

NISC benefits from Cambodia's and Phnom Penh's relative dynamism. The country has experienced an annual growth in GDP of 7% per year since 2011, mainly due to tourism, garment, construction, and agriculture. As a result, the World Bank elevated Cambodia's status from low-income country to lower-middle income country. The capital city is now home to a sizable middle class and some very wealthy families, who may choose to have their children attend NISC. Nonetheless, an economy dependent on exportations exposes the country to systemic risks, and the school is aware that it needs to manage its own growth with caution.

#### **Student Demographics**

NISC is a highly diverse school in many regards. Its students hail from all parts of the world, with a total of 40 nationalities. NISC has reached its enrolment peak this year with 703 students attending, aged 2 to 18. Cambodians represent two thirds of the student body. Americans, Chinese, and Korean students constitute 15% of the total, with the remaining 20% split in many other Asian, North American, or European nationalities.

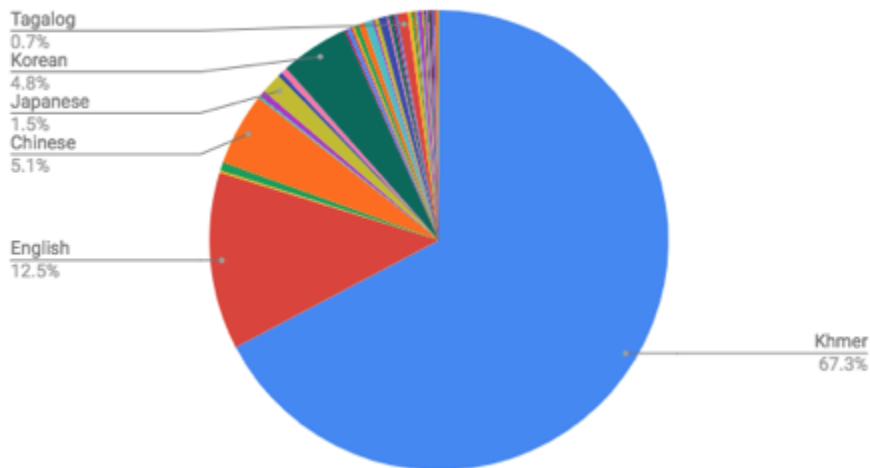
### Student Nationalities



Not surprisingly, Khmer is the dominant home language at the school, where English is the medium of instruction. In such a context, NISC recognizes, in line with research and best practice, the importance of supporting mother tongue to facilitate additive bilingualism.

The school is experiencing important enrolment growth, with a goal of continuing to grow that enrolment in the coming years and fulfill the campus capacity. This situation comes with a wealth of opportunities, as well as challenges in terms of change management.

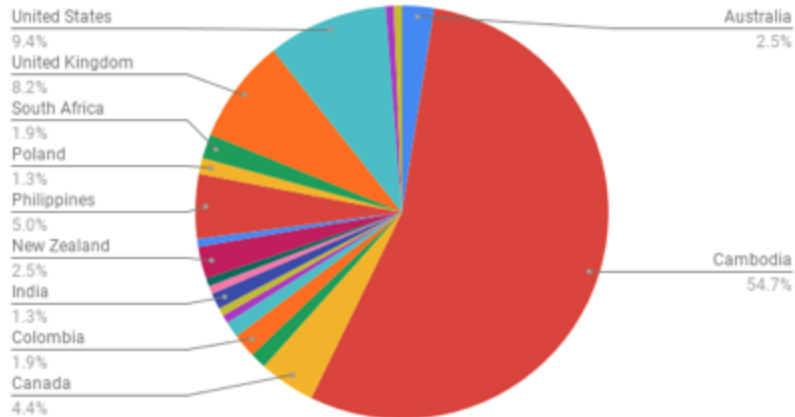
### Count of Language



### Faculty and Staff

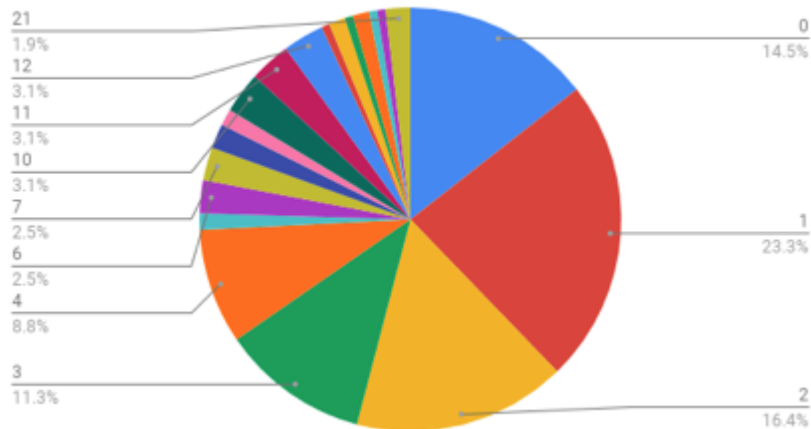
NISC employs a total of 166 people, including 66 full time and 5 part-time teachers. Faculty is recruited through international organizations, NAE, and with consideration given to local expatriates. The Leadership Team is also diverse, with members from four different continents.

### Staff Nationalities



NAE has had difficulties in retaining its staff and more than 50% of current employees have less than three years of experience at the school. The average faculty turnover rate in the last five years has been close to 30%. The figure for last year was historically low at 12.7% but at the end of 2018-2019, 29.8% of faculty will again leave the school. The question of staff turnover and its impact on student learning was raised by all groups of stakeholders met by the Visiting

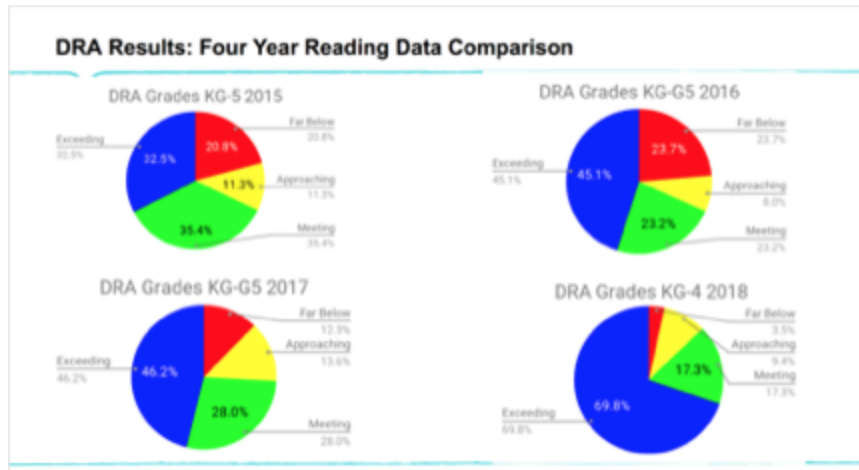
### Staff Years of Service (159 staff)



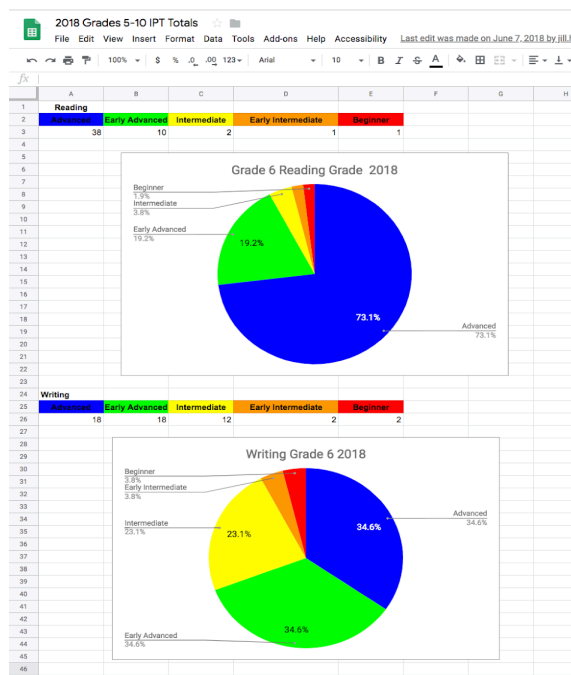
Committee.

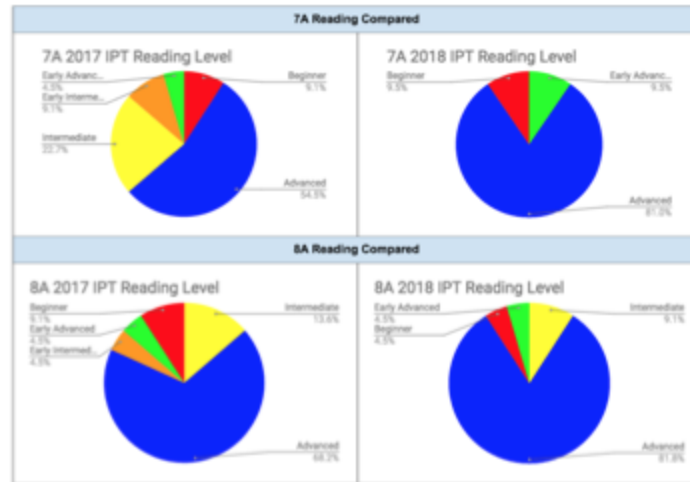
### Student Performance

Thanks to the focus placed on reading in the last four years, NISC has made progress toward its goals in improving reading proficiency in a student population that has a large number of English Language Learners. Ninety percent of students in Grade 1 are now meeting or exceeding grade level expectations in reading. The following charts demonstrate the extent of progress made in this area.

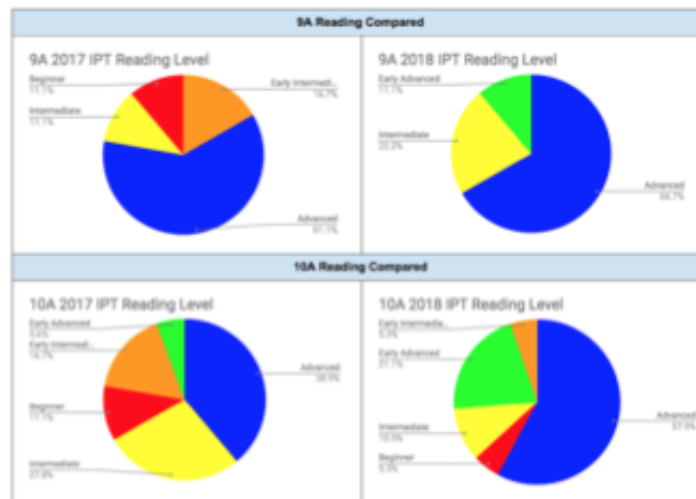


In Secondary, the International Placement Test (IPT) also demonstrates progress in reading at all grade levels.





