EAST-WEST INTERNATIONAL SCHOOL SELF-STUDY REPORT

#153, Street 143, Boeung Keng Kang 3
Khan Chamkarmon, Phnom Penh
Kingdom of Cambodia

10 – 14 March 2019

ACS WASC Focus on Learning Accreditation Manual
2017 International Edition

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Acronyms

ACER ISA	Australian Council for Educational Research International Schools' Assessment
ACS WASC	Accrediting Commission for Schools – Western Association of Schools and Colleges
ANC	Australian National Curriculum
CCSS	Common Core State Standards
CIE	Cambridge International Examinations
CPD	Continuing Professional Development
ESL	English as a Second Language
HoD/HoDs	Head of Department/Heads of Departments
ICT	Information and Communications Technology
IPC	International Primary Curriculum
KFL	Khmer as a Foreign Language
KGE	Khmer General Education
KNE	Khmer National Examinations
McREL	Mid-continent Research for Education and Learning
NTC	Newton Thilay Community
OECD PISA	Organization for Economic Co-operation and Development Program for International Student Assessment
PD	Professional development
PTO	Parent-Teacher Organization
SLOs	Schoolwide Learner Outcomes
TA	Teaching Assistant
UbD	Understanding by Design

Preface

Self-Study Parameters

East-West commenced the formal self-study process in August 2017, with an introduction to the process by the ACS WASC Coordinator during orientation. In September 2017 our SLOs were reviewed, initially by the Leadership Team, and then by the whole staff. Six key staff attended ASC WASC training in Bangkok in October 2017, and focus groups were launched in November 2017. All staff were invited to nominate the focus group they were most interested in, and then some reallocations occurred based on need. Focus groups B and D started meeting immediately while focus groups A and C started meeting in January 2018. In February 2018, some adjustments were made to focus groups to facilitate greater support for evidence collection in the areas that needed it.

In March 2018 secondary students were introduced to the ACS WASC process through a secondary school assembly. Also, during March 2018, we conducted surveys of students, parents, teachers, and cleaning staff to get their perspective on various points. The results were collated and have been used extensively throughout this report. Student input is also highly valued at East-West International School. Through student surveys, classroom assignments, and informal discussions, students are encouraged to speak up about what they love about East-West and changes they believe would benefit the population.

In April 2018 a revised Staff Handbook was issued and focus group leaders were tasked with having an initial draft of the Self-Study Report to the ASC WASC coordinator by the end of May 2018.

Unfortunately, in June 2018, our WASC Coordinator abruptly resigned from East-West for personal reasons. Rather than hire a new WASC Coordinator in this critical accreditation visit year, the School Director decided to hold off the official appointment of a new WASC Coordinator until after the self-study visit. Meanwhile, key staff were appointed to collect, analyze, and reflect on evidence to support the findings of this self-study. The key staff were from among both the Leadership Team and the instructional staff and include individuals who represent the faculty as we center our practices on student learning, curriculum development, our SLOs, and educational best practices. This self-study report is the result of collaboration among all stakeholders; including the School Board, the Leadership Team, the teachers, the students, and the parent community.

Chapter I: Progress Report

Following the 2013 visit by the accreditation team, and the mid-cycle visit in 2016, East-West International School focused on the six critical areas of need identified by the original visiting committee, along with refinements suggested by the mid-cycle visit team. These areas, the action taken, and work still required is detailed below.

1. **Clearly communicate the SLOs, include them in unit planning, teach them explicitly and assess them authentically**

Progress to date:

The SLOs have been reworked since they were originally introduced. The SLOs were modified to fit an acronym and use simpler language in order to make them more accessible to all stakeholders.

The first step in teachers including SLOs in unit planning was making sure that teachers understood what the SLOs were, why the school has them, how to embed them in daily lessons, and how to assess them. The result has been a high degree of teacher buy-in and the inclusion of school SLOs in unit plans across all grade levels and subjects (See Evidence: 1-2, 1-3). Professional development (PD) is used to provide continued support, show current best practices, and integrate new suggestions. By embedding the SLOs authentically within daily lessons, we help to educate the whole child. This helps make schooling more relevant to the students and in turn increases student engagement within the classroom.

Communication of the SLOs has been a priority. They have been translated into Khmer to ensure all stakeholders are able to access them. They are now displayed prominently around the school in both languages, on the walls of the building, around the school common areas, and in individual classrooms. They are also included in the staff handbook and the parent handbook. Teachers are also encouraged to incorporate the SLOs in their afterschool activity offerings. Primary assemblies, each unpacking an allocated SLO, are conducted regularly. Life Skills lessons also unpack the SLOs in secondary school. The SLOs have been linked to IPC Personal Goals, and to Global Competencies and this information shared with teachers for integration into planning. When teachers are observed by their Principals, the SLOs are looked for and addressed in the narrative feedback. Additionally, the SLOs are being used in both our social media posts and marketing.

Not only are the SLOs referenced by teachers in unit plans and on tests, but we often work towards assessing them informally through whole school/primary/secondary activities. Starting last year, we decided as a school to annually focus on one specific SLO for new school wide initiatives. Last year we focused on being Responsible World Citizens when we instituted a policy that banned plastic bags, disposable water bottles and Styrofoam containers on campus. To facilitate compliance, each student was provided with an aluminum refillable water bottle and an assembly held to explain the waste generated through individually bottled water. Another example of our focus on Global Citizenship last year was when the entire primary school held an art competition in place of morning classes one day. The students needed to work collaboratively in order to create posters that explained what it meant to be a friend. Each group explained their poster at the end of the activity, and they were then displayed around the school.

This year's SLO of focus is Creative Problem Solving. When we have House Days during the year, the activities are somewhat determined by the focus for the year. The September 2018 House Day included a trivia and debate component, while the December 2018 House Day involved cross-curricular challenges for students to complete using their Creative Problem-Solving skills. (See photos above and below)

East-West International School, Cambodia
20 December at 18:00 ·

C.L.E.A.R. GOALS 💡
[English below]

កាលពីថ្ងៃព្រហស្បតិ៍សប្តាហ៍មុន សិស្សបឋមបានចូលរួមធ្វើការពីរផ្នែកជាមួយនឹងការដោះស្រាយបញ្ហាប្រកបដោយភាពថ្មីប្រឌិត ការប្រមាញ់រកផ្លាសម្បូរអនគ្នាពីទីកន្លែងមួយទៅទីកន្លែងមួយដើម្បីហាត់កីឡា។

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ថ្នាក់ទីពេលលទី៥បានដោះស្រាយបញ្ហាតាមគម្រូយ៉ាងល្អផ្លូវឲ្យប្រកបដោយភាពថ្មីប្រឌិតនៅក្នុងការប្រមាញ់រកទីតាំងខុស្ស�)គ្នានៅខ្លួនទ្បូៅងអាគារថ្នាក់បឋម។ ដោយភាពសប្បាយរីករាយនិងកើបសិស្សានុសិស្សទាំងអស់បានបញ្ចប់ការកិច្ចនិមួយៗរបស់ពួកគេនៅតាមក្រុម ។ ការគប់អែបុង ការដេញទឹកទាកកំបុងគ័ជាអនុស្សាវរីយ៍មួយដែលពួកគេមិនអាចបំភ្លេចបាន។ ល្បែងកម្សាន្តដ៏សែនសប្បាយរីករាយនាពេលសៀលបានធ្វើឲ្យបរិយាកាសសាលាទាំងមូលពោរពេញទៅ'ដោយការសើចសប្បាយនិងទឹកមុខញញឹមញញែម។

Last week Thursday, primary students took part in a two-part house day with a creative problem solving scavenger hunt and rotating sports stations.

House day for Prekindergarten-Grade 2 was great fun. Students participated in group games involving running, water, three legged race, water balloons, and hula hoops. Houses competed against each other, and students showed great sportsmanship toward each other.

Grade 3 to 5 creatively solved clues in the scavenger hunt across the primary school building. With enthusiasm and excitement, students completed each task in house teams. Water balloons, tug of war and water, sponge, cup races made for a memorable day. The afternoon fun and games continued to fill the school with laughs and smiling faces.

#EWISkh #CreativeProblemSolvers

See Translation

Teachers are required to include the SLOs explicitly in their lesson plans and unit plans. The assessment of the SLOs varies from teacher to teacher. Many teachers assess the SLOs indirectly in their assignments through projects or other summative assessments. Some examples of large-scale projects that align the SLOs with curricular tasks are outlined in the table following.

Project/Assignment	Creative Problem Solvers	Lifelong Learners	Effective Communicators	Active Community Members	Responsible World Citizens
Model UN	✓	✓	✓	✓	✓
Saigon Vietnam War Field Trip		✓		✓	
Mekong River Field Trip		✓		✓	✓
Dramatic Productions		✓	✓	✓	
Theatre Trips		✓	✓	✓	✓
Survey Project: Teenage English Language Habits	✓	✓	✓	✓	
Interview Project: Using Data to Create Documents		✓	✓	✓	✓
Real-World Tweets			✓	✓	✓
Poetry Competition (Grades 9&10)	✓	✓	✓	✓	
Hobbit Map				✓	
Dramatization of Short Stories	✓	✓	✓	✓	

Remaining work:

While we believe this is no longer a critical area, it is an area which will remain a priority for East-West. Extending assemblies with an SLO focus to the secondary school will help to ensure students take more ownership and develop a deeper understanding of the SLOs. Reintroduction of Life Skills lessons in the primary classes, with a focus on school goals and/or IPC Personal Goals, making the connections explicit for primary students. East-West recognizes the need for more teachers to explicitly incorporate the SLOs in regular academic assessments in order to further assess and align the standards and the learning outcomes.

Another way East-West is looking to improve the explicit incorporation of the SLOs into lesson and unit planning is by embedding them in the gradebook of the database being developed especially for our school. Teachers will have the option to select the corresponding SLO when grading tasks assigned to students. Additionally, East-West is in the process of developing a rubric to be used across the curricula in order to standardize the assessment of the SLOs.

2. Gain a greater understanding and use of East-West-adopted standards and benchmarks for each subject area

Progress to date:

As East-West International School employs more qualified/licensed teachers, there is greater understanding of the standards and benchmarks for each subject area.

In the secondary school, several teachers took advantage of the Continuing Professional Development (CDP) programs offered through Cambridge International Assessments in order to gain a deeper understanding of subject-specific curricula. To help facilitate this, all teachers of Cambridge courses were registered or re-registered for the Cambridge teacher portal, which provides access to current syllabi, marks schemes, past papers, and additional instructional resources. At the beginning of 2018-19 academic year, secondary teachers met to develop common assessments; this collaborative work helps teachers to set benchmarks and compare data to help students better access the curricula.

The implementation of the IPC for Kindergarten to Grade 5 classes provided an internationally recognized set of Learning Outcomes around which units are built. This has helped teachers better understand what is required, and the ways it can be assessed. To help teachers understand

the three types of Learning Outcomes and better assess them, teachers were required to view and discuss an IPC Professional Learning Webinar. At the start of the 2018-19 academic year one component of the primary orientation session included helping teachers identify the difference between curricula and resources, with an emphasis on ensuring understanding the importance of identifying learning outcomes rather than just using resources. This was particularly important for our English language arts curriculum, where teachers use two main resources – Zoo-phonics® and Reading and Writing A-Z. Running records and Reading and Writing Continuums are used to monitor student progress from Prekindergarten through 5th Grade, allowing teachers to know how their students compare to standard grade level and age-appropriate progress. The Stepping Stones Mathematics program, implemented in place of the GO Maths program, explicitly states learning outcomes for each lesson. Each module also contains a detail explanation of the focus content, linking it to both proficiency strands and learning targets as well as providing a clear description of the language development process, something which is essential for our students who are mostly working in their second and sometime third language.
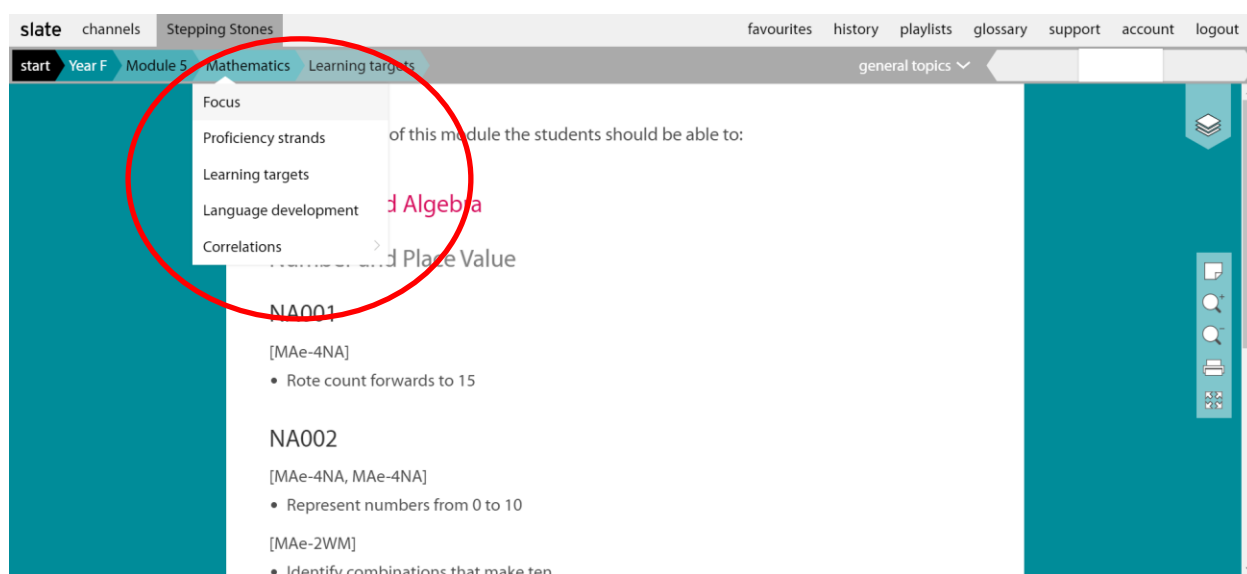
Remaining work:

East-West is aware of the need to continue working to ensure all staff have the depth of understanding of standards and benchmarks necessary to ensure students are achieving these. This includes consolidating the connection of Learning Outcomes (IPC terminology) to the SLOs and Global Competencies. There is a need for review the documentation of standards and benchmarks from Nursery to Grade 12 so there is both clarity and continuity throughout the school.

We seek guidance from the ACS WASC visiting committee as to the best way to transition from the Cambridge curriculum to an adoption of the Common Core State Standards (CCSS) with Advanced Placement (AP) testing in the secondary school, if East-West decides to make this curriculum change. The curriculum reviews conducted in 2018 highlighted that the CCSS are more closely aligned with both the SLOs of East-West International School and the IPC in primary school.

The introduction of Australian Council for Educational Research International Schools' Assessment (ACER ISA) testing will provide us with standardized data with which to benchmark our Grade 3 and 5 students in both English and Mathematics, and our Grade 7 students in English, Mathematics and Science. Moving forward, should the school change curricula, a benchmarking system would need to be researched and implemented.

3.   Develop a curriculum review cycle to ensure regular review and updates

Progress to date:

East-West International School started in 2006 with a purpose-written curriculum based on the McREL standards and the KGE curriculum. The English Language Arts Curriculum was reviewed in 2011-12, prior to our first self-study. During the 2013-14 and 2014-15 academic years, a review of the primary Social Studies curriculum was conducted by the Curriculum Coordinator, who is no longer with the school. This involved reviewing the existing themes and standards and rewriting the curriculum. The draft revised Social Studies curriculum based around themes and essential questions and incorporating knowledge, skills, assessment, and activity ideas, was presented to the primary staff in May 2015. In January 2016, a Science scope and sequence, loosely based on the Australian National Curriculum (ANC), was distributed to the staff by the Elementary Principal. At that point, staff began writing unit plans for Science and Social Studies based on the revised curriculum document and the new Science scope and sequence.