Prepared by Logan Brennan-Sawyer May 2018



Prepared by Logan Brennan-Sawyer May 2018



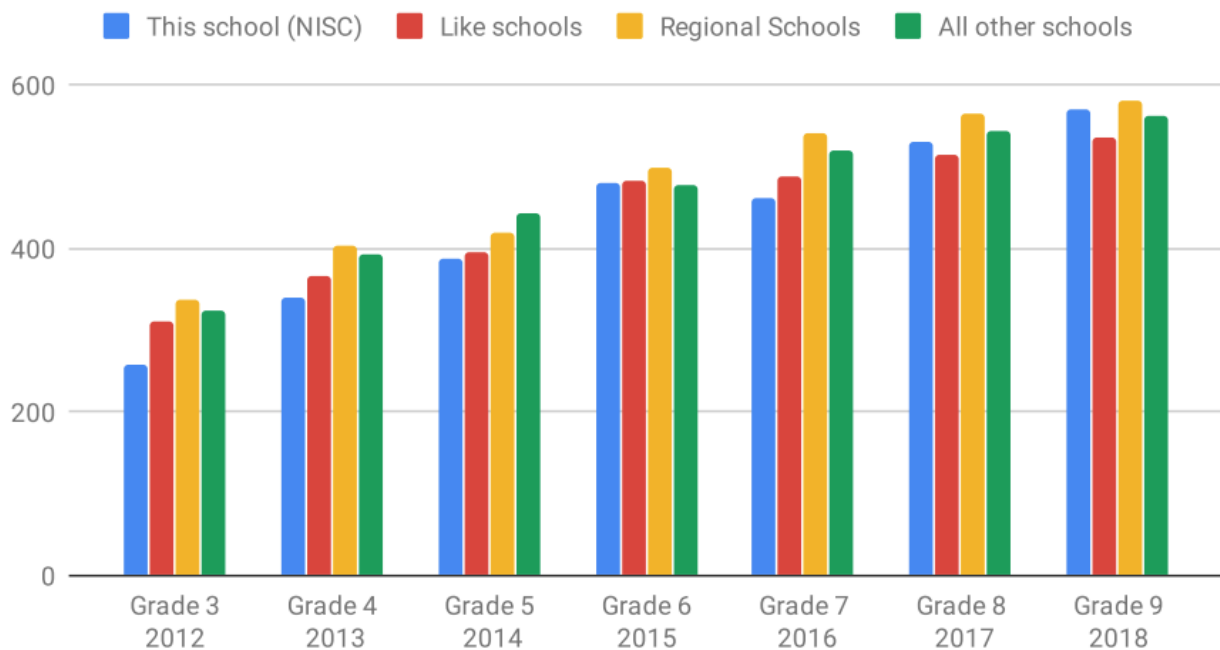
Prepared by Logan Brennan-Sawyer May 2018

## Mathematics

In Mathematics, the picture is more contrasted but the Visiting Committee wishes to point out some highlights that were not present in the report and validate the work NISC faculty and students are doing in this area.

The cohort-tracking graph of ISA data below is typical of what is observed in Grades 7 to 10. The data shows NISC students tend to start lower than peer schools at Grade 3 and make up their deficiency along the grade levels. At times, they even surpass peer schools and regional schools in achievement. This is reason to celebrate student achievement and the work of the math department.

### Cohort Mathematical Literacy



Nonetheless, according to ISA data, NISC students achieve at or below grade level average overall in Mathematics, with a concerning gender imbalance, where girls underperform at all grade levels. In addition, the IBDP results in Mathematics are inconsistent and often lower than the world average.

World Average = WA			Above	Below	DP Math results over 6 years							
	2013		2014		2015		2016		2017		2018	
	NISC	WA	NISC	WA	NISC	WA	NISC	WA	NISC	WA	NISC	WA
HL		4.41	5	4.4	3.5	4.43			5.33	4.72	4.33	4.75
SL	3.67	4.46	3.6	4.5	3.13	4.44	4.75	4.39	4.6	4.37	3.47	4.26
Math studies SL	4	4.65	3.44	4.5	4.33	4.48	4.11	4.41	5.25	4.3	4.92	4.21

### External Assessment: IB Diploma

NISC has seen the number of graduates taking the full IB Diploma almost double in the last four years. This growth corresponded with a significant increase in the score average, from 29-30 in 2015-2016 to 33-34 in the following two years.

Session	2015	2016	2017	2018
Number of candidates who successfully passed the diploma	14/18	9/11	24/25	25/29
Diploma Success [%]	78.0	82.0	96.0	86.0
Average points obtained by candidates who passed the diploma	30	29	34	33
Highest diploma points awarded	38	34	44	41
Average grade obtained	4.7	4.7	5.4	5.2

### Facilities

The school's facilities currently consist of the following main areas:

- **The Secondary School Building:** a three-storey air-conditioned academic block, which includes Secondary School and central administrative offices, 4 Science labs, 2 Design Technology labs, a Performing Arts room, a number of classrooms, and several smaller learning spaces.
- **The Primary School Building:** a three-storey air-conditioned academic block with full-sized classrooms, a number of smaller classrooms, two Art classrooms, two Music rooms, a Dance studio, and Primary school administrative offices
- **The Early Learning Building:** a two-storey air-conditioned academic block with full-sized



classrooms, and its own playground.

- **The Hub Building:** a two-storey building with library and Makerspace (a center for STEAM activities, video and audio recording), central administrative space, and a spacious DP Student Lounge, and café.
- **Cafeterias:** an air-conditioned Primary Cafeteria/Multi-Purpose Hall (MPH) with performance stage, and Secondary School Cafeteria with a full-service kitchen.
- Complementing these facilities is a covered Gym with a changing/shower room, a 25-meter by six-lane wide competition size swimming pool and related facilities, and extensive outdoor sports facilities including multi-use Sports Hall and playing fields.

### **Community Profile Summary**

NISC has all the attributes of a vibrant international school in Asia: a diverse and dynamic student, faculty, staff, and parent community; dedicated faculty and staff who have demonstrated, in their interaction with the Visiting Committee, their commitment to the motto of “Caring Hearts, Ambitious Minds”; a meaningful mission sustained by clear core values and student learning outcomes; a beautiful campus which has undergone significant improvements in recent years; and since 2014, a governance and leadership structure under the umbrella of Nord Anglia Education that provides opportunities, fosters stability, and helps to plan growth and improvement in student learning.

## Chapter II: Progress Report

NISC underwent major changes since the last self-study, which were already recorded during the 2016 mid-cycle visit. In its self-study report this year, the school describes the main structural changes as follows:

“In June 2014, Nord Anglia Education (NAE) signed a 25-year lease with the owner of Northbridge to take over all legal, strategic, and operational functions of the school and business. NAE now pays an annual rent to the owner of Northbridge in return for managing the entire operation. Founded in 1972, NAE is the world’s leading premium schools organization. NAE is currently a global family of 61 premium international schools in 28 countries across the Americas, Asia, the Middle East, and Europe providing a premium education to over 61,000 students around the world.”

After five years in this new model, it appears that the change had significant positive impact in NISC’s ability to follow up on its processes for improvement. NAE’s accountability structures are very effective, with the need for the school administration to maintain and update a comprehensive School-Wide Action Plan (SWAP) and to report monthly to NAE on progress. This action plan is composed of a strategic plan (6 strategies), a School-Wide Education Action Plan (SWEAP), plans around each of the programs (PYP, MYP, DP), as well as specific plans related to year-long projects (i.e. e-learning, student support services, Makerspace, etc.). The administration is responsible to the Regional Managing Director on progress toward the implementation of the plans. The plan is transparent and shared with the community. In a distributed leadership model, action plan groups meet at the beginning of the year to set objectives and then two to three times a year to review and report on progress.

In 2016, the Visiting Committee either assessed the critical areas for follow-up as resolved, or formulated additional recommendations for the school. In 2019, the school is able to report progress on each of these recommendations. The school:

- established a standard school admissions procedure
- continued to make its Learner Profile accessible by translating it into four languages and making it ubiquitous
- established minimum requirements for documentation of Diploma Programme (DP) units in ManageBac and reports that the curriculum is now fully documented in the software
- has developed a comprehensive School-Wide Action Plan (SWAP)
- has established a student support services department in 2017-2018 which covers both EAL and Learning Support
- uses DP results, longitudinal ISA data and DRA data to monitor student learning
- tracks progress through the use of its SWAP document
- established NAE Student and Parent surveys
- developed a 4-year e-learning plan
- increased staff salaries and benefits
- revamped its middle leadership structure

In addition, the school also reported the following improvements in its facilities since the last report:

1. A purpose-built Early Learning Building and outside play area.
2. A Library and Administration Building.
3. Refurbishment of the Secondary Building (including upgrade of all classrooms, offices, Design and Science labs).

4. A Makerspace, a Recording Booth and The Studio (includes a green screen, filming equipment, and stage).
5. A new Sports Hall covering the resurfaced tennis, basketball and volleyball courts.
6. A covered walkway from the Gym to the Sports Hall.
7. A new Dance Studio.
8. A Performing Arts Room (e.g. Drama)
9. A large DP Lounge in the Hub area.
10. A student run cafe, Cafe Blends, for the community.
11. Refurbishment of the PE changing rooms.

While later in this report, the Visiting Committee will point to opportunities for ongoing growth in some of these areas, its members commend the school for the extent of the progress made since the mid-cycle visit in 2016.

### Chapter III: Self-Study Process

NISC's schoolwide learner outcomes are directly taken from the IB Learner Profile. The school actually provided a beautiful version of the profile in four languages (English, Khmer, Mandarin, and Korean), inserted below.

#### The IB Learner Profile - Our Schoolwide Learner Outcomes

English	Khmer	Mandarin	Korean
<b>Inquirers</b>	ចេះអង្កេតស្វែងយល់អ្វីដែលថ្មី	探究者	탐구하는 사람
curiosity, long life learners	ចង់ចេះចង់ដឹង រៀនពេញមួយជីវិត	好奇心, 终身学习者	호기심, 평생학습자
<b>Knowledgeable</b>	ប្រកបដោយចំណេះដឹង	知识渊博的人	지식을 함양한 사람
interdisciplinary, local and global issues	ហ្វឹកហាត់ចំណេះច្រើនយ៉ាង ទាំងបញ្ហាតំបន់ និងសកល	跨学科, 本地和全球性 问题	여러 학술의 융복합, 지역특수성 및 글로벌 이슈
<b>Thinkers</b>	វិចិត្តពិចារណា	思考者	사고하는 사람
creativity, initiative	ច្នៃប្រឌិត ផ្តួចផ្តើម	创造性, 主动性	창의력, 진취성
<b>Communicators</b>	ចេះប្រាស្រ័យទាក់ទង	交流者	의사소통하는 사람
learning other languages, collaboration	រៀនភាសាដទៃ ការសហការ	多语言学习, 合作	외국어 습득, 협력
<b>Principled</b>	ប្រកបដោយសីលធម៌	有原则的人	도덕적인 사람
honesty, respect	ស្មោះត្រង់ ការគោរព	诚实, 尊重	정직, 존중
<b>Open Minded</b>	បើកចិត្តទទួលយកមតិអ្នកដទៃ	胸襟开阔的人	열린사고를 가진 사람
identity, differences	អត្តសញ្ញាណ ភាពខុសប្លែក	身份, 差异	정체성, 다름, 다양성
<b>Caring</b>	ប្រកបដោយការយកចិត្តទុកដាក់	富有同情心的人	공감, 동정심이 있는 사람

	កំ		
empathy, service	សមានចិត្ត សេវាកម្ម	同情，服务	공감의식, 봉사
<b>Risk-Takers</b>	<b>ហ៊ានប្រឈមនឹងហានិភ័យ</b>	<b>敢于冒险者</b>	<b>도전정신 있는 사람</b>
resilience, challenge	ភាពអត់ធន់ បញ្ជាក់ប្រឈម	适应力，挑战	회복, 도전정신
<b>Balanced</b>	<b>ប្រកបដោយតុល្យភាព</b>	<b>全面发展的人</b>	<b>균형잡힌 사람</b>
well-being, holistic growth	សុខុមាលភាព រួមបញ្ចូល	幸福感，全面发展	웰빙, 전인적인 성장
<b>Reflective</b>	<b>ឆ្លុះបញ្ចាំងពីខ្លួនឯង</b>	<b>反思者</b>	<b>자기성찰 하는 사람</b>
self-awareness, weaknesses and strengths	ស្គាល់ពីភាពខ្សោយ និងភាពខ្លាំងរបស់ខ្លួនឯង	自我意识，弱点和长处	자기의식, 강점 약점

NISC faculty and staff were widely engaged in the self-study process. The comprehensive structure in focus groups and home groups ensured everyone (in the faculty at least) would participate in the study. The Education Leadership Team steered the work of the self-study with the support of the operational leadership and provided multiple opportunities for middle leaders and the rest of faculty and staff to engage with the criteria of the four categories, provide input and evidence, review drafts, and contribute to the definition of areas of strength and growth. Numerous staff meetings and PD days were dedicated to these tasks. The self-study started in the final quarter of 2017-2018 and ended a few months later in December 2018. The Visiting Committee notes that in focus group meetings, faculty admitted most of the time to not having read the final report, or only the section relevant to their work.

Parent and students were involved in the process through the use of focus group meetings with the WASC self-study coordinator. In these meetings, the coordinator provided education on the self-study process and collected input and feedback on aspects related to the self-study criteria. In addition, the regular parent and student surveys were analyzed and used to inform the study.

The school report provides a certain degree of data analysis to measure student achievement, as reflected in Chapter I of this report. The Committee notes an imbalance in the analysis depending on grade levels and areas of focus, e.g. Mathematics is less analyzed than language development.

Through its SWAP, the school provided a comprehensive and detailed assessment of the school program with clear indicators of achievement (developing, demonstrating, etc.). The Committee commends the school for its focus on systematically attempting to demonstrate the connection between its SWAP and the previous reports' critical areas for follow-up. The Committee also commends the school for focusing on the impact on student learning in each item of its SWAP. Also, this approach allows for a truly evaluative character of the report in Chapter I. As a result, the Committee finds that the school's long-range action plan is indeed aligned with the areas of

need. The monitoring of the action plan, with bi-annual evaluation of the SWAP, is exemplary. The school report and the on-site visit reveal that since joining NAE, the school has the capacity to implement its School-Wide Action Plan, with a solid leadership team, adequate resources, proper policies and procedures, and a partially clear vision for its short to midterm future. The school will have to continue to increase faculty, staff, and leadership retention if it wants to maximize the chances of following through on its Action Plan.

## **Chapter IV: Quality of the School's Program**

### **CATEGORY A. ORGANIZATION FOR STUDENT LEARNING**

#### **A1. School Purpose**

**To what extent has the school established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution?**

**To what extent is the purpose further defined by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?**

NISC has written mission, vision, and value statements, which include several components. The spirit of the mission and vision are observed in interactions between faculty, staff, and students and in classrooms across the school. The mission, "Inspiring dynamic, respectful and compassionate global citizens", and vision, "Excellence in everything we do", of the school are closely tied to the International Baccalaureate and the Learner Profile, which serve as the school's learner outcomes.

Through conversations with various stakeholders, it is evident that components of the NISC mission and vision are not easy to articulate. The mission and values are both comprised of the statement, explanation, and a motto. Additionally, the vision is comprised of a motto and explanation with an additional e-learning vision statement. Nord Anglia also has vision, mission and values statements that plays into the mission of NISC. The Visiting Committee recommends a review of these statements to provide a streamlined set of beliefs that represents both the local school community and the Nord Anglia Education Group.

The school does not need a process for involving representatives of the entire school community in the definition of the schoolwide learner outcomes, as these are directly taken from the IB Learner Profile. In conversations with community members, it became evident that the mission and vision have not been reviewed in several years. There is currently no clear process outlined for reviewing these.

Northbridge International School Cambodia has effectively identified the attributes of the IB Learner Profile as global competencies. The Primary program of inquiry supports the development of the learner outcomes, with reflection supporting students' understanding of their own development in these outcomes. Through conversations, Secondary students identified that the Learner Profile played a lesser role in their daily experience, but also mentioned its importance in their personal project. The vision of "Caring Hearts, Ambitious Minds" was exemplified in many aspects of the program, such as the involvement of students in support during co-curricular time and the offering of numerous service opportunities. In focus group meetings, students who benefited from the NISC program demonstrated ambition and excitement about their trajectory beyond school, in college and in life.

NISC effectively publicizes the school values, "Caring Hearts, Ambitious Minds", in a variety of ways including the school website, school blogs, Facebook page, and throughout the school. Additionally, the Learner Profile forms the foundation of what the school identifies as global competencies. It is communicated to parents and other stakeholders in a variety of ways including online communication and parent coffee mornings. The Learner Profile is displayed in many languages across the school on walls, banners, and bulletin boards.

A conversation with the Senior Leadership Team provided information on the creation of the current mission and vision in September 2015. The school is aware of a need for some attention to the review of the mission and vision. It has yet to define a process for regular review and revision.

## **A2. Governance**

**To what extent does the governing authority adopt policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies?**

**To what extent does the governing authority delegate implementation of these policies to the professional staff and monitor results?**

NISC is part of Nord Anglia Education. The Visiting Committee can only assume that as an organization of 61 international schools, NAE has written procedures and coherent practices that define the roles and responsibilities of the members of this governing body.

The NISC Senior Leadership Team has a clear understanding of the relationship between Nord Anglia Education and the responsibilities of the professional staff at the school. The Principal articulated to the Committee the role of Nord Anglia as providing strategic direction, accountability, and a critical friend to the school. Faculty and staff have a developing understanding of the governing role of Nord Anglia, as evidence collected focused on the relationship between the Senior Leadership Team and the teaching staff rather than the governing authority of Nord Anglia.

Members of Nord Anglia Education, as the governing authority of NISC, effectively participate in professional development that enhances their knowledge and skills essential to effective international school governance. Regional Managing Directors and Principals attend Regional Conferences throughout the year for professional growth.

Nord Anglia Education has been the governing authority of NISC since 2014. As the school has grown, the focus has been on developing an understanding of the new educational roles. As a result, the role of the governing authority has been less central in communications. Evidence suggests a developing understanding of the role of the governing body within the community.

Nord Anglia demonstrates that it consistently seeks feedback from parents and teachers. Teachers are surveyed each year in September regarding key areas of school life. This is in addition to the full Employment Engagement survey carried out every two years across all Nord Anglia schools. Additionally, parents are surveyed annually in a Parent Satisfaction Survey as a way to provide feedback to the governing body.

The structure of Nord Anglia Education provides ample clarity on the evaluation and monitoring procedures carried out, including the review of student performance, overall school programs and operations, and the fiscal health of the school. Namely, the Principal provides a monthly report to the Regional Managing Director (RMD) that has the following categories: Admissions, Marketing,



Finance, Education Update - Whole School, Education Update- Secondary, Education Update - Primary, HR, Health & Safety, Facility and Resources. This comprehensive update is summarized in a balanced scorecard that shows the school's status in regard to key performance indicators provided by Nord Anglia Education. The Visiting Committee was provided access to these reports and can attest to their thoroughness. These reports inform the governing body of all the elements needed to monitor and appraise the health of the school.

As the governing body, Nord Anglia Education has partially effective complaint and conflict resolution procedures. NISC has an established Grievance Policy that outlines concerns raised by faculty members. Additional evidence shared demonstrates communication between the school and parents but does not outline a process or procedure for parents who have a concern or complaint. Parents indicate there is no clear procedure in place and have used a variety of methods to express concerns.

Nord Anglia Education effectively defines procedures for the evaluation of all members of the Nord Anglia Group including the Principal of the school. Indicators of success are located in the framework "Your Path to Leadership- Core 7". The evaluation of the Principal is overseen by the Regional Managing Director.

### **A3. School Leadership**

**To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies?**

**To what extent does the school leadership empower the staff?**

**To what extent does the school leadership encourage commitment, participation and shared accountability for student learning in a global environment?**

NISC has effectively defined responsibilities that are outlined in job descriptions for staff and a developed organizational chart that includes newly created middle leadership roles. The staff handbook is effective in clarifying school policies related to employment. Educational policies have been created surrounding admissions and educational practices and can be accessed by all employees via the school's shared Google Drive.