In April 2016, it became clear that both Science and Social Studies curricula were inadequate, and particularly challenging for some teachers. Following research by the Elementary Principal, and sharing of some sample resources, it was decided to adopt the IPC in August 2016, as a comprehensive inquiry-based curriculum ensuring solid coverage of all subjects except English Language Arts and Mathematics. This has proven very successful with teachers now exploring more inquiry-based teaching in Mathematics as well. In September 2018, access to the IPC was extended to the 6th Grade with the intention that teachers explore the program and move toward project-based learning (PBL). A few units have been selected and used, particularly in the Life Skills program, but interest has also been expressed by at least one of the Social Studies teachers. This also helped bridge the primary and secondary school curricula.

In secondary, Cambridge had not been reviewed since its adoption in 2012. In 2018-19, secondary completed a curriculum review reflective of the curriculum review cycle (see below) in the areas of Mathematics and ICT (Information and Communications Technology). That review of the Mathematics and ICT curriculum review revealed a need to shift curricula in order to better meet the needs of our students and align instruction with our SLOs.

Additionally, East-West International School has reestablished a curriculum review cycle so that everyone knows what is happening and it's not overwhelming for staff. The secondary Mathematics and ICT curriculum review teams completed written reports in 2018 that have been provided as evidence for focus group B.

East-West International School Curriculum Review Cycle		
Year	**Core Subject for Review**	**Specialist Subject for Review**
2018 - 2019	Mathematics	ICT
2019 - 2020	English Language Arts	PE / Swimming
2020 – 2021	Science	Music
2021 – 2022	Humanities	Art
2022 – 2023	Mathematics	ICT
2023 – 2024	English Language Arts	PE / Swimming
2024 – 2025	Sciences	Music
2025 – 2026	Humanities	Art

In reviewing the curricula, it was noted that the IPC used in the primary school does not necessarily align with the Cambridge curriculum in secondary school. Additionally, it was noted

that student performance on the Cambridge International Examinations (CIE) was not progressing in a meaningful, positive way in all curricular areas. Therefore, the Curriculum Coordinator, Secondary Principal, and School Director began looking closely at student performance and curricular alignment. It was revealed that the Cambridge Curriculum Standards may not be the best option for the secondary program at East-West. A comparison of the Cambridge International Mathematics and ICT curricula has revealed limited alignment to our SLOs, while a similar comparison of the CCSS found these align much more closely. The Mathematics curriculum review committee therefore recommended a phase-out of the Cambridge International curriculum and a phase-in of the CCSS in order to adopt a curriculum that prepares students for upper-level Mathematics courses by providing opportunities for deeper learning, mastery, application, post-secondary life, and educational best practices.

Further investigations show that the CCSS are likely to be a better option for students at East-West in the focus on global citizenship, PBL, cross-curricular planning, higher order thinking skills, critical thinking, and differentiation. These best practices reflect, quite clearly, our SLOs. Another advantage of moving to CCSS is that they "do not define how the standards should be taught or which materials should be used to support students," which gives teachers at East-West the autonomy to develop and deliver a rigorous curriculum that is designed to meet the needs of the individual students. This is in stark contrast to the Cambridge Curricular Standards, which proscribe a set standard for all students to perform on a singular exam, with little room for autonomy, teachable moments, or assessment-based differentiation. Further, CCSS provide clear performance benchmarks to formatively assess academic and career readiness among students that reflect a variety of abilities, needs, learning rates, and achievement levels. One possible challenge if the school decides to make this transition will be helping parents understand the need for this change in order to get them on board with a shift in curricula.

Remaining work:

This part of the action plan has been addressed. We do intend to continue to review the curricula and the curriculum review cycle annually, to ensure it continues to meet the needs of a 21st century center of learning such as East-West.

4.   **Develop a philosophy of assessment and implement schoolwide grading policies**

Progress to date:

Our philosophy of assessment at East-West is clearly stated on page 17 of the Staff Handbook. The handbook states that:

1.   *Planning assessment is an integral part of Understanding by Design (UbD). Assessment also helps teachers identify strengths and weaknesses.*
2.   *At East-West, we do not rank students. Students should be encouraged to perform better than they believe themselves capable, motivated from within and always striving to improve. This is accomplished through motivation and relationships, as well as a rigorous curriculum.*
3.   *Assessment and curricula should be aligned. There are two types of assessment used in the classroom: formative and summative. Formative assessment informs instruction and data should be used to identify areas that need to be revisited. Summative assessment is assessment of learning and comes at the end of a unit or topic.*
4.   *Assessment should be differentiated to cater for multiple learning styles and students' readiness levels.*
5.   *It is best practice to use rubrics when assessing students. This helps eliminate bias and make a more equitable standard for grading while enabling students to know and understand the expectations before a task is begun.*

In secondary, grading is currently set by departments. The consistency within the departments is important, and the Leadership Team wants teachers to retain some autonomy in grading.

Currently, students are mainly assessed using traditional forms of assessment. This is a direct result of the school's reliance on the CIE and reflects 20th century teaching practices. Considering this, PD was offered to show how student-centered teaching, PBL, and non-traditional assessments add depth to classes that translates into better test scores, moving from 20th century teaching methods to 21st century best practices. In 2018-19 academic year, two PD sessions on developing a philosophy of assessment were conducted. These sessions focused on best practices and a deeper understanding of when, where, and what to assess. Other topics covered included using formative assessments and assessing for mastery of knowledge rather than time management. Project-based assessments and balanced assessment were explained as best practices. Teachers worked in departmental groups to describe what assessment means to them and how they assess learners in their classroom. Each group created a poster; which was displayed around the school to help keep these concepts in the forefront of our minds as we progress through the year (See Evidence: 4-1 through 4-3). Flexibility with providing extended time and alternative forms of assessment were addressed and will continue to be a part of the conversation moving forward. These changes benefit students by providing them with authentic ways to show evidence of learning within the class. This is especially important for students who suffer from test anxiety. Through the PD sessions, teachers are encouraged to try short discovery activities with their classes. Following on from the PD, secondary teachers have been selecting alternatives to the traditional Cambridge exams. These alternatives include Science practicals and coursework for some offered classes.

Implementation of the IPC in the primary grades has resulted in a shift from written testing as the primary form of assessment to the use of performance tasks, along with the use of rubrics for skills assessment. This includes both peer and self-assessment as well as teacher assessment, helping to develop reflective learners. To build consistency of grading of writing tasks across the whole of primary, teachers are using the Learning A-Z rubrics for grading writing tasks and including sample completed rubrics in the student portfolios that are transferred from one grade to the next. Primary teachers consistently use Reading A-Z running records to assess accuracy, fluency and comprehension of oral reading, and we have reintroduced Reading and Writing Continuums from Pre-Kindergarten to Grade 6 to provide a consistent tool for identifying student strengths and areas for growth in both reading and writing. Reading levels are now being tracked through the Running Record tracking sheet and we have data for three years tracking each individual student from 2015 to 2018. Also, in primary grades, the Stepping Stones program has built in assessment tools, including interviews, "check-ups" and performance tasks. Results of these assessments are currently being recorded in a series of spreadsheets, which allow review of data across a grade level. Spreadsheets have been set up to convert numerical grades to percentages, which can then be used in consistent reporting to parents. A standard grading system for report cards has been implemented. This is shown in the table below.

1	Needs assistance	Has not yet achieved the skills for the grade.	0 - 49.9%.
2	Developing	Is making progress in achieving the skills for the grade.	50 - 64.9%
3	Satisfactory	Is almost achieving the skills for the grade.	65 - 84.9%
4	Good	Is achieving the skills for the grade.	85 - 100%

Since this is the first year of the Stepping Stones program, teachers have been asked to develop grade level scoring sheets for each assessment tool used so there is consistency both across classes and between years. This should be completed by the end of the 2018-19 academic year.

One way the administration is trying to drive the implementation of both the philosophy of assessment and school-wide grading policies is through smart use of technology. The school has contracted with a software developer to design a database that can be used school-wide. This database will allow easier tracking of student progress and attendance. One of our current

problems is that there is no centralized database that shows whether a struggling student is only having problems in a single class or in all classes. Teachers don't even always know who else the student has as a teacher. A database will help teachers connect. Successes will be able to be shared, and if the problem is widespread a school-wide action plan for the student can be put in place.

Remaining work:

Ensuring consistent assessment practices is an ongoing process. We believe we have made considerable progress in this area, and plan to continue developing our assessment philosophy and grading practices in the years to come. Adding the capacity to track progress against SLOs, and how these are incorporated into graded assignments is something the school has asked the database developer to include. Further, more transparency among all teachers is necessary so that students understand what it means to earn a score on a given task in any class.

In Primary, we will continue with the current practice of tracking reading levels through running records and have requested that the Reading and Writing Continuums are incorporated into the school database. As mentioned above, teachers are currently working at each grade level on ensuring there is consistent grading of assessment items and documenting this so that there is consistency from year to year. We do need to establish a way of following students from year to year, like the tracking we have for reading levels.

East-West will continue to offer PD on assessment as we move forward with implementing the assessment philosophy and practices necessary for East-West to be the best 21st century center of learning that it can be.

5. **Select an external assessment for English fluency and Mathematics fluency with international school norming**

Progress to date:

The school has selected the ACER ISA to be administered in Grades 3, 5, and 7. Grade 3 is the first grade for which the ISA is available, and the other two grades were selected in order to provide ample time for the data to be used by teachers in order to refine instruction in advance of new curriculum stages and/or the shift from primary school to secondary school. These grades are also not involved in other testing such as the KNE which take place in Grade 6, 9, and 10. Our first round of testing will take place in February 2019, with results available mid-April.

Remaining work:

We intend to continually review data and work with teachers to help them make the best use of the data to improve student learning outcomes. We are committed to continue moving in the direction of using data to help us make decisions that are student-driven and keep our students at the center of all we do. Eventually, if warranted, East-West may explore extending the ACER-ISA to Grade 9 or 10.

6. **Increase the school's income in order to fund recruitment and retention of high-quality staff; procurement of all necessary resources; and the upcoming expenses for the new campus**

Progress to date:

Fees have been increased to reasonably sustainable levels and we may need to start to consider small annual increases in fees to ensure we are able attract and retain quality teaching staff. While salaries and benefits are in line with several international schools in Phnom Penh at our level, they are sometimes not substantial enough to attract qualified, experienced teachers.

New marketing strategies in 2017-18 helped the enrollment process begin earlier in the year than it had in previous years. A new marketing department has been established for 2018-19 in order

to help increase enrollment. As student fees are East-West International School's source of income, the development and refinement of a marketing program is paramount.

School fees are reviewed annually at Board meetings. In the meantime, a strategy was devised to increase income from school fees without raising tuition fees across the board. East-West is currently phasing out the loyalty discounts that long-time families at the school have been offered. This equated to an extra $300,000 increase in fee-related income this year alone and will only continue to increase. New salary structures were approved by the Board and will be implemented in the 2019-20 academic year that reflect a raise of 4% to offset cost of living increases.

Budgets are now managed at the school level. We know what our income is, and we can better plan the acquisition of resources as a result.

Remaining work:

East-West will continue to develop its marketing strategies so that East-West International School becomes as well-known as other high-end local schools, such as the International School of Phnom Penh (ISPP), with a reputation for providing quality education at an affordable price. With almost 60% of respondents to our marketing survey indicating that they found out about the school from family/friends, it will be important to explore ways to capitalize on this. With another 30% indicating that they found out about the school by driving past, it will also be important that we ensure our street signage is clear, professional, and inviting. We will also continue exploring ways to increase revenue without increasing tuition. Further research is needed to determine whether the Facebook and YouTube presence are generating new enrollments or if the marketing department needs to further expand the online presence of East-West.

Mid-Cycle Visit Action Plan Refinements and Visiting Committee Recommendations

February 2019 Progress Report

Goal 1: Resources	
Visiting Committee Recommendations	*Current Status Report*
The owner and the educational management team develop a long-term financial plan that includes development of resources for technology, legal instructional materials, library and professional development so that instruction can be delivered effectively.	In order to effectively develop a long-term financial plan, it was first necessary to establish a clear, transparent, annual budgeting process. This allowed the school to assess current needs, and project future needs. The first East-West International School budget, established for the 2017-18 school year, allowed for the school to allocate funds for both operational and capital expenses. The process of developing the budget was then refined for the 2018-19 school year. The Director, in conjunction with the Leadership Team, drafts a budget in May for the upcoming school year, based on projected enrolments for the next year. This is reviewed at each Board Meeting, modified as necessary, and approval given for the Director to implement the budget. This enables the school to make allocations for subject specific resources, technology, legal instructional materials, library, professional development, and capital improvements. The budget also includes allocation of funds towards an eventual campus relocation. A long-range financial plan was first discussed formally at the Board level in January 2019. Each Board member was given areas to research, with findings to be presented at the May 2019 meetings. Areas being considered include facilities, students, faculty, administration, finances, and community. Full details can be found in the minutes of 23rd January 2019 Board Meeting. Annually, in budget planning discussions, amendments are made to the previous year's budget. For the 2018-19 school year allocations were made for completion of the two remaining floors in the middle building – Grade 5 classrooms, purpose-built ICT labs, and a floor for our Music department. Funds were also allocated for the purchase of SMART Boards, and the allocation for legal instructional materials (see Indicator A6.5) was increased. The capital budget will continue to be used for upgrades to the current campus – the Secondary Physics Lab, both libraries and the Assembly Hall will have further upgrades in 2019-2020.

Goal 1: Resources	
Visiting Committee Recommendations	*Current Status Report*
The Principals, owner, Director, and management team develop a protocol to analyze and reflect upon their decisions related to resource allocations, which includes a clear understanding of the purpose, reflection on how the decision impacted student learning, and plans for future steps and modifications. The Visiting Committee strongly suggests that the practice of research-based reflective thinking practices, upon which the WASC Focus on Learning is based, become integrated into the normal operating procedures at EWIS.	The School Board Manual, in use since the beginning of the 2018-19 school year, has established protocols and procedures for the Board reflect on decisions and policies. Page 7 of the manual establishes how the owner of the school and the Board take time to reflect on resource allocation and decision-making. This is a new process for the school, and one area that is being developed. The addition of the Secondary Principal to the Board has allowed better analysis of curricular needs and the impact of decisions on student learning. Increasing school revenue is a key focus area, and this is addressed in detail on page 10 of the Self-Study. Reflective thinking practices are a key component of all planning and actions at East-West. Staff are asked to reflect on the use of resources and the new system for allocating resources from the Resource Room has led to a decrease in unnecessary spending. An example of this is the increase in instructional technology, which has been staged through an implementation plan that involved a few items being purchased to determine use and benefits prior to larger purchases being made. This is evident in the procurement of SMART Boards, and in the purchase of laptop computers and data projectors for primary Khmer teachers.

The science teachers and the educational management team research what is included in a high quality, well-equipped science lab to meet the needs of upper high school courses, develop a safety manual applying concepts and practices from the research, and create a long-term resource plan to provide the labs with necessary equipment, supplies and facilities, specifically to align with the curricular demands of AS and A levels.	Science laboratory upgrades are briefly addressed in the A6.3 Facilities section on page 87 of the Self-Study.

Science upgrades over the past two school years include:
- Development of a Laboratory Safety Manual
- New microscopes
- Updated chemical stock
- First aid cabinets
- New autoclave
- New safety equipment – lab coats, goggles, gloves
- Securing the Chemical storage area
- Moving gas tanks to a safer area
- Emergency shower and eye wash stations
- Chemical/Equipment organization
- Glass sliding doors replaced
- An additional fume cabinet was also purchase, however installation has proven to be challenging due to limited expertise in this area in Cambodia.

Further planned upgrades includes:
- Purchase of additional good quality glassware, preferably PYREX, to replace old glassware
- Installing cabinets for new microscopes and first aid supplies.
- Installing an additional exhaust fan for the fume hood at the chemistry room.
- Complete the Student Safety Manual
- Purchase of substantial additional equipment for the physics laboratory to facilitate student experiments in the areas of mechanics, heat, light, electricity, electronics, electromagnetism and nuclear physics units. This equipment will include:
  - Pulley systems and force sensors to measure forces
  - Tracks and velocity sensors to measure velocity and acceleration
  - Optical sets, lasers, diffraction grating, screens, travelling microscopes
  - Calorimeters, pressure sensors
  - Variable power supplies, an oscilloscope, function generators, and probes

For the 2019-20 academic year, AS and A Level Chemistry courses will not be offered due to lack of student interest. The Science department, in discussion with the Secondary Principal, has decided to offer other Science courses. Details of the courses, as well as the reasoning behind the decision to change what was on offer are explained in detail on page 153 of the Self-Study, in B3.3 – Modifications Based on Assessment Results.