The school demonstrates somewhat effective structures for internal communication, planning, and conflict resolution. Monday Morning Briefings are held weekly to share relevant and timely information with all faculty and senior administration staff. The Week at a Glance updates support communication in each division regarding weekly and upcoming events. Daily emails in Primary and Secondary support the day-to-day operations of both schools with any last minute information that pertains to the day such as teacher absences and/or schedule changes. Scheduled late start of the school day (10 am) for students every Monday provides consistent opportunities for collaborative planning.

The school leadership has developed somewhat effective processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning. Newly created middle leadership roles provide

opportunities for staff to take on additional responsibility in supporting the collaborative structure of the school. In Primary, regular grade level meetings with the PYP coordinator, literacy coach, and Math leader support the collaborative planning for learning. Nonetheless, the Visiting Committee observed that some collaborative time designated for focus on student learning may at times focus instead on logistics and operations. Staff can join School-Wide Action Plan action groups which provide additional opportunities.

The school leadership is somewhat effective in regularly reviewing the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning. Both the Senior Leadership and Educational Leadership Teams meet weekly and members of the Educational Leadership Team meet with Grade Level Leaders and Curriculum Leaders to ensure adherence to the IB framework in ManageBac. These structures are in place but the extent to which effectiveness of processes are reviewed is unclear.

The school has clearly defined leadership responsibilities for child safety and duty of care. Signs are posted around the school identifying points of contact for child protection as the Heads of School, school nurse, and school counselor. The Safeguarding and Child Protection Policy outlines the responsibilities of all staff in relation to child protection.

The school leadership effectively involves staff in assessing the schools interconnectedness to the world to promote a globally minded culture. Teachers are regularly involved in assessing and reflecting on the effectiveness of the transdisciplinary themes (PYP) and the global context (MYP) through collaborative planning. Additionally, staff regularly reflect on Global Campus experiences for students. During its visit, the Committee observed Skype conversations between NISC students and Grade 5 students in Milan.

#### **A4. Staff**

**To what extent are the school leadership and staff qualified for their assigned responsibilities?**

**To what extent are the school leadership and staff committed to the school's purpose?**

**To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning in a global society?**

The school has effectively outlined clear employment policies related to the qualification requirements of staff. The staff handbook identifies contract conditions and specific qualifications required of certified teaching staff. The handbook is available on the school's website.

The school effectively reviews all information regarding staff qualifications including certificates, transcripts, and a ten-year background check for all staff directly employed by the school. NISC recognizes that it needs to further clarify and outline the process for third party staff and is actively refining this process.

NISC has several effective procedures in place to allow for child protection. Background checks, child protection training for all staff and additional training for senior staff in safer recruitment practices are all in place to ensure a safe environment for students. A code of conduct clearly outlines appropriate interactions between adults and NISC students. The Safeguarding and Child Protection Policy outlines the responsibilities of all staff in relation to child protection. This code of conduct is consistently shared with new visitors to campus.

The school has a somewhat effective process to assign staff members and provide appropriate orientation for all assignments. The school has established a New Teacher Portal to provide information to incoming staff before they arrive. The staff induction process includes sessions on the school program and local Cambodian culture. Newly hired Teaching Assistants are provided an orientation by the Head of Teaching Assistants. The school recognizes the need to continue to find ways to provide an appropriate orientation for non-teaching staff as well as those that arrive later in the school year.

The school has effective written policies, organizational charts, and a handbook that define responsibilities, operational practices, and relationships of leadership and staff. The organizational chart clearly identifies relationships of leaders and staff. Job descriptions define responsibilities and written policies outline the operational practices of the school. Middle leader roles have been created to support the coherence and standardization between departments.

NISC is somewhat effective in evaluating the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. Time has been established to support vertical alignment between curriculum coordinators and middle leadership roles have been created that provide opportunities for peer observation and coaching. The Primary literacy coach offers training and coaching.

The school is essentially effective in providing staff with financial resources and opportunities for professional growth. The professional development policy clearly articulates that the goal of professional development is to support effective teaching practices. The annual professional development plan reflects the school priorities, the strategic plan, and IB and Nord Anglia requirements. Staff access professional development in a variety of ways including visits from consultants, attendance at off-site workshops and training and mentoring provided by staff at NISC.

The school implements somewhat effective supervision and evaluation procedures in order to promote professional growth of staff. The school has clearly outlined evaluation and professional growth procedures. This year, NISC began a new process of having Middle Leaders support with the evaluation process. The degree to which this is effective has yet to be determined.

The school has not been effective in establishing operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance. This has been identified as an area of need for the school by the staff.

#### **A5. School Improvement Process**

**To what extent does the school leadership facilitate school improvement which is driven by plans of action that enhance quality learning for all students?**

**To what extent does the school leadership facilitate school improvement which has school community support and involvement?**

**To what extent does the school leadership facilitate school improvement which effectively guides the work of the school?**

**To what extent does the school leadership facilitate school improvement which provides for accountability through monitoring of the schoolwide action plan?**

The school is effective in using a planning process that is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents. The school gathers feedback from students, parents and staff through surveys, staff meetings, and parent coffee mornings. Stakeholder feedback was included in the School-Wide Action Plan (SWAP) and also played a significant role in the food service improvements and the building of the Sports Hall.

The school has effectively developed an action plan that is directly correlated to the analysis of student achievement data about the critical student learning needs, schoolwide learner outcomes, and academic standards. A careful review of the SWAP demonstrates that data was used to inform the selection of action plan items.

The school demonstrates effective systems alignment in the development of professional goals, teacher evaluation, and strategic planning. The Nord Anglia “Your Path to Leadership” booklet and the Ambitious Performance Tracker are evidence of this alignment. Teacher goals are aligned to teaching standards.

The school effectively demonstrates a correlation between allocation of resources and the implementation, monitoring, and accomplishing of the School-Wide Action Plan. As the school grows, the Visiting Committee recommends that it carefully reviews its Human Resources allocation to meet the need of all learners.

## **A6. Resources**

**To what extent are the resources available to the school sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies?**

Northbridge International School Cambodia somewhat effectively allocates resources to support student achievement of the schoolwide learner outcomes. Recent allocations of funds supported the addition of teachers to support student needs, upgrading of technology, and the addition of a new Sports Hall. Resource allocation decisions are made at the leadership level with input from the staff regarding identification of resources provided by the staff. The school operates on a zero-budgeting basis, by which the departments do not receive an annual budget to manage. Nevertheless, staff expressed satisfaction with the degree of support and the resources allocated according to their needs.

Finally, the school should consider the recruitment of a qualified full-time librarian to serve the needs of its students.

The school demonstrates effective practices in the development of annual budgets, audits, and quality business practices. Nord Anglia has internal auditing procedures in place that require regular reporting and tracking of budget. The school has well-developed policies to guard against the mishandling of institutional funds.

The school is mostly effective in providing facilities that are safe, functional, well maintained, and support the learner outcomes. The school has recently updated its facilities to further support the educational program with the addition of a Sports Hall and Makerspace. Recent additions have been made to provide a more secure campus through the implementation of turnstiles requiring

identification of all parties that enter and exit the campus. Nord Anglia provides regular safety audits and there is an effective system in place that supports the follow-up on areas of concern. The school recognizes the need for new swim facilities as these are currently shared with the residential compound next to the school. Agreements have been made with the residential community regarding the logistics of the use of the pool. However, concerns remain regarding the safety and security of students with this arrangement. The school shared with the Visiting Committee plans on the development of new swimming facilities for the 2020 horizon.

The school is somewhat effective in designing spaces that ensure best practice in child safety and protection. The school has identified separate restroom facilities for children and adults. The Early Learning Building is somewhat contained by fencing with gates that can be closed to ensure students can be properly supervised. Stairway access to the second floor is open, which could allow students to leave the area if not properly supervised. The swim facilities, as previously mentioned, do not ensure the best practice in child protection.

The school demonstrates effective policies and procedures for acquiring and maintaining adequate instructional materials such as texts, audio-visual, support technology, manipulatives, and laboratory materials. Teaching staff were able to clearly articulate the process for annual overseas ordering as well as how to go about acquiring materials throughout the school year.

The school has somewhat effective resources available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs. NISC effectively recruits well-qualified staff through credible sources such as Search Associates and Nord Anglia Education recruitment fairs. The school has taken considerable efforts to provide onsite training for staff and continue to send staff out for development to support the IB standards. The school effectively plans for annual professional development of the staff that include consultants, attendance at IB workshops, and online opportunities through Nord Anglia University. The school is working to ensure that professional development across the school is aligned with collectively identified schoolwide goals. Nonetheless, the school should work toward better retention of well-qualified staff in order to increase stability of its program.

## **A7. Resource Planning**

### **To what extent do the governing authority and the school leadership execute responsible current and future resource planning?**

Nord Anglia and NISC have effectively developed and implemented a five-year resource plan for classroom resources. Nord Anglia and the Senior Leadership Team review this plan annually to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes. Budgetary planning for capital expenses occurs annually. If the need should arise for an unexpected capital purchase, Nord Anglia would be able to financially support the project.

Nord Anglia and NISC are somewhat effective in the use of research and information to form the master resource plan. The Nord Anglia Education Director and CEO meet with the Principal to discuss budgets and future plans for the school based on feedback from stakeholders. A teacher's review of classroom assets is done periodically and an audit of departmental resources is expected prior to annual overseas purchasing to inform decision-making.

The school effectively uses feedback from staff and parents in their planning. Parent and staff input contributed to the building of a new Sports Hall and improvements to the school catering provision in the cafeteria. NISC identified a need to have students more involved in the future planning of the school.

NISC is a for-profit school and is not required to share financial information with the public nor the school community. The Nord Anglia reports are shared with relevant local authorities as part of tax compliance and there is an annual financial audit that takes place and is reported upon to the relevant authorities.

The school has effective marketing strategies to support the implementation of the developmental program. A variety of media is used to market the school, which has been successful as evidenced by the record student enrollment. Marketing strategies have been effective in not only growing the student population but also in diversifying it. The collaborations with MIT, Juilliard, and Global Campus are used as part of the marketing strategy when advertising to potential parents.

## **CATEGORY A: ORGANIZATION FOR STUDENT LEARNING**

### **Areas of Strength for Organization for Student Learning:**

1. Marketing strategies have been successful in growing the student population and attracting additional students to the school that represent a more diverse background.
2. Nord Anglia has supported NISC in the refinement of policies and procedures both in operations and academics.
3. NISC is committed to the development of all staff in understanding the use of effective and appropriate educational practice.
4. NISC has clear employment policies/practices related to qualification requirements of staff.