Goal 1: Resources		
Action Plan Items	*Current Status*	*Details*
Computers for student research	Completed but also ongoing	We now have three ICT laboratories, two equipped for 25 students and one equipped for 15 students. Booking of these is available via a spreadsheet on the school file server. Students also have access to the internet for research in class using their own devices (phones, laptop computers, or tablets) through the school's wireless network. There is also a plan to make the libraries more technologically-focused. The hope is add a few computers to each library. The Secondary Librarian will teach a library research class next year.

Goal 1: Resources		
Action Plan Items	*Current Status*	*Details*
Teachers' resources (Reference books, mathematics manipulatives and geometry tools)	Ongoing	A considerable number of additional mathematics manipulatives have been purchased for primary classrooms. Some of these are allocated to classrooms for the whole school year, while others are available from the Primary Teacher Resource Room on a sign out basis. We will continue expanding these resources as budgets permit. A wide variety of additional teacher resource books covering English Language Arts, Mathematics, Science and Social Studies are also available in the Resource Room. In addition to this a range of reusable materials for IPC units have also been purchased and are available on loan from the Teacher Resource Room. When ordering original hard-copy text books for the secondary school, teacher reference/resource editions were purchased for many books at the same time. Secondary departments are given an annual budget, which is monitored and maintained by the HODs. Because secondary materials vary greatly by not only department, but also specific courses, the resource purchasing can change from year to year. In addition to the Primary Resource Room and the Secondary budgets for individualized purchases, we also have a dedicated Resource Room in the Secondary building. This room includes storage of class sets of English Language/Literature books, as well as consumable materials. Access for consumables is through HoDs, the Primary or Secondary Principal, and the Curriculum Coordinator, which a basic tracking system in place for both monitoring use and ensuring ongoing supplies are available.

Goal 1: Resources		
Action Plan Items	*Current Status*	*Details*
Build up research library for students	Ongoing	A second library space has been added to the school. This library is reserved for the primary side and is outfitted appropriately. The secondary and primary libraries have substantially increased the range of fiction books available each year. Both the primary and secondary libraries have dedicated non-fiction sections for general knowledge as well as books on specific research topics. The librarians in both the secondary and primary libraries are available to help students find books of interest, conduct research, and teach lessons on how to use the available resources.
Build up further study and career options reference library	Ongoing	East-West realizes the importance of providing more college and career guidance for students. The creation of the position of Guidance Counselor was approved at the January 2019 Board meetings. In the meantime, the Secondary Student Support Specialist and Secondary Principal have been working to provide this support. Several college fairs have been organized for students, held either at East-West, or at other local venues. We do not currently have a dedicated reference library for further career and study options, but the Secondary Student Support Specialist has begun to network with peers in like positions at neighboring schools to help ensure we have the necessary information to best advise students so they can achieve their future plans.
Early Years playground equipment, educational games/toys/equipment	Completed but also ongoing	Considerable additional equipment has been purchased for the Early Years playground on the third floor including a play structure, monkey bars, swings, a children's basketball hoop, water play equipment, and various ride on "vehicles". Foam matting has been installed under all climbing and swing structures, and padding has been added to the columns. A substantial number of educational games/toys and other equipment has been purchased for the Early Years classrooms. These will be added to and updated each year within budget allocations.

Goal 2: Curriculum	
Visiting Committee Recommendations	*Current Status Report*
The Principals and teachers develop a protocol to analyze and reflect upon their instructional practices and curriculum development, which includes a clear understanding of the purpose of the activity, reflection on how effective it was, and plans for future steps and modifications. The Visiting Committee strongly suggests that the practice of research-based reflective thinking practices, upon which the WASC Focus on Learning is based, become integrated into the normal operating procedures at EWIS.	In 2017-18, UbD unit planning was implemented for all IPC units (Kindergarten to Grade 5). These unit plans conclude with a reflection section, which asks teachers to consider the following questions: • What worked well? • What improvements/changes could be made for next time? • What needs to be planned / organised in advance when teaching this unit next year? • What additional resources do we need to purchase to improve the teaching of this unit? • Any other comments/notes: Currently UbD unit plans are only required for IPC units. The Curriculum Coordinator believes this should be extended to English Language Arts and Mathematics in the 2019-20 school year, however this will depend on both WASC recommendations and the new elementary principal. Several secondary teachers have independently developed and use reflection sheets as part of their own professional practice. During evaluations and appraisals, Leadership Team members are asked to reflect and appraise themselves. Additionally, reflection is a large part of the summative evaluation process for all instructional staff. All UbD unit plans (both primary and secondary) contain a reflection section, encouraging teachers to reflect on both what happened and what did not happen and improvements that could be made in the future, including the use of manipulatives and other instructional resources. Several secondary teachers have developed their own proformas to aid them in reflecting on both lessons and units, while the science department has developed a form for assessments that asks students to reflect, as well. As the school further develops our data collection and analysis policies and procedures, we will be better equipped to reflect on these and make even better student focused decisions in the future. The importance of reflective thought is a key component of the leadership practices at East-West and was also highlighted for all staff during the 2018-19 Orientation program.

Goal 2: Curriculum	
Visiting Committee Recommendations	*Current Status Report*
The Principals and teachers analyze data on an ongoing, regular basis using a broad range of data points, including actual student work, to inform their decision making and instructional practices. The data might be disaggregated in a number of ways, such as gender, number of years at EWIS and nationality, to identify patterns and trends, which would help the school refine and focus their responses and interventions related to the critical learner needs.	This is addressed thoroughly in the indicators B3.1, B3.3, B3.4, and B4.3 ACER-ISA data will be carefully analyzed and used to inform decision making and instructional practices when it is received in mid-April 2019.
The Principals and leadership team organize the identified critical learner needs in curriculum as those related to documentation, to implementation and to assessment. The Principals and leadership team have identified that teachers need more support implementing the curriculum, than they do in writing and documenting new curriculum. Organizing the currently identified needs may help the Principals identify where to focus their attention: coaching teachers on how to deliver the content of the curriculum more effectively.	This is addressed through professional development, data collection, and student support. Please refer to sections A4.7, A4.8, A4.9, B2.3, B2.4, B3.3, B4.3, B4.4, C1.1, C1.2, C1.3, and D1.4, of our Self-Study Report. The Secondary Principal writes and distributes a monthly teacher enrichment newsletter that highlights best practices in education. This has received favorable feedback from several teachers who have used some of the strategies to help improve curriculum delivery and lesson planning. Additionally, through the curriculum review cycle, the Secondary Principal and Curriculum Review Team have outlined the strengths and challenges with the Cambridge curriculum. In response to the challenges faced by teachers with documentation, implementation, and assessment of the current Secondary curriculum, East-West has created the position of Secondary STEAM Coordinator, which will begin in July 2019. This individual will be responsible cross curricular alignment, as well as aligning the Khmer and English curricula to be inclusive of both programs.

Goal 2: Curriculum	
Visiting Committee Recommendations	***Current Status Report***
The Principals and the teachers identify and refine methods to integrate and assess the School Goals into the curriculum. The School Goals might provide a powerful unifying bridge between the Khmer and the English divisions of the school and the curriculum.	The integration of the SLOs (School Goals) is address thoroughly in the following sections of the Self-Study report: B1.3, B1.4, B1.6, B1.7, B2.2, and B2.5. After attending the EARCOS conference in October 2018, the mathematics teacher mentor, social studies Head of Department, and Secondary Principal discussed how using a rubric to measure standards mastery could also be used to determine if class assignments are incorporating the SLOs – an idea which was presented by Dr. Jennifer Sparrow from Singapore American School. This idea is in its infancy at East-West but is a potential way forward insofar as our record-keeping becomes more streamlined. The Primary Curriculum Coordinator also attended the same session at EARCOS and is committed to seeing this developed in the primary grades.
The Principals and the teachers analyze student work, instructional strategies and assessment activities through the lens of providing opportunities for the students to apply the School Goals and to continue to develop literacy in Khmer and in English. The Visiting Committee strongly recommends that EWIS focus on literacy development and evaluate the efficacy of the current strategies and approaches for developing reading, writing, listening and speaking.	This is addressed through the Self-Study Report in sections B2.2, B2.9, and C1.3 (p.177).

Goal 2: Curriculum	
Visiting Committee Recommendations	*Current Status Report*
The Principals and Khmer Coordinator evaluate how to integrate Khmer and English into the school day in order to respect the requirements of the Khmer National Curriculum and to improve literacy development in both languages without significantly extending the length of the school day.	Considerable effort has been made in the primary grades to ensure there is integration of the Khmer curriculum into both Mathematics and IPC units, thus ensuring that Khmer Language Arts periods are able to focus on addressing the Khmer Language Arts learning outcomes. B1.8 of the Self-Study report contains additional information in relation to this. The primary Curriculum Coordinator is committed to further developing this in collaboration with the KGE Coordinator, primary Khmer teachers, and primary classroom teachers. Further professional development will be undertaken in this area at the start of the 2019-20 school year to ensure all staff have a strong understanding of what this entails and are able to implement it in their classrooms. Sections B1.9 and B2.3 of the self-study also address this. The Primary Principal has also led meetings with teachers, and presented to the PTO, on ways to better integrate Khmer/English languages in homework. This also has the benefit of reducing the homework load for students. This model is gradually being implemented in the secondary department – Refer to B1.8 for further information.
The teachers develop, implement and assess opportunities for students to transfer and apply academic skills and School Goals in a broader context beyond the school walls, such as through field trips and overnight trips.	This is addressed thoroughly in sections A3.6, C1.4, and D2.2 of the Self-Study Report.

Goal 2: Curriculum		
Action Plan Items	*Current Status*	*Details*
Write Elementary Science and Mathematics curriculums	Science – Completed Mathematics – Ongoing	The IPC was adopted for Science at the start of the 2016-17 academic year. Science Learning Goals are addressed comprehensively in this curriculum and teachers are responsible for ensuring integration of the Khmer Science Learning Outcomes into IPC units as much as possible. The Australian National Curriculum has been adopted for Mathematics through implementation of the ORIGO Stepping Stones program. Correlation of the ANC with the Khmer Mathematics Learning Outcomes is in progress.
Review Elementary Social Studies Curriculum	Completed	A review of the Elementary Social Studies curriculum showed considerable gaps, and resulted in the adoption of IPC which has specific learning goals for Geography, History, Society and International, ensuring a rigorous, comprehensive program is provided for all students. As mentioned above, teachers are responsible for ensuring integration of the Khmer Social Studies Learning Outcomes into IPC units as far as possible.

Goal 2: Curriculum		
Action Plan Items	*Current Status*	*Details*
Review and write Middle School curriculum	In progress	Rather than rewrite the middle school curriculum, it was decided in 2016 to use the Cambridge Middle Years standards. This provided a set of rigorous, internationally recognized standards that fully prepared students for IGCSE Cambridge classes in high school. As already noted in the Self-Study Report, East-West is in the process of developing a philosophy of assessment. This is being done through PD sessions to introduce and practice with concepts like project based learning and non-traditional assessments. However, upon further exploration of this topic, it was found that the Cambridge Middle Years standards do not readily align with the East-West SLOs. It has been noted that Common Core State standards are provided for free online, cover the same content standards as Cambridge over the course of a student's middle school career, and align closely with East-West SLOs. As a result of those findings, lead middle school teachers have been working with the Secondary Principal since October 2018 to write a curriculum using the Common Core State Standards for core subjects in grades 6-8. It is the intent of the middle school curriculum writing team to develop a cross-curricular program that aligns the SLOs with the Common Core State Standards, and also helps students see the importance of learning how subjects relate to each other rather than teach them in isolation (as is how things are done in the Cambridge curriculum). Continued progress in this area will be made in the 2019-20 academic year with the creation of a STEAM Coordinator position in Secondary.

Goal 2: Curriculum		
Action Plan Items	*Current Status*	*Details*

Need full translation of Khmer curriculum	Ongoing	The Primary Curriculum Coordinator located the documents listed below on the MoEYS website. Copies have been downloaded and made available to all primary teachers, and these links were shared with the KGE Coordinator:
		  • Introduction to Basic Education Curriculum Standards
		  • Khmer (Gr 1-9)
		  • Mathematics (Gr 1-9)
		  • Science and Social Studies (Gr 1-3) & Social Studies (Gr 4-9)
		  • Science (Gr 1-9)
		  • Life Skills (Gr 4-6)
		  • Mathematics – Upper Secondary (Gr 10 – 12)
		There are still some upper secondary curriculum areas for which translations are not available and thus this work is ongoing.

Establish assessment philosophy and standardized progression/reporting system from Kindergarten to Grade 8	Ongoing	Further details can be found in Chapter 1, section 4, and Chapter 5 of the Self-Study Report

Goal 2: Curriculum		
Action Plan Items	*Current Status*	*Details*
Review High School Program (subject choices, graduation programme, exam preparation)	Ongoing	This is addressed thoroughly in Chapter 1, sections 2 and 3, Chapter 3 sections A5.3, B1.9, B1.11, and Chapter 5, the Action Plan of the Self-Study Report. Analysis of historical assessment results prompted a data-driven decision to change course offerings. Due to poor Cambridge exam performance and low student interest, Chemistry and Business Studies classes will no longer be offered. The addition of several classes (Food Chemistry, Environmental Science, Global Conflicts, Digital Media, and IELTS) has created opportunities for students who have not been successful or interested in Cambridge courses. Unfortunately, the previous School Director implemented graduation requirements that made certain classes compulsory for graduation, which was designed in a way that was against the recommendations of Cambridge. Since students were already set on that path, the current Secondary Principal is gradually phasing out those requirements in order to be equitable to those who began study under those expectations and to those whose course of study will take them down a more streamlined path. This kind of change must be made gradually and will continue to be phased through at a rate that considers the implications of a requirement change. In the spirit of that, we are seeking guidance from WASC regarding our potential curriculum switch (which is supported by many staff, the leadership team, and the Board) before written guidelines for official graduation requirements will be finalized.
Establish assessment philosophy for High School programme (based on Cambridge Exams outcomes and standards)	Ongoing	This item is addressed thoroughly in Chapter 1, Section 4 of our Self-Study Report.

Goal 2: Curriculum		
Action Plan Items	**Current Status**	**Details**
Revise Secondary Life Skills programme to include career guidance and counselling	Completed	Life Skills and other elective classes have also undergone changes since the 2016 mid-cycle visit. Life Skills classes now include career and university explorations. One of the Life Skills teachers is also working as the interim Guidance Counselor. As part of his job duties he helps counsel students in both their school and personal lives. He also helps with selecting colleges and universities to apply to as well as assisting with gathering paperwork such as transcripts. In the 2017-18 school year, this was done by the Athletic Director, though he has transitioned many of the responsibilities to the interim Guidance Counselor. So far this year, East-West has organized and hosted two different college and university fairs for the junior and senior classes, with more to come. Next year the school will employ a trained Guidance Counselor to better help students prepare for life after graduating from East-West.
Write curriculum for special subjects: Music, Art, ICT, PE	Ongoing	Primary Music, Art, ICT, and PE classes are required to use the IPC Learning Goals for these subjects. This provides comprehensive curricula for each topic for students in Kindergarten to Grade 5. In 2018-19, the Secondary subjects of Art, ICT, and PE followed the Cambridge IGCSE and A-level curricula. However, based on reflection and feedback from both teachers and students, we will be seeking another curriculum to follow in these courses, as all stakeholders had negative reviews of the Cambridge curricula for these subjects. The adoption of a new specials curriculum will be one of the responsibilities of the new Secondary STEAM Coordinator. In the music department, students follow the London College curriculum, with many performing with distinction on the London College exams.