### **Key Issues for Organization for Student Learning**

- The school should strengthen and incentivize retention of leadership, faculty, and staff to ensure stability and consistency in its program.
- The school should develop clarity surrounding the mission and vision of the school and develop a process for regular review of these guiding statements.
- The school should update facilities to ensure a safer swimming environment for students.
- The school should develop measures of impact of professional development, coaching, and mentoring on student learning.
- The school should recruit a qualified full-time librarian to serve student needs.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

### **Evidence of Areas of Strength for Organization for Student Learning**

- 2019 Self Study Report
- Google Drive Procedures and Policies

- Nord Anglia University
- Professional Development Budget Tracker
- The Northbridge International School Cambodia Handbook
- Regional Managing Director Reports

**Evidence of Key Issues for Organization for Student Learning**

- 2019 Self Study Report
- Health and Safety Report
- Stakeholder Meetings
- NAE Regional Strategy Meeting Minutes December 2018
- Focus Group Interviews

## **CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT**

### **B1. What Students Learn**

**To what extent does the school provide a challenging, coherent and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?**

NISC offers evidence of comprehensive and sequential documented international curriculum that is modified as needed to address current educational research and the needs of all students from three key areas: the 4Cs Organizer in the Primary years, which allows for depth in lesson coverage; collaborations with MIT to provide support for activities run in STEAM; and collaborations with The Julliard School in the dance and music programs that represent a holistic approach to the curriculum and development of students.

NISC fully demonstrates evidence of providing for a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. Evidence includes Scope and Sequences for both the Primary and the Secondary in all subject areas. The school made significant progress in recent years to ensure proper documentation of its written curriculum with the use of the ManageBac planner. Data provided in the report shows the growth of the school through the increased number of NISC students graduating with an IB Diploma while supporting the assertion that the NISC curriculum meets international academic standards.

The school fully demonstrates that its leadership and certified staff ensure that global competencies, perspectives, and issues are embedded within the curricular area. The school has increased its use of a unit planner template and the documentation of the curriculum on its electronic ManageBac platform. The Grade 3 NGOs service unit, and inquiry units in Primary in general, are planned with real-world and global issues in mind as students taking action is an essential part of the IB PYP curriculum framework. In the MYP, Language and Literature demonstrates this perspective by requiring the study of world literature or a work not originally written in the target language. The Grade 7 World Dance unit does this through the understanding of steps, where students experience a further understanding into the culture through characteristics of the dance style and use this to make connections between cultures. Finally, the MYP Individual and Societies course engages students in exploration of global challenges based on the UN Sustainable Development goals and is connected to the MYP Global Contexts.

NISC demonstrates a degree of congruence between the actual taught concepts, skills, academic standards, and the schoolwide learner outcomes. For example, Grade 1 uses the IB Learner Profile as a basis for reflection in units and at the end of each semester. In Secondary, assessments articulate how to achieve success through the use of rubrics. The Visiting Committee notes that the school developed its own standards within the framework of the IB. This allows for greater flexibility in implementation of the program, but also lends itself to risks in terms of guarantee and viability of the taught curriculum. Nonetheless, the IB curriculum framework and ManageBac help to ensure that all aspects of the curriculum are planned for and reflected upon. Overall, progress was made in that the Primary school moved away from a rigid application of external, textbook-based approaches to teaching toward a more inquiry-based paradigm. In the



meantime, Secondary strengthened its structures to ensure greater consistency from class to class and teacher to teacher.

The school is on its way to a more systematic examination of representative samples of student work and snapshots of student engagement in learning to demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes. Focus group interviews revealed the systematic use of student work in the Primary section during collaborative time to implement a curriculum that meet the expectations of the framework. In Secondary, this use was less systematic but progressing throughout the division. Students are being examined for critical analysis through examples across the school. Primary students are encouraged to take initiatives to connect to their past learning and share their prior knowledge on the concepts they inquire through various concepts. Through the Seesaw portfolios, students' reflections on their own work have shown an improvement of learning. In Grade 10, Individuals and Societies students engage in reflection of their own learning in connection to the MYP Skills Standards. The STEAM-centered Makerspace also provides an opportunity for students to demonstrate Learner Outcomes in a different educational setting outside of class. DP English B students paraphrase assessment criteria of Writing Production tasks with the aim of producing critical understanding of the descriptors and knowing them in depth.

NISC is developing a rigorous, relevant, and coherent curriculum that prepares students to be global citizens and is accessible to all students through all courses or programs offered. NISC has implemented counseling and support through a push in/pull out model. With regard to Special Education Needs, the school has recognized an area for improvement would be to create a more systematic process for analysis of the learning outcomes to check if the supports have been successful and to change the program if it is determined that they were not. With regard to English-language needs (EAL), the school started implementing a new support model with more systematic in-class support by EAL specialists. As the school grows, it needs to adequately resource the department to ensure accessibility for all students to the curriculum. It should also continue its ongoing effort in developing staff capacity in a shared responsibility for student learning (EAL in the Mainstream), and effort that contribute to better accessibility. The Visiting Committee was able to observe effective differentiation strategies in the language classroom that help students toward achieving the standards.

NISC offers evidence that the school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes. In PYP and MYP, all subjects have clear, well-defined indicators for achievement levels related to the subject criteria that are recorded in the unit planner. DP subjects have clearly identified skill and content standards which are connected to DP class assessments and IB exam assessment. The fourth area focuses on assessing students' language proficiency skills in English with the English Language Placement Test (IPT) used in Secondary. This test will soon be replaced by the WIDA test.

The school has indicated a potential growth area to be the frequency and depth at which it integrates between subject areas. For instance, in the Primary, the week-by-week overview gives a clear picture of how various disciplines are integrated through various transdisciplinary themes to facilitate inquiry and ensure the smooth flow of knowledge across key concepts while integrating different subject areas. Some interdisciplinary units are implemented at the Secondary

level, however, are only meeting the MYP requirements. NISC would like to increase the frequency and depth of their integration between subject areas as what was confirmed in the Focus Group B meeting. NAE-MIT STEAM is bringing STEAM integration into the PYP and MYP curricula. In MYP, each subject currently has at least one STEAM integration, which is a base for further development.

NISC is developing its process of assessing the structures in place to review curriculum. In Primary, at the beginning of every school year, teachers and Senior Leadership Team (SLT) members meet together to review and evaluate its effectiveness and find curricular gaps. Every two years, a review is done and the teachers are satisfied with this process. In the Secondary, subject departments have only one curriculum day set aside to review practices, standards, and curriculum in general. The MYP has one day per week for collaboration to address needs of teachers in ensuring consistent curriculum across the grade levels. The Secondary school feels it still achieves its goals in spite of the need to develop more structures similar to Primary for review of practices which would include timetables for this to take place. Moreover, curriculum leader positions were created to help streamline the curriculum review process.

NISC demonstrates to some degree that collaborative strategies are used to examine curriculum design and student work to refine lessons, units, and courses. Each division has collaborative planning segments usually included in the weekly schedule in order to examine curriculum design and student work to refine lessons, units, and/or courses. However, the focus at each level can vary. For example, in the PYP, collaborative meetings are scheduled each week with a focus on Inquiry, Mathematics, and Literacy. In the MYP, for the current academic year, NISC has a timetable that includes a specific hour block per week, per department, for collaboration to take place. Further, EAL teachers attempt to plot collaborative planning with teachers in Sciences, Arts, Design, and I&S. When planning occurs, both language and subject teachers design graphic organizers and scaffold reading texts to make materials accessible for language learners. Finally, the Arts department collaborates and plans major school events such as the Festival of Lights.

The Visiting Committee was able to observe that collaborative time was not always protected to focus on unit planning or student learning. In Focus Group meetings, faculty reported the need for time specifically designated for that purpose. The Visiting Committee commends the school for its desire to implement a Professional Learning Community process. It now recommends that the school builds faculty capacity in that process, and that structures be put in place to ensure the development of an authentic culture of collaboration focused on student learning.

NISC is developing in the assessment of the curriculum and its rigor, relevance, and coherence. Some strengths in this indicator are evidenced in the use of data. In PYP, this includes the collection and analysis of DRA data for literacy and ISA data for Math and Literacy. The school itself suggested in its report that a more comprehensive and systematic follow-up process for data analysis and application of that analysis is required for further development of the curriculum.

The school feels it is emerging in regard to conducting follow-up studies that provide insight into the effectiveness of instruction in preparing graduates in their further studies and beyond. NISC collects data of college acceptances of graduates to track the universities they go to but the school believes it should focus more on the achievements and successes of its alumni and how the school has prepared them for the workforce.

## **B2. How Students Learn**

**To what extent does the professional staff use research-based knowledge about teaching and learning?**

**To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?**

NISC administrators and teachers offer some evidence in the use of a variety of strategies to remain current in research-based professional knowledge and to apply that knowledge to improve teaching and learning. Teachers and administrators are involved in IB at an international level, evaluating schools and sharing that knowledge with faculty, but this process is not yet systematic and the school has identified this as an area to develop. Common planning hours are sometimes used to share best practices with colleagues and within departments. The school is making concerted efforts to embed the IB Approaches to Teaching and Learning in its reflections and practices. The Visiting Committee observed some efficient use of these approaches in the three programs. It commends the school leadership and middle leadership for its commitment to this ongoing effort.

NISC mostly demonstrates competence in using formative assessment results to inform a high level of learning that is consistent with academic standards in PYP, MYP, and DP, as well as with the schoolwide learner outcomes. The Visiting Committee commends the school for its recent progress in implementing systematic formative assessments that are then used by faculty to adjust curriculum and instruction. ManageBac is used to incorporate all the IB requirements into the templates for units and projects. The Learning Support staff are involved in the establishment of International Individualized Learning Plans (IILPs) which outline accommodations or alternative assessment options. However, they are not systematically involved in the planning process because collaborative planning is scheduled when Learning Support is unavailable to attend meetings. Curriculum Leaders ensure that planning from classroom teachers is consistent with the academic standards set out in the written curriculum and schoolwide learner outcomes via regular meetings with collaborative teams and with the Educational Leadership Team (ELT).

Overall, the school is developing in the area of professional collaboration. NISC has reported collaboration happening in teachers meeting within grade levels and with the leadership team. Time is allocated for professional collaboration with weekly Whole-School Briefings and Monday Morning Builders as well as collaborative planning meetings being scheduled. However, as mentioned above, collaborative time is not always focused on student learning, and faculty capacity to use time effectively has not been evenly developed. It was often reported that collaborative planning had to be completed on the teacher's time beyond what was already allocated in the schedule.

NISC is demonstrating an ongoing use of professional development to enhance the curriculum and improve student learning. This has been included in the SWAP under Strategy 4: Passion and Loyalty and has been used to inform the professional development needs for the school in order to enhance the curriculum by improving teaching and student learning. Also, the goal-setting tool used by NAE, Ambitious Performance Tracker, is used for all teachers and teaching assistants with a team leader included for accountability. Teachers and Teaching Assistants

generally have access to professional development opportunities, but it depends on their role and the budget. For example, all staff are able to access online courses, seminars, and webinars via Nord Anglia's PD platform, Nord Anglia University, however this resource can be underutilized due to lack of time and/or difficulty in accessing the courses for some, as all courses are delivered in English. Alternatively, Mathematics training was provided in-school by the Mathematics Coordinator over successive MMBs, which helped the school move away from a textbook-focused form of Mathematics teaching towards an inquiry approach. This was achieved through whole school PD with Ban Har. Although there have been multiple opportunities for individual members of staff to attend professional development courses, NISC lacks an effective systematic method of feeding back to other staff members after the training and sharing of professional development to maximize the impact in school.

Overall, NISC is developing the framework for strengthening student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies. Students are mostly engaged in learning across the school and are working towards achieving the academic standards set out in the written curriculum. This includes the integration of multimedia and technology where appropriate and the linking of students' experiences to the world. The EAL and Learning Support teams, however, raised concerns about the consistency and variety of instructional strategies to meet the needs of all students. It was noted that Writing and Mathematics intervention programs could also be further developed to address the critical student learning needs, and the reading intervention program could be expanded into Secondary. Interview data shows that Primary students feel that their teachers make learning interesting and fun. Secondary students, meanwhile, feel that there are a wide variety of strategies being used to teach the school-wide curriculum. Finally, despite the school's best efforts in that area, parents felt insufficiently informed about the school homework policies and that Primary students were not properly prepared for the difference in workload between the Primary and Secondary schools.

The integration of technology at NISC is in a developmental phase. The school has appointed a new IT Literacy Leader that will support the school's e-learning vision and help to develop a coherent and strong IT scope and sequence. At the same time, students of all ages are developing their technological skills through a range of integration opportunities. For example, PYP children are encouraged to present their learning through a video or by taking a picture of what they've done in the classroom on Seesaw. The school has also made available a set of five iPads per class in Kindergarten and Grade 1, and Grades 4 and 5. Additionally, there is a one-to-one school-owned iPad program for Grades 2 and 3, and an established Bring Your Own Device (BYOD) program for Grades 4 to 12. In focus group interviews with the Visiting Committee, DP students shared how efficient use of technology by teachers, including ManageBac and its feedback features, supported their learning.

NISC is demonstrating an ability to create challenging learning experiences where student work demonstrates critical and creative thinking, problem solving, knowledge attainment, and application of skills. In Primary, each learning unit is based on inquiry where students explore ideas by learning to apply new concepts through creative summative assessments. For example, when learning about transportation systems in Grade 1, students were able to identify contemporary problems and come up with creative solutions before applying these to their own designs. The school also has partnerships with MIT and the Juilliard School, through which music is offered at all grade levels and dance is offered for both PYP and MYP students. Drama offerings have been expanded to include a Primary and Secondary theatrical production. Through

the Arts, NISC encourages students to think creatively and provides an opportunity to demonstrate the application of that knowledge. In the Secondary, interdisciplinary units at each MYP grade level require students to solve problems and create products that provide real-world solutions. In the DP, the product of the TOK course is a presentation and essay that require students to synthesize knowledge from different fields and think critically about how they came to their understandings. Students acknowledge the efficacy of integration of TOK threads in all subject areas. The Visiting Committee commends NISC faculty for its success in an area that remains an area of growth in many IB DP school. Finally, assessments are created at the DP level that adhere to the strong IB focus on critical thinking and application of a wide range of knowledge.

NISC demonstrates progress in helping students understand performance levels for each area of study. This has been supported through various assessment strategies used by Primary and Secondary teachers. However, because the assessment style changes from PYP to MYP, and the rubrics are different, the transition for students can be difficult. To help with this, classrooms mostly displayed "Know, Understand, Do" for daily lessons to guide students in the understanding of learning objectives. The school is making efforts to have the curriculum visible in the classroom following the framework of the IB. This is used consistently in Primary and less consistently in Secondary. Where used, students were able to articulate to the Visiting Committee how this visible curriculum supported them in their learning.

Furthermore, the use of ManageBac with every assigned formative and summative assessment in Secondary ensures that students consistently have access to expectations. At the DP level, students refer to the success criteria frequently in order to ensure success. To extend development to the area of EAL needs, the school is ready to begin constructing practices that are more consistent and accessible to all students. In fact, the disparity in expectations between Primary and Secondary is being considered as part of the review of the transition program.

With regard to student perceptions, NISC is developing in the area of making learning experiences relevant in preparing students for college and beyond. The Visiting Committee recognizes, through interviews with students, their appreciation for the ability at NISC to provide direct, ongoing feedback to teachers on what activities support their learning, and teacher's willingness to use that feedback to adapt their practices. Surveys and focus groups have been conducted with Primary and Secondary students, while dialogue with Grade 10 students has taken place in order to inform their DP subject choices to be sufficient to meet college admission and future career requirements. Feedback from Primary students shows that students appreciate having a choice in their learning, however, perception data also shows that students feel less developed in being risk-takers than students at other NAE schools. The self-study process highlighted lesser-known processes that have been put in place to prepare students for life beyond NISC. The next step is to further celebrate student successes in this area to help make stakeholders more aware of accomplishments. Seeking further systematic opportunities to garner feedback from students in order to evaluate the effectiveness of teacher-to-student interactions is also an area for development.

Instructional approaches at NISC are developing as they relate to addressing student needs. For example, as mentioned above, a significant shift toward a more inquiry-based approach to learning is taking place in the way Mathematics is taught in Primary, where learning is being

structured around exploration, journaling, practice, and reflection. In Secondary, differentiation strategies have been established in MYP and DP unit plans for all subjects that emphasize the varying needs of all students. The Learning Support department has provided SIOP training for Primary and Secondary teachers, but members of this department still note that suggested actions are being implemented inconsistently. While some progress has been made in meeting overall student needs, there is also a lack of a systematic approach to extending students who meet or exceed grade-level expectations.

Resources for students at the school beyond the limits of the textbook have significantly developed as budgets have been allocated to further enhance their overall use. Classroom iPads in Primary and the BYOD policy have driven this use of technological resources to supplement learning. Students from Early Learning onwards are able to access and use technology to support their learning and communication with home through applications such as Google Classroom, Raz-Kids, and Seesaw. Beyond technology hardware and educational software platforms, there is also a dedicated Whole School library, which all students are scheduled to visit once a week. Students can also borrow up to five books at a time. To support Mathematics, additional manipulatives have been purchased and classes in Primary are well equipped to allow the use of these manipulatives in the process of teaching and learning. As a Nord Anglia Education school, NISC has access to the Global Campus, an online platform through which students can access challenges and learning experiences aimed at supporting a range of subjects. The effective use of Global Campus as a resource has been developing and the establishment of two Global Campus Lead positions has improved its impact on learning across the school. This was indicated as an area for improvement under Strategy 1 of the school's SWAP.

### **B3. How Assessment Is Used — Reporting and Accountability Processes**

**To what extent do school leadership and staff use effective assessment processes to collect, disaggregate, analyze, and report student performance to all stakeholders about student progress toward accomplishing the student learner outcomes and academic standards?**

**To what extent does the analysis of the data guide the school's programs and processes, the allocation and usage of sources, and form the basis for the development of the action plan?**

All assessment processes at NISC are conducted to align with the learning objectives for the IB framework. The use of the IB framework guarantees rigor and international best practice. The PYP and Assessment Coordinator works with Primary staff to ensure assessment tasks comply with IB requirements. In Secondary, the Curriculum Leaders work with subject area teams to review and moderate assessments.

There is evidence of effectiveness of these processes to collect, analyze, and report performance data to stakeholders. The school collects a variety of data, both internal and external.

Assessments such as ISA, DRA, IPT, WIDA, and IBDP results allow the school to collect a significant amount of student achievement data available for analysis. The Visiting Committee commends the school for the development of extensive ISA longitudinal data that allows staff to follow cohorts from Primary to Secondary. Through the use of regular summative assessments, teachers also generate internal performance data that is shared through ManageBac. The school could improve and systematize processes for faculty to access existing and available Admissions data. In general, analysis of data is still inconsistent across the school and not fully systematized.

Some degree of effective data analysis is happening, but there is no whole school approach to data analysis.

The school staff has determined the basis upon which students' grades and their growth and performance levels are determined. The levels of achievement, in line with the assessment processes, are congruent with the expectations of the IB, with a grading on a scale from 1-7 in MYP and DP. In focus group interviews, faculty members described, where possible, the use of cross-marking and moderation of work to ensure accurate grades are achieved.

There was some evidence the school uses assessment results to modify the school program. Staff can implement changes to programs and assessment once it has been completed, for the benefit of future cohorts. This is done on an individual level, and is also done at grade levels or subject area teams, during regular planning sessions such as Monday Morning Builders or Planning Periods. Additionally, wherever possible, staff can consider this information when planning assessment for the same cohort in the future. There was little evidence or documentation provided to justify decisions made and resources allocated based on assessment results.

NISC has a somewhat effective system to monitor all students' progress toward meeting the academic standards and learner profile attributes. In the Early Learning program, teachers monitor students according to a developmental continuum and record progress using a new reporting format implemented in 2018-2019. In Primary, data is collected three times per year through the DRA. In Primary and Secondary, ISA data allows teachers to track both individual student's and cohort's progress. Some evidence was provided of efforts to track progress toward demonstration of the Learner Profile attributes and the Approaches to Learning.