Goal 2: Curriculum		
Action Plan Items	*Current Status*	*Details*
Review Khmer program: time allocation, staffing, possible linking of curriculum, staggering of exams for students doing dual program in Grade 11/12.	Completed	In primary grades there has been an increased emphasis on bilingual teaching to ensure adequate coverage of all areas of the Khmer curriculum. This is particularly the case in Mathematics, Science, and Social Studies. Primary teachers in Grades 1 to 5 are required to allocate two additional 40-minute lessons, specifically for addressing Science and Social Studies learning outcomes not otherwise covered by IPC learning. For non-Cambodian students this time is used to provide additional English Language support by the classroom teachers. This approach is gradually being extended into the secondary school. In the secondary school middle school students who do not study the Khmer National Curriculum take a conversational Khmer class in which they are taught the language while most students take a full curriculum in order to prepare for the Khmer National Exams. In high school, the requirement for all students to take Khmer classes was replaced with the option to take an extra elective course. This allowed students to take PE, Creative Writing, ESL, or ICT classes if they were not preparing for the Khmer National Exams. At the same time, additional Khmer classes were added during the day to provide additional support for those students preparing for the Khmer National Exams in grades 9 and 12.

Goal 3: Communicating school goals and vision, especially to parents	
Visiting Committee Recommendations	*Current Status Report*
The Principals, Director and teachers develop structures and systems that enable and support ongoing collaborative communication amongst teachers about student work and analysis of data to inform instructional plans and to expand the knowledge, insights and ideas that individual teachers possess.	This is addressed thoroughly through section B1.10, B2.3, and D1.3 and D1.4 of the Self-Study Report.
The Director and educational management team develop systems and implement regular practices to support a two-way channel of communication between parents and the school. Parents expressed the need to share their insights about overall program implementation and practices they have gleaned from talking with and observing their students. They would also appreciate information sessions about parenting tips and ways that they might support their children at home, given that their children often have stronger English than they do.	Considerable effort has gone into improving communication with parents, and we have seen great progress in this area since the Mid-Cycle visit. Please refer to Section D2 of the Self-Study for details of the actions taken and progress. Details of specific action items are provided in the following section of this report. We still face challenges communicating with parents for a variety of reasons, namely the need for the school to connect with parents in three primary languages – Khmer, English and Korean. Additionally, in surveys, it has been difficult to find the best method. Many parents prefer hard copies of school documents, others prefer to be emailed (others don't use email), others prefer messaging systems. One of the difficulties with hard copies is that students, especially in the upper primary and secondary school, do not always deliver the hard copies to their parents. To try to find the best way to work, we've used the 2018-19 school year as an opportunity to try many methods at once. We send school letters home on an as-needed basis, in addition to the monthly school calendar of events. We also upload this calendar to our school website, our Facebook page, and our parent Telegram group. While there has been positive feedback about this, it is clear that this area is still a work in progress.

Goal 3: Communicating school goals and vision, especially to parents		
Action Plan Items	*Current Status*	*Details*
Update school website	Completed and ongoing.	The first part of the new marketing push in 2017-18 academic year was to update the school website. The webpage was given a more modern look, updated to show the current administrative team, and streamlined to give more information about upcoming school events (http://www.ewiscambodia.org/). We are still seeking to improve our school website, and plan to launch a new, more streamlined, user-friendly website by the end of this school year. Next year, we hope to have the entire site launched in Khmer as well.
Create Facebook group for sharing school news, photos, and announcements; link this to YouTube and Instagram	Completed	With the creation of the new marketing positions referenced earlier in the report, Ms. Nadine Pieterse has been keeping the school Facebook page up to date with announcements for upcoming events as well as reporting on the success of completed events. We currently have over 8000 followers on our school page. East-West also has a YouTube channel, which is managed by Mr. Hal Pouncy, and a private East-West Instagram account, which is managed by Ms. Sarah Biddle. Additionally, some teachers are using technology to help keep parents informed about what is happening in class. The primary teachers Mr. Andrew Duggan, Ms. Brandie Carroll, and Mr. Byron Smith use an online platform, Class Dojo, to connect with parents and share learning at home.
Create parent handbook	Completed	East-West has developed a Parent Handbook, available on the school website, which outlines procedures followed by the school. Hard copies are also available from the school office and were distributed to all parents in 2017-18. Unfortunately, the 2018-19 version has not yet been translated to Khmer, but that should be completed before the end of this school year.

Goal 3: Communicating school goals and vision, especially to parents		
Action Plan Items	*Current Status*	*Details*
In elementary: establish policy for use of communication book	Completed	All primary teachers are required to use a communication book or homework book with space for comments to facilitate communication between home and the classroom. This policy is clearly stated in the Staff Handbook. These books have been well accepted by parents. We have seen some parents use these books to inform teachers ahead of time when students are going to be absent or need to leave early (something that rarely happened in the past), as well as to ask questions about their child's work. Notes in these books can be in English or Khmer, so all parents can use them. In addition to this, at the start of each IPC unit, teachers are required to send a letter to parents explaining the upcoming unit and inviting parents to be involved in their children's learning when possible.
Plan for workshops with parents	Ongoing	PTO meetings have incorporated some topics such as mental health and use of technology. Our Primary Curriculum Coordinator attended a workshop on the Positive Parenting Program at EARCOS and consideration is being given on ways to offer this program and other workshops to parents.

Goal 3: Communicating school goals and vision, especially to parents		
Action Plan Items	*Current Status*	*Details*
Establish a parent committee forum	Completed	Please refer to section D2 of the Self-Study Report for extensive discussion of this initiative. Last year we had a Family Day at a local business, DIB Club, which included a BBQ lunch and large swimming area. This was well attended. Additionally, our Parent-Teacher Organization, while initially slow to develop, has been firmly established in the 2018-19 academic year. Several parents have stepped forward as leaders and the group now consists of nearly thirty regularly-attending parents, a significant increase from previous years where only a few parents, typically different parents each meeting, would attend. Additionally, Telegram, a messaging app, is used by our office staff to communicate letters and other school information directly to those parents who opt in. This initiative has helped ensure communication is received by parents, which in turn helps families prepare their students for school, while also reducing both our carbon footprint and photocopying costs.

Other critical areas in need of development	
Visiting Committee Recommendations	*Current Status Report*
The Board members, educational management team and/or selected teachers participate in WASC training sessions in preparation for the full Self-Study, which EWIS would begin during the 2017-2018 school year culminating with a full WASC team visit during the spring of 2019.	With the establishment of a more robust professional development budget, East-West put a priority on having teachers and staff become more familiar with the WASC process in preparation for the 2019 visit. Below is a list of staff members who have attended WASC training sessions in the past two school years. ***October 2017 WASC Self-Study Training*** • Jeff Kane (Current Director) • Samantha Fraser (Interim Director) • Juliet Ramos (HoD - Mathematics) • Gary McCluskey (HoD – English, Focus Group B Lead) • Karen Kimber (2018-19 WASC Co-Coordinator & Focus Group A Lead & Curriculum Coordinator/Student Support) • Jeff Staggs (2017-18 WASC Coordinator) ***October 2018 WASC Self-Study Training*** • Colleen Cooper-Harrison (Secondary Principal; 2018-19 WASC Co-Coordinator) • Heather Abernathy (Primary Principal) • Timothy LaRocco (HoD – Humanities, Focus Group C and D Lead) • Keith Harrison (Focus Group – Action Plan Lead) ***October 2018 WASC Visiting Committee Training*** • Karen Kimber (2018-19 WASC Co-Coordinator & Focus Group A Lead & Curriculum Coordinator/Student Support) ***13 December 2018 – WASC Self-Study Training webinar*** • Jeffrey Kane (Director) ***Future Plans*** • WASC-Training for other Board Members

Other critical areas in need of development	
Visiting Committee Recommendations	*Current Status Report*

The Board and teachers evaluate how effective the new facilities are, such as number and location of bathrooms, and identify and repair any potential safety concerns, such as the lip on the floor connecting the play surface to the 2nd floor.	Starting in December 2017, each School Board meeting receives a Facilities Report and has a discussion of the school's facility-related needs. Discussions of the reports include future plans for our current campus's needs, as well as an update of safety concerns. These could be relatively minor issues – like improving the locks in the bathroom or installing a new water filter machine in the Early Years playground – to bigger issues like improving the quality of the water in the pool. Below is a list of some issues that have been improved since December 2017. For a full list, see the School Board Meeting Facility Reports and Minutes:
	December 2017
	• Discussions on how to create staff-only toilets
	• Improvement of school grounds and gardens
	April 2018
	• Construction plans for the middle building, floors 3 and 4
	• Bathroom improvements to improvement smell in primary building
	• Creation of a nurse's station
	August 2018
	• Updates on progress from April 2018
	• New door in school office to improve student safety, entering/exiting campus
	• Playground installation and safety updates
	January 2018
	• Addition of a 100 kw electricity line to ensure there is enough supply for the new classrooms
	• Installation of a water pump to ensure there is strong enough pressure to pump to the tanks at the top of the building
	• Assembly Hall – Fixes to wiring for sound system, installation of projector screen and overhead air conditioning
	    In addition, the School Director attended the Asian Schools Institute for Safety and Security conference in September 2018. This has helped maintain East-West's focus on student safety related to policies, procedures and facilities. The Director meets monthly with the Operations Manager and School Coordinator to discuss facility-related items and needs.
	    Further to this members of the Senior Leadership Team undertake biannual safety audits, the results of which are reported to the Facilities Manager for appropriate action.
	    Further information can be found in Section D1.5 and A6.3.

Other critical areas in need of development		
Action Plan Items	*Current Status*	*Details*
Transparent budgeting/cash flow	Completed	This item is addressed in Section A6 of our Self-Study report, which provides details of the current budget processes. These processes have resulted in greater transparency between NTC and East-West, although there have still been times when NTC has been slow to release funds to the school. In addition to this, individual department heads are each given their own budget. They have wide discretion to use the funds to purchase materials and manipulatives. Sometimes, money is set aside in a departmental budget for a specific reason. For example, the math department was given additional funds this school year in order to facilitate the purchase of graphing calculators. Each department also has their own printer and must manage the costs associated with numerous small print jobs; large copy orders are processed for teachers by the main office under a different line item in the budget. Primary classroom teachers have been allocated a small discretionary budget to use for items to support learning within their classrooms. The Primary Principal and the Curriculum Coordinator work together to ensure resources needed for learning are provided for primary classrooms. This increased transparency acknowledges that there are certain areas of the budget that are not meant for complete transparency, while ensuring the teachers and leaders have the information necessary to effectively do their jobs with regard to line item spending and subject-specific materials acquisition.

Other critical areas in need of development		
Action Plan Items	*Current Status*	*Details*
Retaining/recruiting skilled teachers and professional development of existing staff	Ongoing	In December 2017, the Board of East-West appointed Dr. Colleen Cooper Harrison to the position of Secondary Principal. Dr Cooper is a certified administrator with over a decade of experience both in the classroom and as a building leader. She also has experience working with students from a variety of backgrounds and has extensive training working with English as a Second Language students. Since the mid-cycle visit, the school has placed a priority on hiring skilled, experienced, certified teachers whenever possible. Teachers without proper certification have been given support to become certified. The newly adopted pay scales show the emphasis placed on this from all levels of school leadership. In 2019, the Board appointed Mr. Kevin Mauritson to commence in August 2019 as Elementary Principal. Mr Mauritson also has substantial experience both as a teacher and as a school leader. Together, the Board, the Principals and the Director are committed to hiring certified staff, and supporting currently uncertified staff become qualified teachers. While there has been an effort to increase salaries, there is still some concern that, in both the 2017-18 academic year and the 2018-19 academic year, we have lost experienced, qualified teachers to another (non-Accredited) school in Phnom Penh due to our low salaries. Acknowledgement is made that because our salaries are low, there are times when the best candidate will not be a certified teacher; however, the School Director, Mr. Jeffrey Kane, has substantially increased the PD line item in the annual budget to help those individuals pursue training and work toward their qualifications. Further information can be found in section A6.6 of the Self-Study Report. Support for Professional Development is covered thoroughly in the Self-Study Report. Please refer to Chapter 1, Sections 1 & 2, and Chapter 3 sections A2.6, A4.4, A4.7, A4.9, A6.6 and B2.4.

Other critical areas in need of development		
Action Plan Items	*Current Status*	*Details*
Safety policies	Completed	All safety policies have been revamped and updated in the newest version of the Staff Handbook. Posters detailing appropriate action in the event of choking are displayed in the cafeteria. First aid and CPR training including the use of an AED has begun and several staff members have completed training. All teachers have completed the suicide prevention training offered by SPTS. Additionally, a crisis intervention team has been formed in order to better respond to students who are having non-academic issues. Evacuation and lockdown drills are run each year in order to make sure all students know how to exit the school safely and get to the prearranged meeting point. East-West also ran lock-down drills for both internal and external threats. These drills ensure that everyone knows what to do and no one panics during a real emergency. The Director, Mr. Jeffrey Kane, attended a dual student safety conference in September 2018, which included both the Asian Schools Institute for Safety and Security Conference, as well as the Asia Education Duty of Care Conference hosted by International SOS. Following his return, padding was purchased for the pillars on the ground floor and safety procedures for the pool and campus access were reviewed and revamped. A door was added from the main office into the school grounds. This allows all visitors to enter through the main office where they receive a visitor's badge prior to entering the school itself.
Afternoon programme for all students	Completed	Further information on this can be found in Chapter 2 (pages 22 – 25), Chapter 3 – C1.4, and Chapter 3 – C1.5 of the Self Study Report.

Other critical areas in need of development		
Action Plan Items	*Current Status*	*Details*
Completion of playground and canteen areas	Completed	The catering company reworked their contract and the school lunch now includes access to a salad bar each day. A new play space for the primary school was purchased and installed on the ground floor. This provides East-West with two large climbing and play structures for the primary students; in addition to a set of monkey bars, a climbing dome, and a swimming pool (See Evidence: 11-1 through 11-4).
Planning for growth and final phase of building development	Completed	Building construction is now complete at East-West. The middle building has been completed and we now have additional ICT labs, fifth grade classrooms, and music rooms. Some minor renovations, such as the installation of additional windows in the primary building, and modifications to the exams office in the primary building to fully comply with Cambridge requirements are planned to occur during June-July 2019.

Chapter II: Student/Community Profile and Supporting Data and Findings

East-West International School was founded in September 2006. Its vision was to provide an affordable, international education for primarily, but not exclusively, Cambodian children. The school grew rapidly, and it was necessary to move to a larger campus in both 2007 and 2008 to accommodate this growth. At the time of our initial self-study in 2012-13, students were enrolled from nursery to Grade 10, with our first graduation ceremony taking place in June 2015.

General Background and History

East-West International School is an independent, nonsectarian, coeducational, day school founded in 2006. East-West provides a blended international curriculum from nursery to Grade 12 for students of a variety of nationalities. The school is governed by a School Board with input from the school Leadership Team, the Student Council, staff, and the school community, including parents. The school operates under the umbrella of its parent company, the Newton Thilay Community Group (NTC Group).

East-West cannot be fully understood without an understanding of the educational context in which it lives. With intellectuals and teachers having been systematically eliminated during Pol Pot's reign, the Cambodian national education system has been slowly reestablishing itself. While substantial progress has been made, there is still a long way to go before it reaches international standards. Thus, international schools have become an important component of the education scene in Cambodia. East-West International School was started by a Cambodian man who, after traveling to three countries, began to understand that Cambodian education was not as good as he thought it was. He also recognized that he did not know enough about international education to guide the development of East-West, so placed his trust in the administrators and teachers of the school. At the time, there were very few truly international schools, and those that did exist were either financially beyond the financial reach of most Cambodian families or Christian schools with limited places for Cambodian students. Historically, in Cambodia, English schools operated teaching English language only, either before or after students had attended the half-day program at a national school. There were some schools offering a more extensive full day program to Cambodian students, but most taught exclusively in English. East-West was one of the first schools to offer a bilingual program to Cambodians as well as international students.

It is also important to understand the Cambodian context so that challenges in attracting parent involvement can be appreciated. Historically, Cambodian parents have trusted schools to make educational decisions and have limited their input due to a perceived lack of expertise in themselves. In the context of this Cambodian mindset, parent involvement and engagement in the school process is relatively limited, though the landscape at East-West is changing. In 2016, East-West established a Parent-Teacher Organization (PTO). Though initially attracting only a small group of parents, the core group has begun to grow. With the new School Director came a revitalization of the PTO. This group meets regularly to discuss the parents' perspective of East-West International School and offers an opportunity for this very valuable stakeholder group to be heard. Unfortunately, the nature of Cambodian parents is one of limited involvement in school-based discussions; parents believe that the school will make the right decisions for the students with or without their input. This is a cultural hurdle and one that the school strives to overcome. Parent involvement is growing, with the school reaching out through monthly newsletters sent home in English and Khmer, Telegram, QR-coded surveys, and invitations to the regular PTO meetings. The core group of parents who do attend serve as stakeholder ambassadors, and their input is valued. This process has been slow, yet the most sustainable change in any environment is gradual change. Parents have begun to accept that the school values their input, and that input has indeed been helpful in steering the school.

East-West International School is now in its thirteenth year of operation. It opened in September 2006 to provide an affordable international education for primarily Cambodian children, while also welcoming students of other nationalities. In its first year of operation, East-West opened for Preschool to Grade 1 students along with a half-day English as a Second Language (ESL) program. Towards the end of the first academic year, the school relocated to accommodate its growing population. The school moved again, for the start of the 2008-2009 academic year, to its current campus. That same year, the school ceased offering the ESL program and was restructured as a general education school offering an international curriculum.

Currently, East-West International School serves students from Nursery to Grade 12. East-West is a bilingual school providing education in both English and Khmer. East-West follows the International Primary Curriculum (IPC) in the primary program and the Cambridge Curriculum in the secondary program.

History of ACS WASC Accreditation at East-West International School

East-West International School is accredited through Grade 10 by the Accrediting Commission for School – Western Association of Schools and Colleges (ACS-WASC). We are currently seeking full accreditation through Grade 12.

East-West International School applied for WASC candidacy status in 2008. The first site visit was conducted by David Brown, the Executive Director of ACS-WASC. Though East-West did not really fit the usual model for an international school, Mr. Brown liked what he saw and encouraged us to always keep in mind the question, "Are students learning?" and the school was granted candidacy status. That question has driven the integrity of our school since its inception and continues to be at the core of East-West's philosophy.

East-West International School was visited again in March 2013 at the conclusion of our first self-study. At that time, East-West International School did not have a formal budget or School Board and had few written guidelines and policies. Despite that, the founding Leadership Team identified critical areas and was committed to moving forward to drive the school toward excellence. That visit resulted in a 6-year accreditation to Grade 10, as East-West International School did not offer upper secondary courses at the time of the visit.

During that visit, Amy Sholdt, Stephen Byrnes, Michael Gohde, and Zoe L. Hauser identified several factors that supported the school improvement process at East-West International School. Among those factors were:

- A visionary owner who trusts the professional staff to deliver the program;
- Strong, hardworking, and committed leadership;
- Dedicated teaching staff and their commitment to improving the quality of the educational program; and
- Previous accomplishments on 2009 Action Plan.

Additionally, the Visiting Committee in 2013 identified the following challenges to overcome. Among those identified factors were:

- Balancing an affordable program with the true cost of a quality international education;
- Avoiding faculty and staff burnout with the balance between contractual responsibilities and the responsibilities required to complete the action plan items;
- Low staff retention; and
- Attracting and retaining quality teachers.

Most notably, the closing comments in the Visiting Committee report from 2013 stated that

> *"the Visiting Committee was struck by the fact that the vision of the school is fully embraced by the entire school community. There is a palpable devotion*

> *and commitment to providing meaningful learning experiences in an atmosphere of deep respect for all."*

The faculty and staff at East-West International School remains humbled by that statement and fortunate that the visiting committee members felt the culture of the school over the duration of their stay.

East-West International School was visited again in April 2016 for a mid-cycle review. At that time there were refinements to the action plan that focused mainly on three areas:

- Resources;
- Curriculum; and
- Communicating the school goals and vision, especially to parents.

Other areas of development included a transparent budgeting process, recruitment/retention/development of trained teachers, safety policies, the completion of campus construction, and planning for growth. Significant progress has been made in all these areas, as is detailed in this report.

The faculty and staff of East-West International School continue to use the ACS WASC process to guide instructional, staffing, and operational decisions. Since the granting of accreditation, East-West International School has tasked the School Director with creating and monitoring a budget, a School Board has been established, and we have written policies and guidelines that define operational, philosophical, and pedagogical procedures. We have also made substantial progress on our Action Plan and continue to self-identify areas of improvement in a process of continual, critical reflection.

East-West International School is committed to the ACS WASC philosophy of a student-centered *Focus on Learning*, and to the ACS WASC process of ongoing improvement. The Leadership Team, School Board, and instructional staff serve the students, and continue to implement best practices to meet the needs of the learners. Helping students understand how they can live in their world with integrity has also contributed to the reworking of our Schoolwide Learner Outcomes (SLOs). The focus of East-West International School is to understand what it is to be human and to match the school and its practices to the development, maturation, and understanding of our children and their interests, offering a high-quality education for a population whose income is not necessarily substantial. Our primary population is Cambodian, and we strive to make education meaningful to our host culture and visiting cultures embracing a philosophy of global competencies and citizenship.

School Purpose

Mission

East-West International School is a community of students, educators, staff, and parents striving to achieve excellence in a caring environment.

It is the mission of East-West to develop responsible global citizens who are creative problem solvers, lifelong learners, effective communicators, and active community members.

Vision

It is the vision of East-West to provide every student the opportunity to learn, to be challenged, to be creative, to think critically, to know acceptance, and thus to provide a strong foundation for further study and/or work in an ever-changing world. East-West is dedicated to academic excellence. By making learning relevant and appropriate, East-West hopes to instill in each child a lifelong love of learning and the ability to solve problems creatively. East-West also wishes that each student learns about and appreciates Cambodian culture and language, as well as other cultures of the world, thus giving them a global perspective so that each becomes a responsible

world citizen and a contributing member of society. Respect for cultural differences, language, and the background of all who are the East-West community is an everyday expectation which engages students in the realities of this global perspective. East-West strives to become a leading educational institution, both locally and internationally.

Schoolwide Learner Outcomes (SLOs)

Our SLOs have gone through significant revisions since our initial WASC visit and our mid-cycle review. The evolution of our SLOs is outlined in Appendix F. Our SLOs can be summed up in the acronym C.L.E.A.R:

Creative problem solvers

They
- identify strengths and weaknesses and set goals
- collect, evaluate and use information from different sources
- demonstrate higher order thinking skills

Lifelong learners

They
- are curious and open to new learning experiences
- organize and take responsibility for their own learning
- stick with a task until it is completed
- use failure and mistakes as learning opportunities
- apply their learning to real life situations
- balance social, emotional and physical wellness

Effective communicators

They
- communicate verbally with confidence in more than one language
- listen and respond appropriately to others
- express thoughts, ideas and knowledge in writing and other ways

Active community members

They
- value other people and different points of view
- are fair, just and inclusive
- work cooperatively with peers in and out of the classroom
- participate actively in community life at school and outside school

Responsible world citizens

They
- respect our common humanity
- take responsibility for the shared guardianship of the planet
- strive to create a better and more peaceful world

Global Competencies

At East-West International School, we have adopted the Organization for Economic Co-operation and Development (OECD-PISA) definition of global competence. Global competence is the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development.

This definition has been aligned with our SLOs and is illustrated in the infographic below:

This infographic was selected by the school stakeholders. Staff and students were invited to vote from 5 possible infographics to be adopted by East-West International School to explain global competence as it applies to the mission and vision of the institution. More than 50% selected the above infographic, thereby securing its adoption for explaining global competence at East-West International School.

Demographic Data

Calendar

There are 180 days of classroom instruction over two semesters. For secondary students the school day begins at 7:10 am and ends at 2:55 pm, except on Wednesday afternoons when additional Khmer classes for Grades 7-12 run until 3:45 pm. For primary students the school day begins at 7:30 am and finishes at 2:30 pm. East-West International School also offers an array of afterschool activities over four terms, including sports which follow seasonal calendars.

Enrollment

Except for 2016-17 and 2017-18 academic years, East-West International School has experienced steady growth in enrollment each year. The lack of growth in 2016-17 and 2017-18 has been attributed to three school directors in the span of a short time, a phenomenon that is unlikely to repeat itself. In January 2018, the new School Director was chosen from the existing staff. This individual has been a teacher with East-West International School since its inception and has strong ties to the community. In the April 2018 parent survey, parents expressed a feeling of relief in the stability of our current School Director, as well as provided positive feedback regarding the direction of the school under his leadership. This was supported in October 2018, when there was strong agreement that the Director is both visible and approachable.

The Director is Visible

Disagree
4%

Strongly Disagree
0%

Neutral
18%

Strongly Agree
23%

Agree
55%

The Director is approachable

Disagree
3%

Strongly Disagree
0%

Neutral
24%

Strongly Agree
27%

Agree
46%
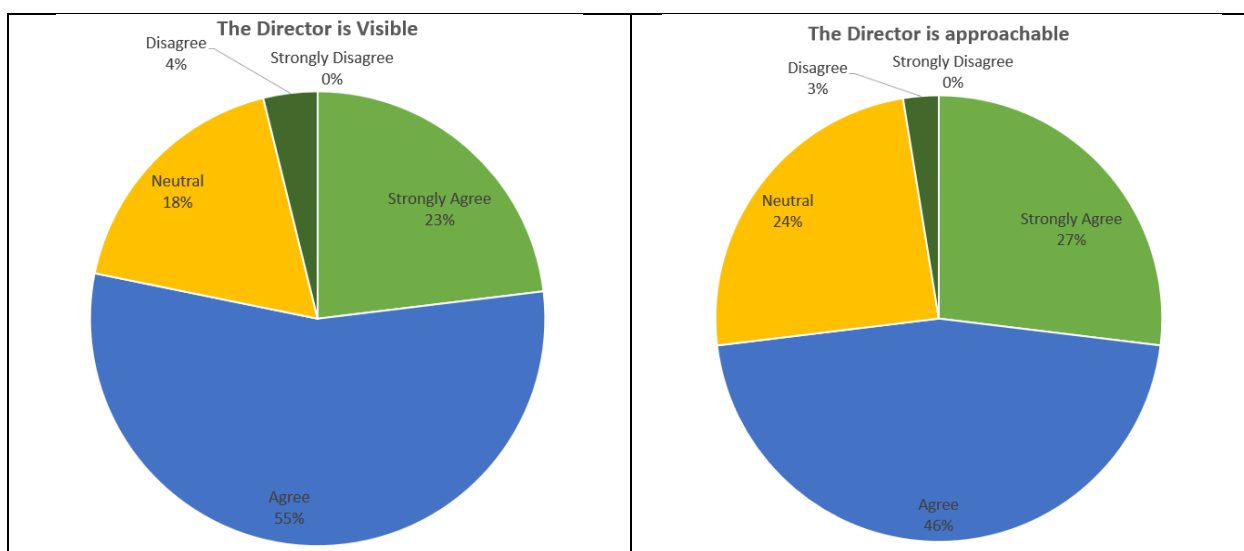
Current enrollment for 2018-19 is 488 students. East-West International School proudly hosts students from over 17 nationalities, with Cambodian (78%) and Korean (13%) being the most prevalent.

Student Nationalities

Other
9%

Korean
13%

Cambodian
78%
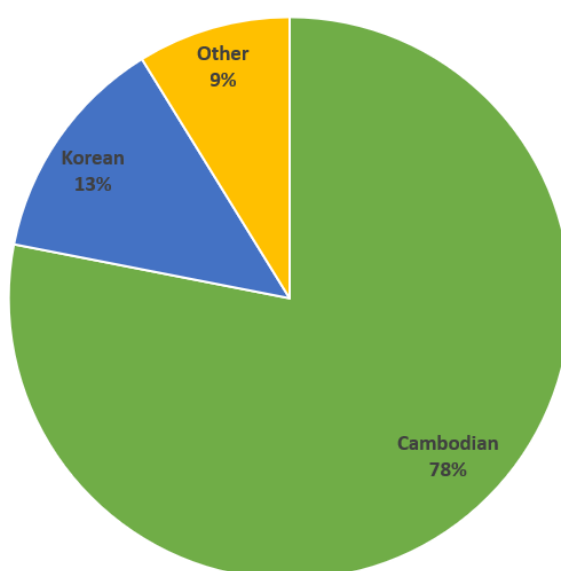
2018 Nationalities	Nursery - Grade 5		Grades 6 - 12		Total	
	#	%	#	%	#	%
Afghan	2	1.0%	1	0.4%	3	0.6%
American	3	1.5%	0	0.0%	3	0.6%
Australian	0	0.0%	2	0.7%	2	0.4%
British	2	1.0%	1	0.4%	3	0.6%
British/Thailand	2	1.0%	0	0.0%	2	0.4%
Cambodian	164	80.8%	217	76.1%	381	78.1%
Cambodian/British	1	0.5%	1	0.4%	2	0.4%
Cambodian/Chinese	1	0.5%	2	0.7%	3	0.6%
Cambodian/Japanese	0	0.0%	4	1.4%	4	0.8%

2018 Nationalities	Nursery - Grade 5		Grades 6 - 12		Total	
	#	%	#	%	#	%
Chinese	0	0.0%	1	0.4%	1	0.2%
Egyptian	0	0.0%	2	0.7%	2	0.4%
Filipino	1	0.5%	0	0.0%	1	0.2%
Indian	2	1.0%	0	0.0%	2	0.4%
Indonesian	2	1.0%	3	1.1%	5	1.0%
Korean	19	9.4%	45	15.8%	64	13.1%
Malaysian	1	0.5%	2	0.7%	3	0.6%
Russian	1	0.5%	1	0.4%	2	0.4%
Sri Lankan	2	1.0%	1	0.4%	3	0.6%
Thai	0	0.0%	1	0.4%	1	0.2%
Vietnamese	0	0.0%	1	0.4%	1	0.2%
TOTALS	203	100.0%	285	100.0%	488	100.0%

Potential families meet with the School Director and/or Primary or Secondary Principal and are given a guided tour of the campus. East-West International School attracts new families by marketing the school in local publications, at local functions such as the Kids' Fair on Diamond Island, a revised website, street banners, and word of mouth. In 2018, a marketing team was developed to further the presence of East-West International School in the community, and to help boost enrollment.

During the 2018-19 academic year, East-West International School has seen a 2% increase in student enrollment. Should this trend continue, enrollment levels could exceed 500 students by the 2019-20 academic year. Additionally, the 2018-19 academic year saw a student retention rate increase from 91% to 95%. This 95% retention rate clearly reflects the success of the efforts East-West International School has made to establish and maintain rapport among all stakeholders in order to foster an environment of positive relationships.

Faculty and Leadership

Since our first self-study in 2013, East-West International School has undergone several changes. Despite solid plans for the transition, after the retirement of the Founding Principal, three successive school directors were hired, but were either dismissed or left of their own volition for a variety of reasons. The turnover in the position of School Director proved to be one of the biggest challenges faced by the school. The turnover can be best understood in the chart below.

Time Active as Director	Name
School Opening – January 2016	Sandra Chipps, Founding Director
January 2016 – July 2016	Management team, headed by Trent Fechter and Samantha Fraser
July 2016 – October 2016	Matthew Ricketts -resigned
October 2016 – December 2016	Samantha Fraser, Interim
December 2016 – February 2017	Bill Bartlett - dismissed
February 2017 – December 2017	Samantha Fraser, Interim
January 2018 – Present	Jeffrey Kane

Because of this, 2016 and 2017 were a period of some instability which caused some uncertainty, particularly among parents. In December 2017, the current School Director was promoted from his position as a classroom teacher and Head of Pastoral Care. As an individual who had been teaching at East-West since it opened, our current School Director represents stability, a connection to the community, and a passion for the school. The School Board's faith in this individual was well placed, as parents have voiced their approval in his appointment and enrollment has begun to increase again. A stable environment at East-West has thus been restored.

It is important to note that the recruitment process for a new School Director commenced in October 2014, and an initial appointment was made, with a six-month transition period planned. Due to an unfortunate visa situation for the appointee, this appointment fell through, hence the interim arrangements. The process was recommenced in 2016.