The school demonstrates the adoption and implementation of effective processes to inform NAE, parents, and other stakeholders about student progress. The Visiting Committee was able to consult the monthly reports to NAE that have information on student achievement. Parents receive regular reports both in Primary (after each unit of inquiry and at the end of a semester) and in Secondary (two mid-term reports and two semester reports). Also, starting in 2018-2019, expectations regarding the use of Managebac as an ongoing reporting tool were clarified and teachers are held accountable for using the tool accordingly. Seesaw is an additional online portfolio tool that allows some teachers and parents to monitor student growth. The Visiting Committee was able to review clear policies and timeframe in terms of reporting.

In accordance to the strict expectations of the IB Organization, the school demonstrates that it employs security systems that maintain the integrity of the assessment process. Examination scripts for the IB DP external exams are secured in a safe with access limited to only three administrators. Exam and test procedures for external assessment are reflected in school policy and followed. While the IB Learner Profile establishes a self-monitoring approach for academic honesty, the school also updates its academic honesty policy yearly and teachers use Turnitin to ensure authenticity of student work. Incidents of academic misconduct are recorded and monitored.

#### **B4. How Assessment Is Used — Classroom Assessment Strategies**

**To what extent is teacher and student use of assessment frequent and integrated into the learning/teaching process?**

**To what extent are the assessment results the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student?**

The review by the Visiting Committee of unit planners demonstrates that teachers regularly use appropriate assessment strategies to measure student progress toward the understanding of a specific body of knowledge or skills. There was evidence in the classroom of a multitude of assessment strategies that include individual and group projects, tests, essays, and so on. In the Primary Years Program, there is evidence of performance assessments in addition to written summative assessment tasks being used. The next step at NISC is to ensure consistency and regular moderation of assessments within grade levels and curriculum areas school-wide.

In regards to the Learner Profile, there is an emphasis on self-assessment of the schoolwide learner outcomes. Students, then, are empowered to identify areas of strength and potential growth, while developing SMART goals with the help of their teacher. These goals include both academic and personal areas where the child feels they need to develop.

The school is developing in its modifications and decisions based on assessment data. Teachers at NISC are encouraged to be reflective and thus feel empowered to use assessment data to make changes with regard to curriculum, instruction, professional development activities, and resource allocation according to the needs of students. Meeting regularly at all levels helps to ensure this process. Primary units are planned using a backward planning model. Rubrics are created across the grade levels and teachers are given the freedom to support the learning needs of their students. Given this freedom, the school acknowledges that more student voice is an area for development.

As mentioned above though, meeting time is not systematically dedicated to review of student work and focus on curriculum modifications according to assessments. The school is still developing in its ability to implement a true PLC process anchored in the four questions (What do students learn? How will we know if they learned it? What will we do if they did not learn it? What will we do if they already learned it?)

Teachers often provide timely, specific, and descriptive feedback in order to support students in achieving learning targets, academic standards, and schoolwide learner outcomes. Teachers and students were able to articulate their methods for formal and informal feedback. The Visiting Committee observes that the capacity of faculty can be further built in understanding the power of timely and ongoing feedback, and the difference between feedback and reporting.

ManageBac is developing as a form of teacher feedback to students. The school identifies this method of feedback as passive due to the absence of face-to-face dialogue between teacher and student. Teachers have questioned whether feedback via ManageBac is as valuable for student reflection as discussions and dialogue with a teacher. Students though have identified the tool as a great support for their learning.



## **CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT**

### **Areas of Strength for Curriculum, Instruction, and Assessment (if any):**

- The school provides a wide variety of professional development opportunities provided to ensure staff are up-to-date with research-based instructional strategies.
- Collaboration is scheduled and supported by restructured middle leadership.
- Students are actively engaged in learning and provided with a range of opportunities to develop problem-solving and critical thinking skills.
- The school has a well-developed system of reporting student progress.
- Assessments are designed to assess the breadth of the curriculum - Knowledge, ATLs (including Global competencies), conceptual understandings
- The school has made significant progress to toward the documentation of written curriculum.

### **Key Issues for Curriculum, Instruction, and Assessment (if any):**

- The school should continue to work in developing effective transitions for students between the three IB programmes.
- The school should develop a systematic moderation of student work for use in informing instructional methods.
- The school should develop effective systems of sharing, distributing and analyzing the whole school data in key areas such as student language pathways, writing, maths, and science.
- The school should develop systems and processes to ensure moderation and consistency across departments and the school in assessing and grading.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Curriculum planner and ManageBac
- SWAP
- Classroom Observations
- Focus Group Interviews
- Professional Development Plan, including SIOP Training
- Student Work Artifacts
- Assessment and Exam Results
- 2019 Self-Study Report

## **CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **C1. Student Connectedness — Personal and Academic**

**To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the schoolwide learner outcomes?**

NISC has experienced a tremendous amount of growth and change over the last few years. The student population has more than doubled in the last 10 years and there have been significant changes to both leadership structures and teaching staff. The visiting team commends the teaching staff and administration for maintaining a high degree of support for all of the students in the community through this growth and evolution. Through conversations with parents, teachers, and students it is evident the school recognizes the need for personalized student support and is willing to undertake new structures to better support the needs of all students. Students and parents at NISC are fortunate to have a team of dedicated, passionate, and ambitious educators who are consistently striving for a strong, supportive community.

NISC provides some level of services including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. NISC currently employs one Learning Support Coordinator who also supports Primary students part time, one Secondary full time Special Education Needs (SEN) teacher, one part time Primary Counselor and one full time Secondary Counselor who doubles as a Career Counselor and Safeguarding Coordinator. The school also employs an EAL Coordinator who teaches English Language Acquisition and provides in class EAL support, plus two other full time English Language Acquisition/Literature teachers who also provide in class EAL support for students in Secondary. In Primary there is one full time EAL teacher who also teaches mother tongue Korean in Grades 1 and 2 and one part time EAL teacher. There is evidence to suggest that EAL support in Primary was effective for new learners, and some evidence at the Secondary level that the current staffing for EAL support is inadequate. Indeed, in a push-in model, it is more challenging for EAL specialists to co-plan and co-teach with a large number of subject-area teachers than with a small group of mainstream classroom teacher. Teachers in Secondary were very appreciative of the EAL team and their efforts to push-in to classes when available but also recognized the volume of students needing EAL support made it quite difficult to provide adequate support for everyone. Secondary EAL support highlighted the need to address the “exiting” process for students in English Language Acquisition, and conversations with leadership also recognized this is a developing area of growth. Through conversations, teachers highlighted concerns with the new students admitted in Secondary who would need EAL support but were also hopeful and optimistic that as the student population increased, the amount of EAL support and EAL structures would increase accordingly. There was some enthusiasm for a future mother tongue program which is currently in development.

Students at NISC have access to learning support and are identified through a Response To Intervention multi-tier approach in Primary and Secondary. Primary and Secondary students are supported with learning through a combination of push in and pull out - and many students in Secondary work with the Secondary SEN teacher during her office hours. The self-study as well as conversations with teachers and administrators identified that the availability of more personalized learning support staff to provide for the increasing number of students who require additional support is an area of growth and needs to be addressed. The teachers we spoke with also indicated there was a need for more time specifically dedicated to planning and

conversations between teachers and support staff around how best to support students. During the visit, the Visiting Committee noted the support teams have an effective system for tracking student support through the Google platform.

A part-time Primary Counselor and a full time Secondary Counselor (who also provides career counseling and safeguarding leadership) provides social and emotional support for students.

In addition, the school has adopted some effective personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. To create support there is a Writing Center after school that is currently being developed for Secondary students and in Primary there is a fulltime Literacy coach and reading interventionist as well as a reading intervention assistant, a fulltime Learning Support Assistant, and a part time Speech Therapist. The School Nurse provides services to the whole school community and is located in the Primary building. During the visit, the Visiting Committee was able to confirm that teachers were able to track student progress using the Google platform and that professional conversations around student support were happening in all grades and levels in various capacities. The school should continue to work towards building a shared responsibility for student learning in which all teacher are responsible for providing support within the mainstream classroom.

Through conversations, teachers indicated a strong need for an effective schoolwide pastoral program. Teachers indicated many students are in strong need of pastoral support and have requested annual plans and a scope and sequence. The Visiting Committee concurs, from its observations, that the school should dedicate time and resources to the development of a guaranteed and viable pastoral program.

The Visiting Committee commends NISC for the extensive opportunities that exist in co-curricular activities for students in both Primary and Secondary. Opportunities exist for students to participate in co-curricular activities through the Learning Enrichment Activity Program (LEAP) at all grade levels with the greatest number of participants in Secondary School. Through conversations, the Visiting Committee heard from students that they are extremely happy with the LEAP options available and were particularly enthusiastic about the sports options available to them at NISC, both within Cambodia and overseas through participation in international tournaments.

Through a partnership with The Juilliard School and a dedicated team of teachers, the Arts are becoming an increasingly important part of school life with the Performing Arts represented in assemblies, special performances and the recent Primary production of *Annie*. Through conversations, teachers expressed their feeling that the learning program demonstrated a balance between academics, sports, and the arts and that while teacher interest and expertise currently play a significant role in determining what is offered during co-curricular times, the natural evolution of these different areas was a source of pride for all members of the NISC community.

The school has processes for recording the level of student involvement in curricular/co-curricular activities and student use of support services. However, the school should consider more effective use of data to measure effectiveness of the various programs. During the visit, NISC

teachers indicated and provided evidence that they are tracking both LEAP participation and competitive sports involvement from Kindergarten to Grade 10 and CAS data is maintained through the Diploma Core Coordinator. The Visiting Committee believes there is much being offered in and outside the classroom at NISC and through conversations has heard that the links between academic standards, schoolwide learner outcomes and co/curricular activities should be better articulated across the whole school. Through conversation, teachers have indicated this is a developing area of growth.

The degree of school awareness of the student view of student support services is inconsistent. The Visiting Committee found no evidence on how student perceptions are collected other than the parent survey. In conversations, students could not inform the Visiting Committee of how their perceptions were collected, but they did indicate they were always in a position to give direct feedback to their subject teachers about their teaching style, content delivery or any other feedback they felt necessary to communicate. Through conversations, the Visiting Committee found that students felt they were supported individually, but there was no evidence provided from students on how support services and needs are being met.

## **CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **Areas of Strength for Support for Student Personal and Academic Growth:**

- 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.
- The students at NISC are engaged, positive, friendly, and supportive in a school that is a safe and special place to learn.
- The teachers are dedicated and committed to student centered learning with qualitative and quantitative feedback given to students and endeavor to personalize learning and support all students at NISC.
- The teachers recognize the need for SEN and EAL support and are willing to undertake new structures to better support the needs of all students.
- 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.
- The teachers at NISC are resourceful and strive to find opportunities for professional dialogue around learning and student support.