Apart from the changes in the School Director position, the instructional staff has remained relatively consistent. The following changes are worth noting:

- At the beginning of the 2015-16 academic year, the Elementary Principal position was created.
- In December 2016, the Secondary Principal position was created, and Samantha Fraser appointed to that position. Prior to that we had a Secondary Coordinator position.
- At the beginning of the 2017-18 academic year, several new positions were identified by the school as critical personnel to help guide the instructional program at East-West International School:
  - Head of Pastoral Care (replacing the part-time school counselor position)
  - Early Years (N – Gr1) Coordinator
  - Primary (Gr 2-5) Coordinator
- In December 2017, the Coordinator positions were re-evaluated, along with the appointment of the Head of Pastoral Care as Director, and replaced with the following positions commencing January 2018:
  - Student Support Specialist/Secondary Counselor
  - Primary Principal
  - Curriculum Coordinator
- In January of 2018, the position of Secondary Principal was filled.

As the school grew, the need for a School Board became clear, and in 2016 a School Board was established. The inaugural serving members include the Founding Principal, the sitting School Director, a staff representative, the owner, the Chief Finance Officer from NTC, and the Human Resources (HR) Director from NTC. In 2018, with the original staff representative now the School Director, two additional members were invited to the School Board: the sitting Secondary Principal as a full-time member and the Khmer General Education (KGE) Coordinator as a part-time member. The addition of these two members ensures the School Board has access to individuals working directly with the curriculum to facilitate a deeper understanding of the implications of decisions made by the Board itself.

With the appointment of the Head of Pastoral Care to the School Director position, and the unfortunate rise in suicides in Cambodia over the past several years the re-establishment of the position of Secondary Counselor was considered essential. This individual was originally a middle school Science teacher with experience in working with students who require learning support and students with social, emotional and behavioral needs, which necessitated the hiring of a middle school teacher to replace him in the classroom. The new Secondary Counselor collaborates with METU, an external counseling company with a licensed psychologist. Referrals are completed by staff members and submitted to the counselor who then works closely with the Leadership Team to determine whether a METU referral is warranted. In many

cases, the Leadership Team errs on the side of caution and moves forward from school-based referrals to METU referrals for the sake of student safety. Additionally, as an increased awareness of student mental health has come to the forefront, all staff have been required to submit proof of completion of Suicide Prevention Awareness Training, and that certificate is kept on file on the management server.

A Crisis Management Team was also established and was charged with writing a Crisis Management Plan and keeping abreast of best practices in school-based crises. Teachers were informed that it is only their job to identify and report, not to intervene; the Leadership Team and Crisis Management Team are responsible for all actions after the initial teacher referral. East-West International School still needs to hire the critical position of Career and College Counselor, which was proposed to the School Board in January 2019 and accepted.

Since the last WASC visit, the position of IT Coordinator was also added to the organizational chart, and along with that position came Internet for students and staff, as well as staff computers, a schoolwide email system, and a dedicated server. This is an improvement over the previous setup, which saw teachers using their own personal devices and email addresses to conduct school business.

There have also been adjustments to the staffing structure and organizational chart. In 2017, the position of Head of Department (HoD) was developed for each curricular area in secondary in order to streamline communication and to more effectively manage and support subject teachers. In August 2018, a librarian was hired to oversee both the primary and secondary libraries.

There are 59 instructional expatriate faculty members and administrators employed with East-West International School. Of the expatriate teachers, the nationality breakdown is as follows:
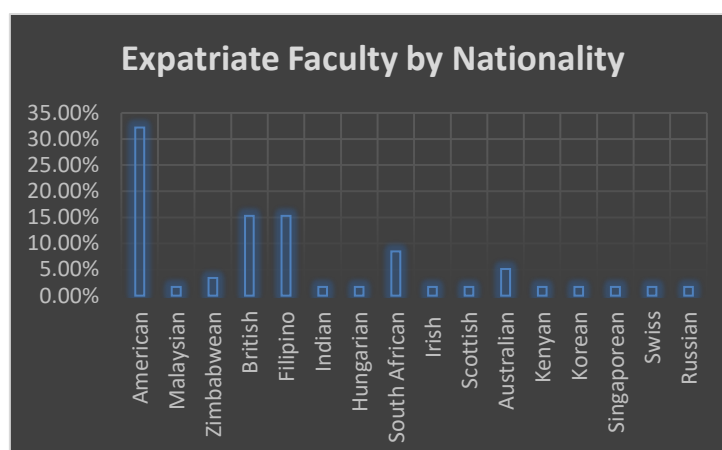
The Cambodian instructional staff are a large percentage of the faculty. East-West International School employs 40 full-time and 12 part-time Khmer teachers. When added to the expatriate teachers, the nationality breakdown is as follows:
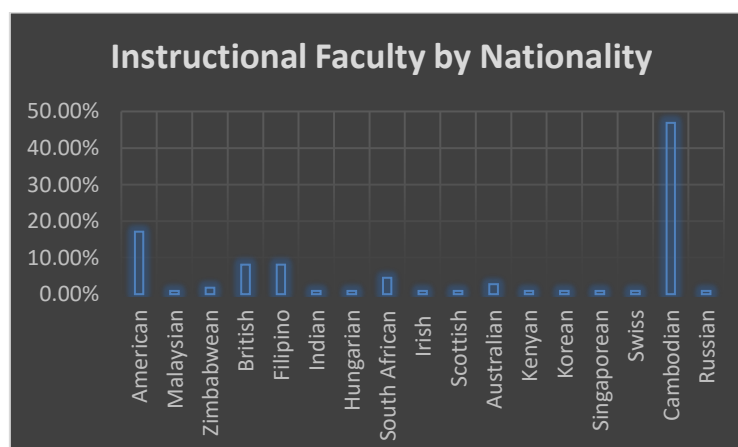
In 2018-19, 14 new teachers were hired, reflecting a turnover of only 12%. In a school where salaries are not necessarily competitive, this low turnover rate speaks highly of the positive school climate at East-West International School. More than half of the teaching staff having been at East-West for more than 3 years, including over one third of the foreign teaching staff. This includes 5 staff members who have been at the school since it opened in 2006. With relationships at the core of all we do, this low turnover rate has helped strengthen relationships between staff and students. Staff are also encouraged to support each other in becoming the best teachers they possibly can be, through mentoring and peer observations.

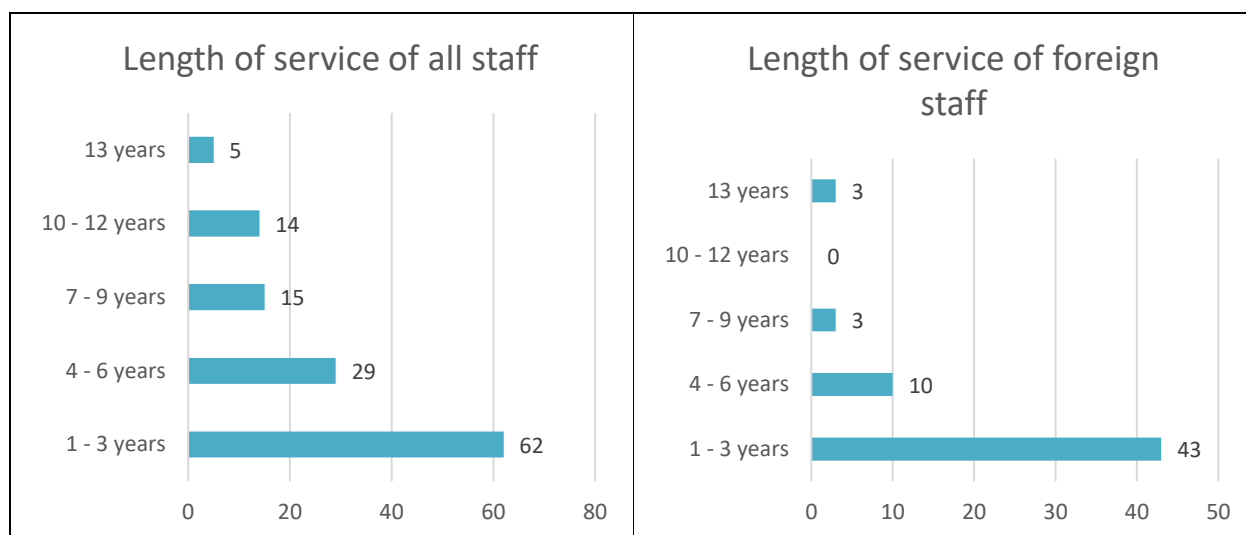| Length of service of all staff		Length of service of foreign staff	
13 years	5	13 years	3
10 - 12 years	14	10 - 12 years	0
7 - 9 years	15	7 - 9 years	3
4 - 6 years	29	4 - 6 years	10
1 - 3 years	62	1 - 3 years	43

Class Sizes

Another important positive factor at East-West is class size. Our classes are capped at 16 for preschool, 18 for Prekindergarten (PreK), and 22 for Kindergarten to Grade 5. In secondary, class sizes are capped at 24 students. The reality is that many of our classes are smaller than that, allowing teachers to give students the individual support to help each student reach his/her potential.

Class sizes 2018-19

Grade	Class size
Grade 12	15
Grade 12	15
Grade 11	17
Grade 11	16
Grade 10	15
Grade 10	15
Grade 10	14
Grade 9	18
Grade 9	18
Grade 9	17
Grade 8	19
Grade 8	18
Grade 8	18
Grade 7	15
Grade 7	15
Grade 6	20
Grade 6	20
Grade 5	25
Grade 5	24
Grade 4	18
Grade 4	17
Grade 3	13
Grade 3	13
Grade 2	9
Grade 2	8
Grade 1	16
Grade 1	15
Kindergarten	10
Kindergarten	9
Prekindergarten	11
Nursery	13
Nursery	3

Student Attendance Patterns

Currently we have limited data in relation to this area. Up until the end of the 2015-16 academic year, teachers were expected to submit their attendance books to the School Coordinator at the end of each academic year. The current School Director advised that the various interim School Directors did not encourage the retention of attendance books from year to year, making historical data impossible to analyze. A new, comprehensive digital database (planned for implementation 2019-20) will centralize and standardize record keeping, allowing East-West International School track and analyze attendance patterns more effectively going forward.

Tardiness continues to be a problem at East-West International School. The culture of Cambodia is one where punctuality is neither stressed nor encouraged. In the primary grades this is also compounded by cultural practice where children often go to bed very late and therefore have difficulty waking early in order to be on time for school. In addition, traffic continues to grow worse every year in Phnom Penh, and more families are moving further out into newly constructed gated communities. In an attempt to help students understand the importance of coming to school on time, a tardy slip initiative has been put into place. Students are given a grace period, but those who arrive 3 minutes late for their first class are directed to the office to register their tardiness. Slips are presented to designated personnel at the staircases and are collected by the first period teachers. Teachers are instructed to send all students who arrive without a tardy slip to the office as a safeguard in case some students neglect to go through the proper channels when arriving late to school. Since implementing this initiative, tardiness has reduced from a daily average of approximately 50 students to a daily average of approximately 25 students. These figures do not include the tardiness from late buses, which continues to be an issue at East-West. The 50% reduction in tardiness is encouraging, and the school hopes to see the numbers improve further as time progresses.

The average daily attendance at East-West International School is very high. On an average day in the 2017-18, East-West International School reported 96% attendance. To put that into context, according to NEA.org, the average daily attendance reported in US schools in academic year 2017-18 was approximately 90% with many schools targeting 95% as a goal for improvement. While historical data is not available, staff who have been at the school for any length of time report that attendance patterns were similar. Students generally enjoy coming to school, and parents are good at encouraging daily attendance.

Student Activities and Athletics

In addition to academics, students of all ages and abilities are encouraged to explore their interests through our wide range of extra-curricular activities. These include the after-school program, clubs, Student Council, or service learning organizations.

- **After School Program** (ASP) – Enriching after-school activities are scheduled quarterly. Some of the ASAs include: Stop-motion animation, football, arts and crafts, swimming, chess, fruit art, four-square, Kenyan pop song dancing, school magazine, badminton, drama, Khmer dance, and painting.
- **Clubs** – Currently two clubs are operating at East-West, being the Drama Club and the Glee Club. A Tolerance Club is currently being planned and will be available to students in second semester 2018-19.
- **Student Council** - The East-West Student Council holds events to help build relationship among students and provide social events in a safe environment. Several of these events are designed to help foster a love of learning in students while promoting 21st century skills such as critical thinking and collaborative work. These events have included
  - Homecoming dance this year, themed "A Night in Paris" with an Eiffel Tower replica and copious amounts of lights,
  - "Teachers Trivia" event in which students created questions for teacher teams to answer

- o A "Student Trivia" event is being planned, as well as a contest between the winning teacher and student teams,
  - o Secret Santa,
  - o Sleepovers,
  - o Talent Show
  - o Halloween Party
  - o Spirit Week
  - o Winter Formal
  - o Prom

- **Athletics** –facilitated through International School Sports Association of Phnom Penh (ISSAPP). Students participate in variety of sports. Secondary athletic activities include volleyball, soccer (football), basketball, and swimming. Primary students participate in Youth Athletes of Phnom Penh (YAPP) activities, including baseball, soccer, dodgeball, basketball and track and field.

  •Since 2012, the East-West International School athletic department has been growing. After hiring an Athletic Director, the program has expanded from a single middle school football team and a single middle school basketball team in 2011-12 to a full-complement of sports in 2018-19. The charts on the next page depict the longitudinal percentage changes in sports participation from 2011-12 to 2018-19. It should be noted that there has been some reluctance on the part of Cambodian parents to permit their daughters to play sports, which is part of the reason why we had teams for boys in some sports some years before we had girls' teams. This is slowly changing, and that is encouraging.

Sports Teams - Girls								
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Middle School Volleyball	No Team	No Team	15	12	12	14	18	TBD*
High School Volleyball	No Team	No Team	15	14	9	9	7	9
Middle School Football	No Team	No Team	11	10	8	14	12	12
High School Football	No Team	No Team	No Team	No Team	No Team	No Team	10	TBD
Middle School Basketball	No Team	No Team	No Team	No Team	12	10	16	11
High School Basketball	No Team	No Team	No Team	10	8	8	10	19
Swim Team								6

- TBD * = The season has not yet begun.
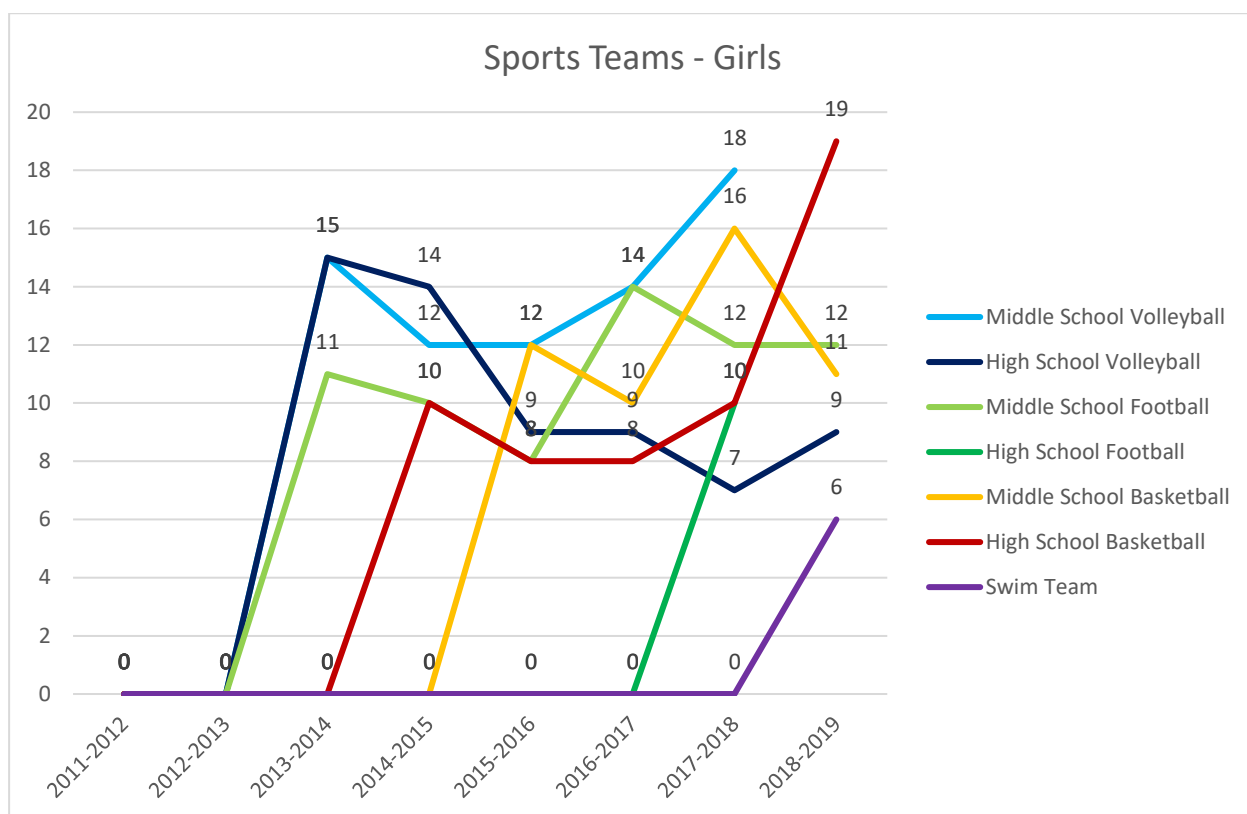
Sports Teams - Girls

Sports Teams - Boys							
	2011-12	**2012-13**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Middle School Volleyball	No Team	No Team	12	13	16	16	TBD
High School Volleyball	No Team	No Team	No Team	No Team	14	18	16
Middle School Football	11	12	12	10	9	14	18
High School Football	No Team	No Team	12	13	12	16	TBD
Middle School Basketball	7	12	15	19	20	16	22
High School Basketball	No Team	No Team	8	8	10	12	20
Swim Team							9

- TBD * = The season has not yet begun.

Sports Teams - Boys chart showing data from 2011-2012 to 2018-2019 for Middle School Volleyball, High School Volleyball, Middle School Football, High School Football, Middle School Basketball, High School Basketball, and Swim Team.
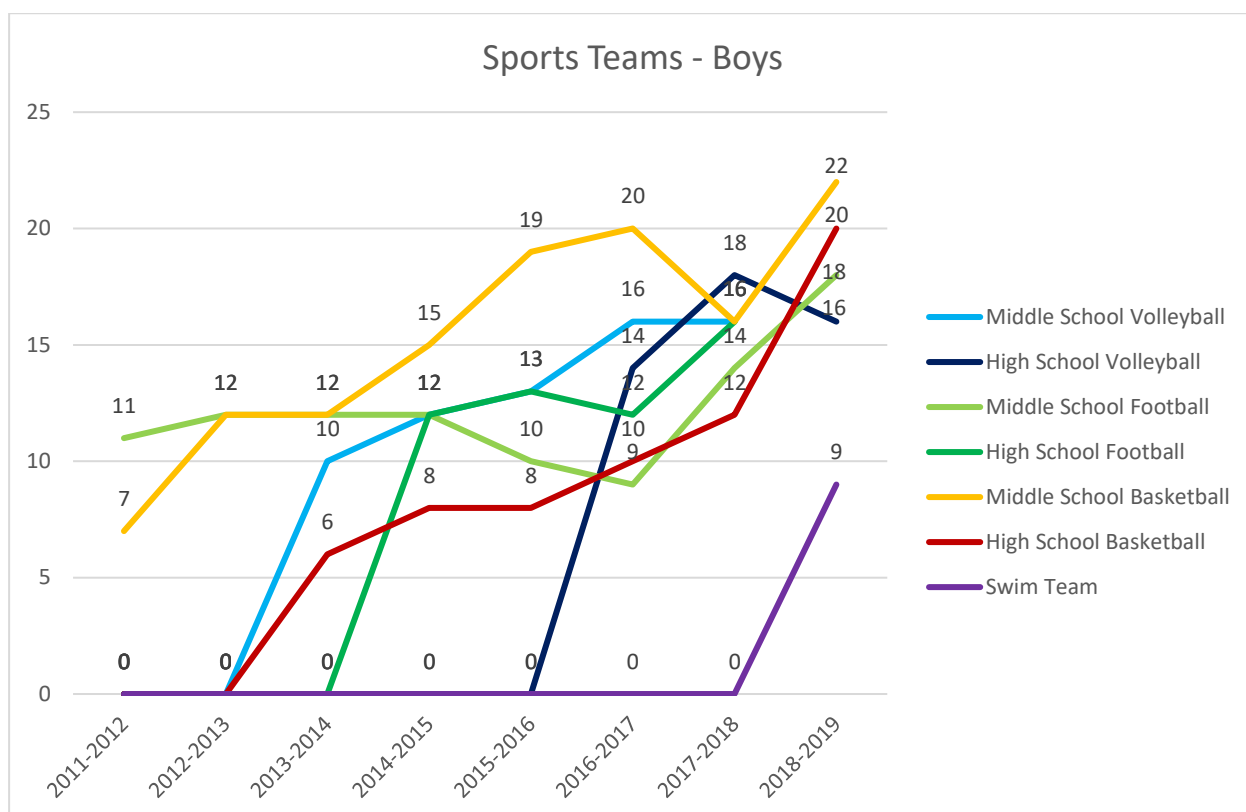
Financial Processes

The School Director is now responsible for creating, managing, and distributing an annual budget. In 2018, the budget line item for PD was substantially increased to communicate the importance of lifelong learning among the staff to the School Board, community, and parent company. The budget process has also allowed for an upgraded Science lab, libraries, assembly hall performance space, canteen, and formal marketing department.
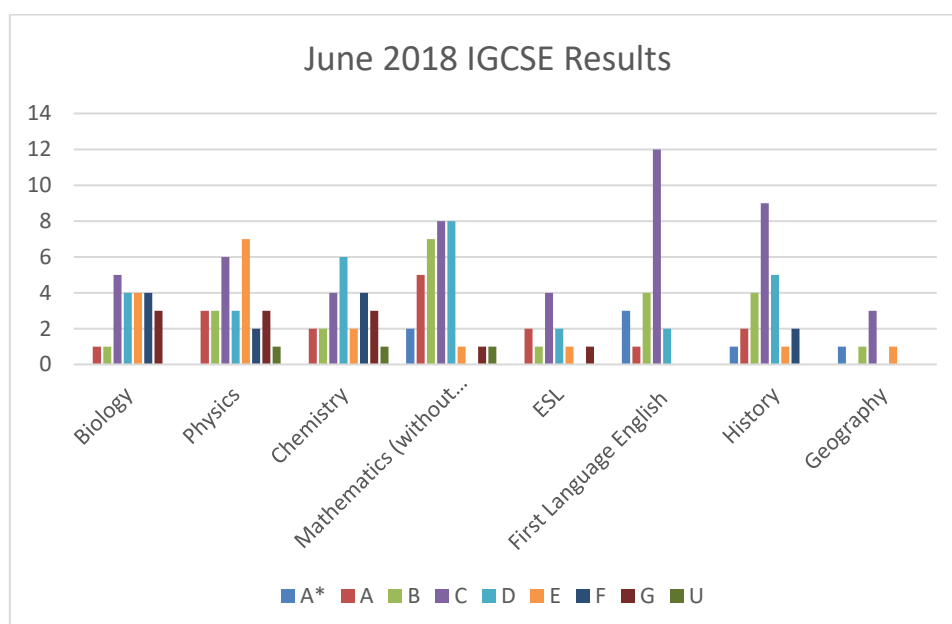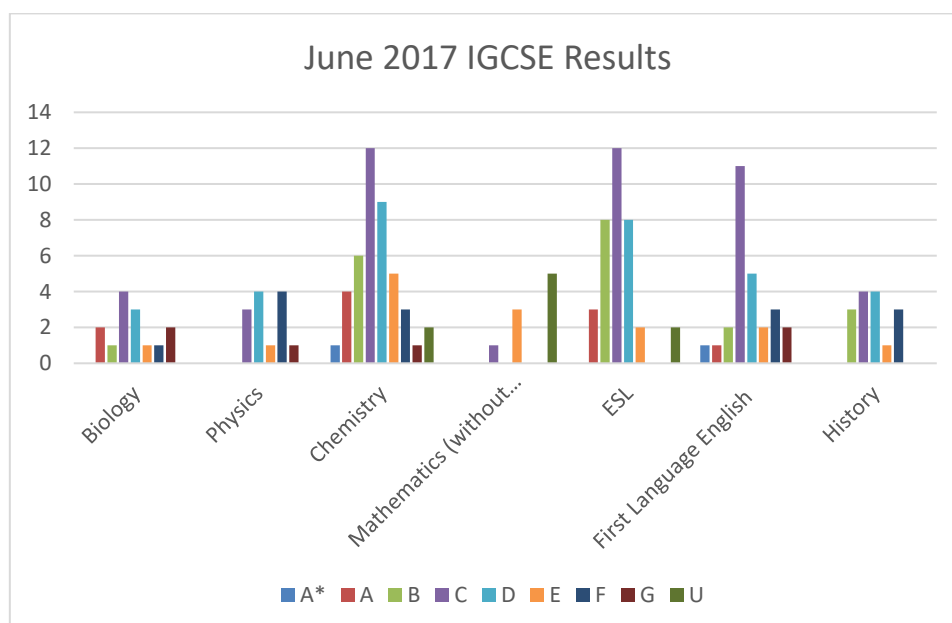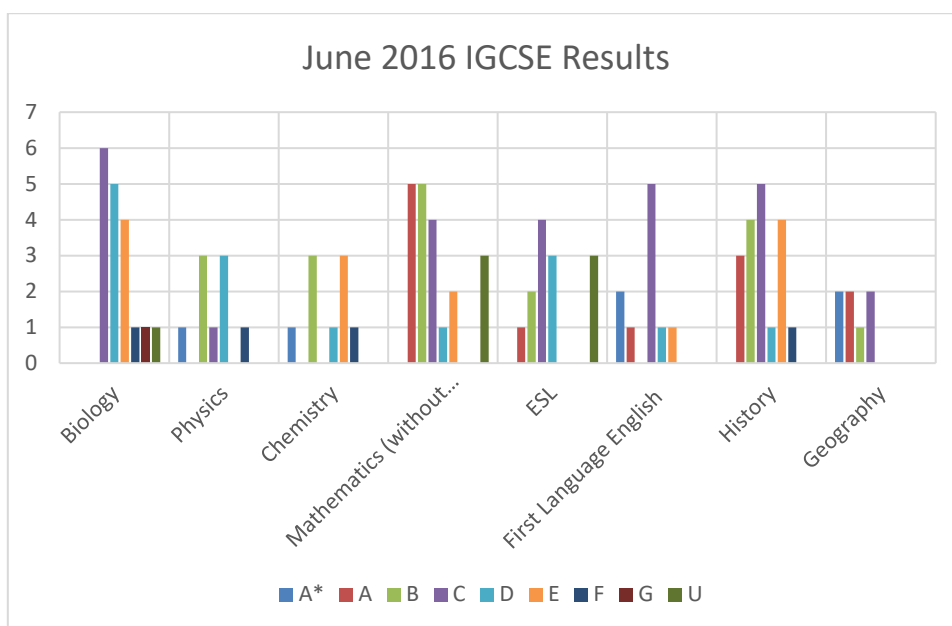
Student Outcome Data

East-West International School offers a bilingual education and is committed to a well-balanced and comprehensive assessment program that promotes student achievement. The KGE Curriculum, backed by the National Exams is taught from Kindergarten to Grade 12, while the Cambridge Curricular Standards, backed by the yearly CIE, are taught in the secondary school. The secondary school has been following the Cambridge curriculum since 2012. The Cambridge curriculum was selected as the best and most affordable option to provide students with entry into universities and colleges around the globe, but particularly in the Asia Pacific region where it is widely recognized. There are tests associated with all Cambridge classes from Grades 9 to 12; although students do not start testing until Grade 10. Each August the school receives testing results from the previous testing session. This data is used in conjunction with student interest and teacher strengths to modify the master schedule each year and make sure the school is meeting the needs of all students.

Cambridge International Examinations Data

Students attending East-West International School can choose to participate in Cambridge testing. These examinations are undertaken in Grades 10, 11, and 12 according to status in IGCSE and A-level courses. Participation is not compulsory; therefore, the pass rates do not correlate with course enrollment rates, only with the rates of examination attempt.

Student performance on the CIE external examinations since the last WASC mid-cycle visit in 2016 can be reviewed longitudinally in the graphs on the following pages:

June 2016 IGCSE Results

June 2017 IGCSE Results

June 2018 IGCSE Results

June 2016 AS/A2 Results

June 2016 AS/A2 Results
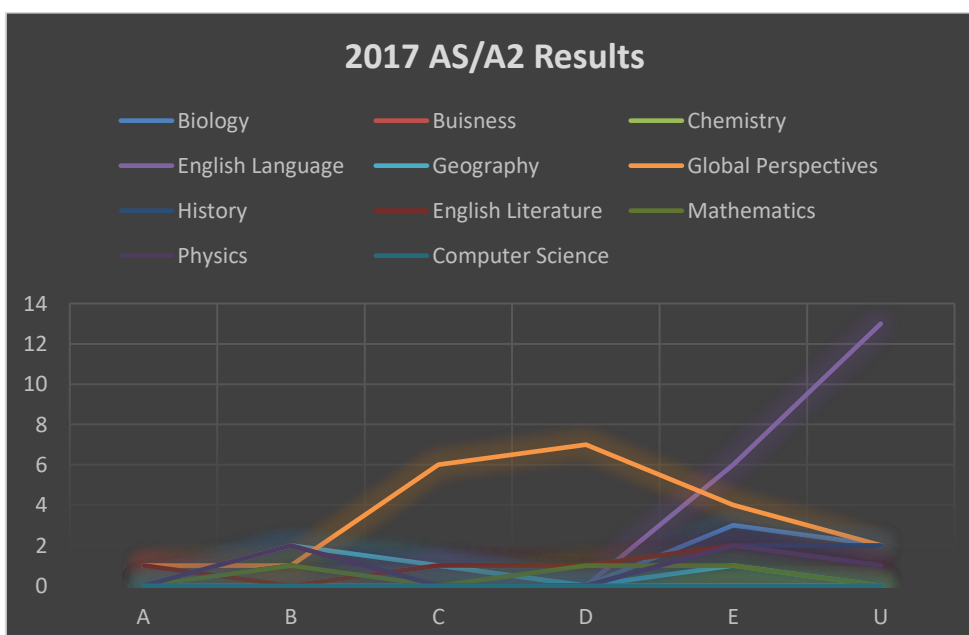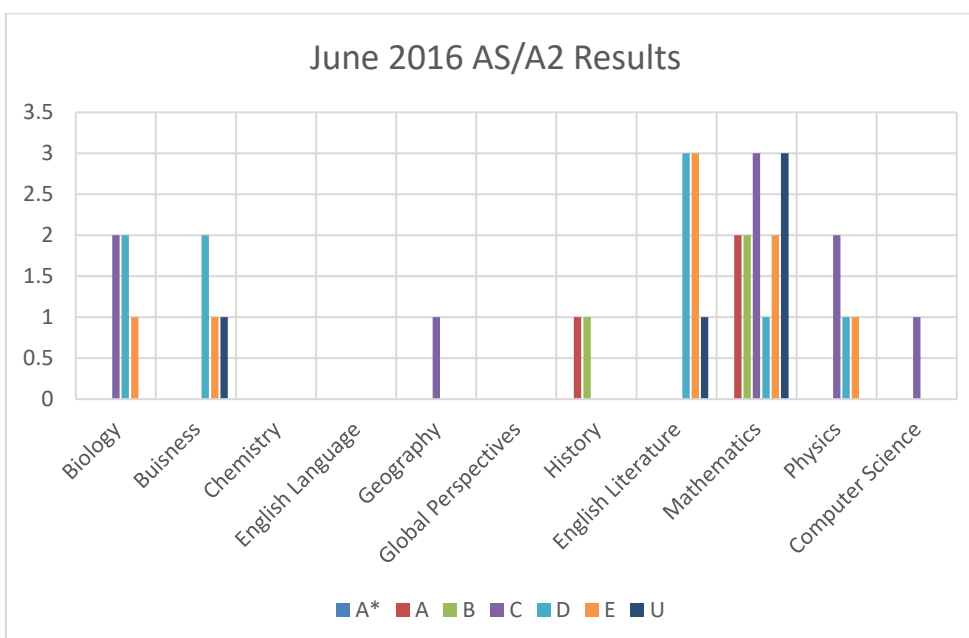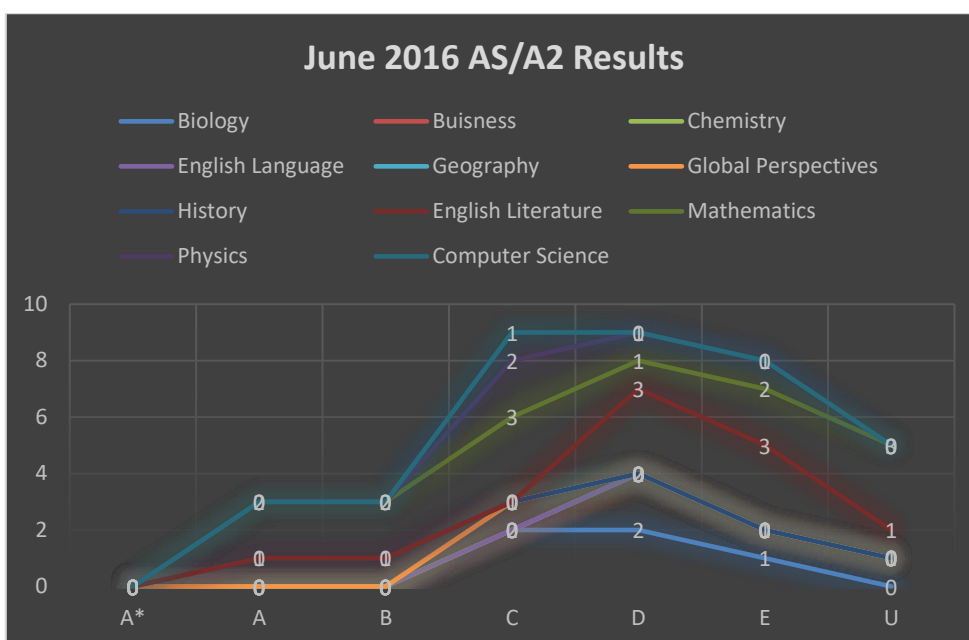
2017 AS/A2 Results