### **Key Issues for Support for Student Personal and Academic Growth:**

- The school should continue to work toward a sustained and systematic implementation of the support service processes.
- The school should regularly evaluate the EAL support systems, particular those in Secondary, and align with the needs of the student population, especially in the context of enrolment growth.
- The school should continue to explore a schoolwide pastoral program that addresses social and emotional needs of the students.
- The school should regularly evaluate interventions in place, e.g selection of interventions, communication of implemented interventions, training of teachers in intervention.
- The school should continue to develop partnerships in the community to increase access to support services and maintain its efforts to help parents engage with both external and internal services.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- 2019 Self-Study Report
- Conversations with parents, faculty, students, and staff
- Classroom Visits
- Language and Student Support Policies
- CAS Student Resources 2018-2019
- LEAP 2018-2019 Semester 2 Club Reference Sheet
- Competitive Team List 2017-2018

## **D1. School Environment and Child Protection**

**To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?**

The Visiting Committee observed that NISC regularly demonstrates caring, concern, and high expectations for students in an environment that believes in promoting the school values while respecting cultural differences. NISC leadership, faculty and staff are dedicated to improving the lives of their students in the classroom as well as home through various parental outreach initiatives and the culture of the school is one that displays both care and support.

The school is highly successful in fostering student self-esteem through high expectations for each student. Through conversations, students have indicated they are proud of their school and very happy to be part of the NISC community. Students speak very highly of their teachers and in conversations display respect for each other's opinions and a genuine appreciation for relationships with peers. Parent surveys show an overwhelmingly high level of student satisfaction. In focus group interviews, parents point to the individual learning and creative growth that their children have developed - and highlight this as a benefit over academic rigor - particularly in Primary. In conversations, students say the school is a friendly and positive environment compared to other schools they might have attended and express they particularly enjoy working together in groups to share learning.

A collaborative culture of mutual respect, inquiry, and effective communication exists between staff, students, and parents at NISC. During interviews, teachers expressed a culture of caring which reflects the school value of "Caring Hearts, Ambitious Minds" among professionals, with examples of how they might support each other across the faculty. There was some evidence to suggest this culture of collaboration was more developed in Primary than Secondary as the time for professional collaboration was built into the schedule. Through conversations, Secondary teachers indicated their time was less conducive to collaboration and that opportunities for professional dialogue were difficult to schedule.

There is a culture of mutual respect and effective communication between all stakeholders. Through conversations, parents indicated the school communicates well through emails and particularly through the Facebook page updates. Parents indicated they appreciated the translation of important communication and documents and the Visiting Team witnessed teachers supporting the community by translating parent/teacher conversations.

The collaborative culture at NISC between members of staff is strong and through conversations teachers have indicated they would like more opportunities to continue professional dialogue, particularly around supporting EAL and diverse learning needs. Through conversations, Teaching Assistants reported that they felt respected at school as individuals, were provided opportunities for professional development and that their contributions were valued by the school community.

The visiting team commends NISC for promoting a culture that provides support and encouragement for teachers through the Nord Anglia opportunities for professional development. Through conversations, few teachers expressed to the Visiting Committee that opportunities for

planning could more often be dedicated to increasing innovative practices.

NISC has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety. The Visiting Committee noted that there has been significant improvement in facilities maintenance as well as campus security.

Technology resources have significantly increased over the last few years and there is a dedicated team of IT support available on site. The ICT Director leads a team of support technicians and there is one IT support teacher in Primary that will assist technology integration at the Primary level. Through conversations, parents have indicated they have concerns with the concept of balance in the use of technology outside of classes (in breaks and lunches). Parents also indicated there is inconsistency in how teachers are using resources such as Seesaw. In addition, a digital citizenship curriculum is being developed by the Primary technology assistant. The Visiting Team recommends that the school allocate time and resources to developing the existing technology systems (ManageBac, Seesaw, Google Classroom) and establish clear guidelines for their use that are communicated to teachers and parents. It is also recommended that a schoolwide digital citizenship curriculum be adopted or developed that serves the specific needs of the NISC community.

The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

The school has in place formal learning programs through the school experience related to child protection.

The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

The school has made considerable improvements in the area of safeguarding and child protection and the policies, practices and training provided have all been very effective in keeping child protection a priority. The school has made significant progress in this area by putting in place a number of practices and a clear policy to ensure the safety and welfare of all students during school trips. The school also has a designated Safeguarding Lead as part of the role of Secondary Counselor.

The new policy has improved the quality of school trips and ensures that there is adequate planning, consultation, and safety measures for all students. The impact of this has been a rise in the number of students who are allowed to go on school trips with their classes and the number of applications for students to go on additional overseas trips to participate in various Global

Campus and NAE events and learning opportunities such as the trips to Tanzania, the United Nations in New York, and MIT.

## **D2. Parent/Community Involvement**

**To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?**

NISC is committed to implementing strategies and processes for the regular involvement of parents and the community, including being active partners in the learning and teaching process for all programs. The school makes attempts at involving non-English speaking parents by providing documentation and important information in different languages on their website and on their Facebook page. It has been an area of significant progress in the last two years.

Parent involvement is stronger in the Primary school, and there is less involvement as the children get older and in the most recent parent survey information carried out by the school, only 26% of the parent community responded. Through conversations, teachers indicated that the school has established procedures that reflect the values of NISC and has attempted to involve parents in information sessions and parenting workshops.

For all levels, parents are invited and encouraged to be involved in their children's learning through accessing information from the online platforms (Seesaw, ManageBac), emailing teachers, attending parent/teacher interviews or requesting face-to-face meetings with the teacher or administration. During a meeting, parents expressed they understood clear lines of communication with homeroom teachers and divisional administration but also expressed disappointment that more parents were not involved with the day to day operations of the school community.

There continues to be a challenge involving non-English-speaking parents at NISC. Many parents do not attend school meetings or events. Communication is in English and typically through email. If it is known the parent doesn't have adequate access to translation, the assistance of one of the language teachers can be sought.

The school attempts to make use of community resources of the host country to support students such as professional services and partnerships - but also finds resources through the Nord Anglia network of schools. Partnerships with Nord Anglia involve academic competitions, sports tournaments and visiting teachers/students. Stakeholders shared with the Visiting Committee the limitations of available community resources in the context of the host country.

The school makes attempts at ensuring that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. NISC hosts curriculum information sessions for parents at the Primary level and at the Secondary level - although attendance is often quite low. Discussions with parents indicated that there is a strong understanding about the IB program and its goals and parents believe the program offers a good balance between individual growth and academic rigor.

There are various parent meetings in both Primary and Secondary throughout the year. These include Three Way Conferences, Student Led Conferences, and Parent-Teacher conferences. Aside from formal meeting times, there are also parent coffee mornings to encourage social



interaction and involvement with school and parent workshops held by the school counselor. Information is also shared through the ManageBac parent portal, where parents can see student's progress in class and all teacher comments. Seesaw is a tool used for communication in Primary and it is both a platform for student work portfolios and teacher communication - but the implementation is not consistent throughout the whole school. The conferences between homeroom advisors, parents, and students in Secondary focus on discussions around the ATLs rather than content coverage. Parents and students are encouraged to look at trends across their learning skills development in order to identify what the students needs to work on in order to improve in various areas.

Additional sources of curriculum and school information mentioned were school bulletins, specialized apps such as Seesaw, emails, the school Facebook page and ManageBac. Although these modes of communication are appreciated, some suggestions were provided. The Visiting Committee noted that there are multiple modes of communication and that some students and parents would prefer to receive information through as few platforms as possible.

## **CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT**

### **Areas of Strength for School Culture and Environment:**

- The school environment is extremely caring and the culture promotes high expectations.
- The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements and, at times, exceeds those of the local context.
- The school implements strategies and processes for the regular involvement of parents and the community. The school has made a concerted effort to involve non-English speaking parents.

### **Key Issues for School Culture and Environment:**

- The school should develop systematic child-protection and safeguarding training for volunteers and contractors, and their certification needs to be provided and tracked.
- 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.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Parent and student surveys
- Notes from Visiting Committee group meetings with parents, students and staff
- School policies and procedures documents
  - Health and Safety
  - Digital Citizenship Agreement
  - Certificates of completion Safeguarding training of all staff members.
  - Lockdown Procedure
  - Safety committee & meeting
  - Safe working practice for visitors
  - Air quality
  - Background checking policy
  - Emergency phone tree
  - Cleaners area of responsible
  - Cleaning Checklist in each area on the back of doors and on the sides of water coolers
  - Cleaning Training
  - Post training report
  - New SOPs for security & entrance information.

## **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.

## Chapter V: Ongoing School Improvement

Since 2016, the school has demonstrated, through the application of the Nord Anglia Education accountability procedures, its commitment and ability to follow up and monitor the accomplishment of the School-Wide Action Plan. The Visiting Committee commends the school for having an ongoing, comprehensive School-Wide Action Plan, independent from the self-study process, which reflects a deep understanding of the ongoing cycle of improvement. During focus group interviews, faculty acknowledged a varying level of familiarity with the School-Wide Action Plan, with some faculty very confident in their understanding of the plan. Some faculty also reported being involved in the development and monitoring of aspects of the plan.

The school's plan is articulated around the 6 strategies:

1. Contemporary Learning and Ambition
2. Leadership and Service
3. Community and Balance
4. Passion and Loyalty
5. Sustainability and Pride
6. Growth and Reputation

The plan also has specific plans for PYP, MYP, and DP, as well as sections related to specific projects that are monitored on a yearly basis until completion.

The subsections of the currently existing action plan address the following critical area for follow-up identified by the school: "Reading and writing in mother tongue". The other three areas identified by the school have now been added as part of a newly created Education section in the action plan. Nonetheless, this section seems much less developed than the six strategies and do not provide full confidence that the follow-up procedures will allow to support and monitor success in the response to the four identified critical learner needs. The Visiting Committee recommends that the school further develop its action plan before submitting it to WASC prior to April 30, 2019. It also recommends that the school streamlines its SWAP to make it a more simple, unified, and legible document. Currently, the SWAP has a large number of tabs, and it became clear through focus group interviews that stakeholders, while well aware of the existence and the usefulness of the tool, were unable to easily articulate the school's overarching goals.