June 2017 AS/A2 Results
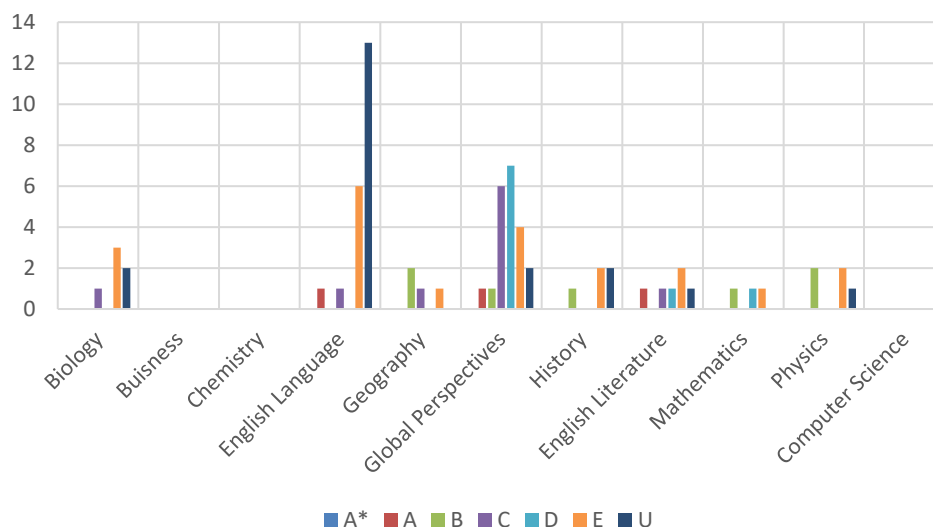
2018 AS/A2 Results
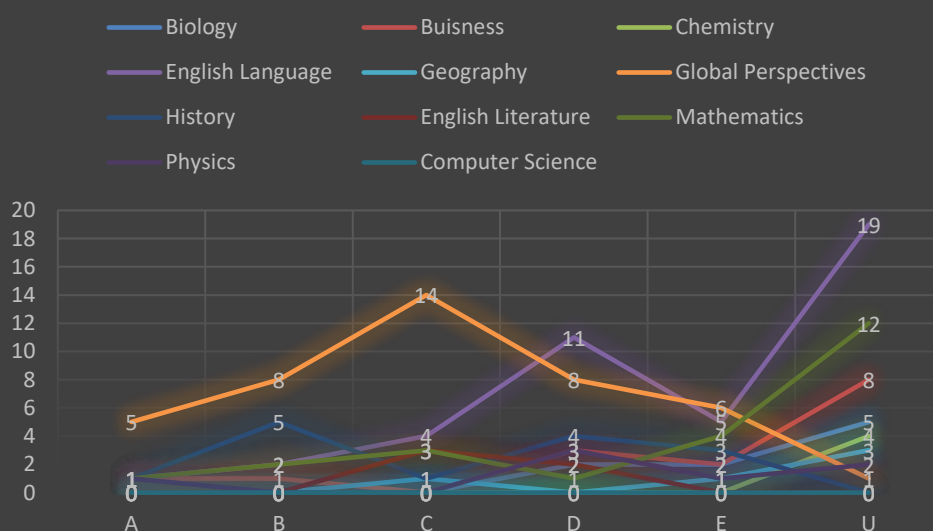
June 2018 AS/A2 Results
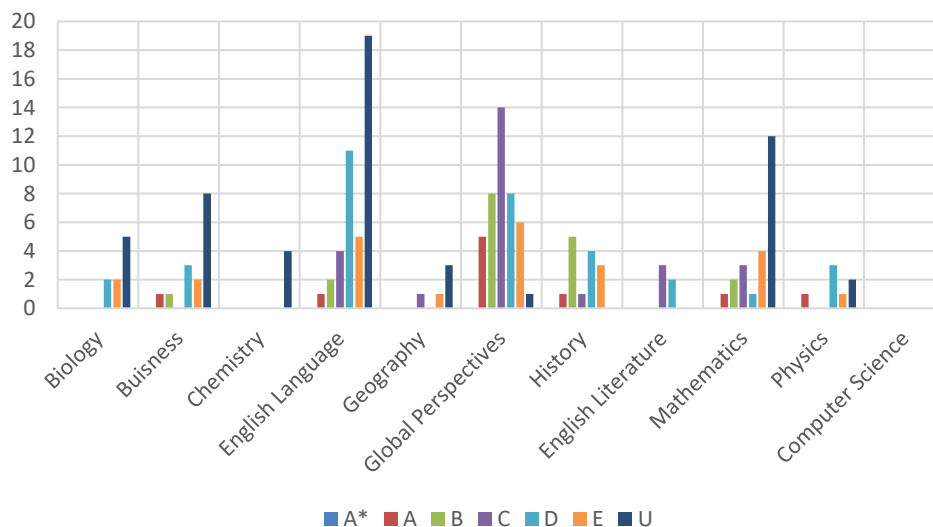
Khmer National Examination (KNE) Data

Khmer classes are offered throughout the day. Many of the teachers who teach in the secondary Khmer program at East-West International School also teach at the government schools in Phnom Penh. The study of Khmer is compulsory through Grade 8, with non-Cambodian students taking Conversational Khmer from Grades 6 to 8, while other students study the KGE Curriculum. Many students choose to continue their Khmer studies in Grades 9 to 12, however they are not required to do so. In 2018, three of the students who passed the KNE in Grade 9 were Taiwanese and Vietnamese. This is a testament to the quality of the Khmer Program, when non-native Khmer speakers can perform at a high level on the national exams.

Student performance on the KNE since the last WASC mid-cycle visit in 2016 is shown in the charts and text below:

East-West is proud that almost 100% of students enrolled in Grade 6 Khmer participate in the KNE. In both 2016-17 and 2017-18, 100% of students in grade 6 passed the KNE. From 2016-17 to 2017-18, performance increased, and students demonstrated a higher level of mastery. This is evident in the increased pass rates as highlighted in the graphs following.
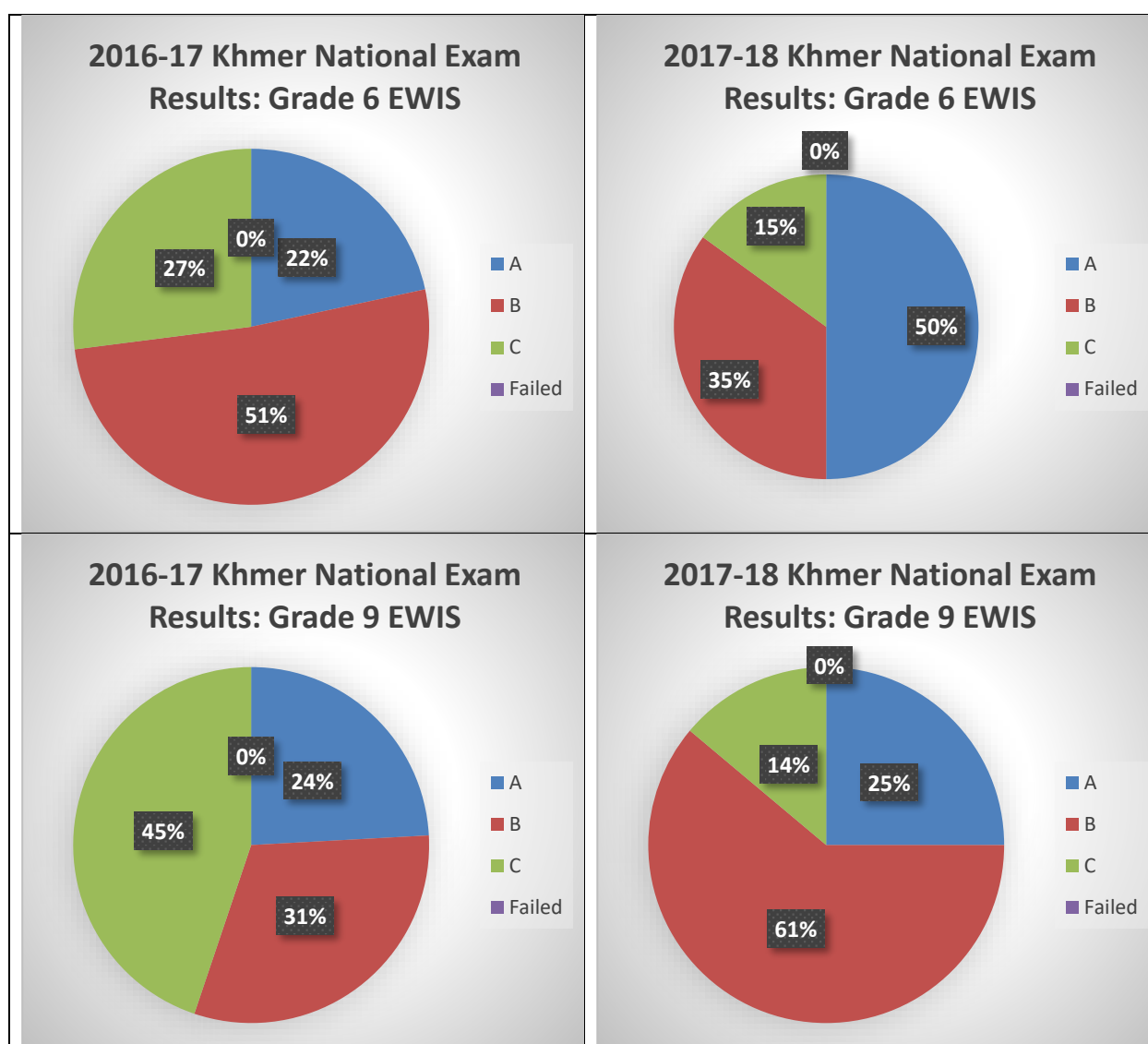
Similarly, for students enrolled in Grade 9 Khmer almost 100% participated in the KNE external assessment. In both 2016-17 and 2017-18, 100% of students in grade 9 passed the KNE external assessment. Like the student performance trend in Grade 6, from 2016-17 to 2017-18, performance increased, and students demonstrated a higher level of mastery. This is evident in the increased pass rates as highlighted in the graphs above.

In 2016-17, nine students were eligible to take the grade 12 KNE external assessment; however, only 7 students participated. In 2016-17, 2 students failed the assessment, resulting in a pass rate of 78%. In 2017-18, 15 of 15 students participated with a pass rate of 73%. Although this demonstrates a lower pass rate for East-West International School than in the previous academic year, the 2017-18 Cambodian National Average on the Grade 12 assessment was 66%. Data disaggregation for the grade 12 KNE assessment is below.
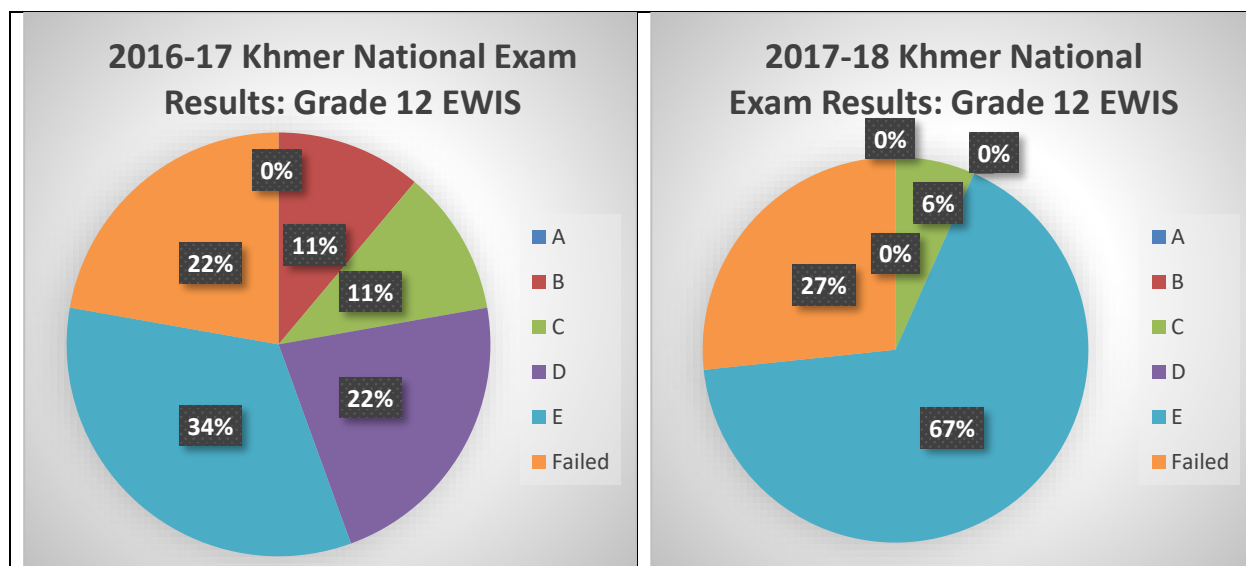
English Proficiency

English language proficiency is tracked through Reading and Writing Continuums from Prekindergarten to Grade 5. It has been requested that these are incorporated into the new school database to enable easier analysis of this data. Reading proficiency is assessed throughout the year using running records and tracked in a spreadsheet, allowing teachers and administrators to monitor student progress across the years.

Reading proficiency is tracked through running records, using the Reading A-Z reading levels. The groupings used in the charts below correlate to grade level equivalence.

A-Z Level	Grade Level	A-Z Level	Grade Level
aa – C	Kindergarten	D – J	Grade 1
K – P	Grade 2	Q – T	Grade 3
U – W	Grade 4	X – Z	Grade 5

The charts below show a summary of reading levels based on the available data. It is important to note that often children can comprehend more easily when they are not reading aloud, so potentially at least some of our students are reading at higher levels than those indicated by the charts on the following page.

Reading Levels from Running Records
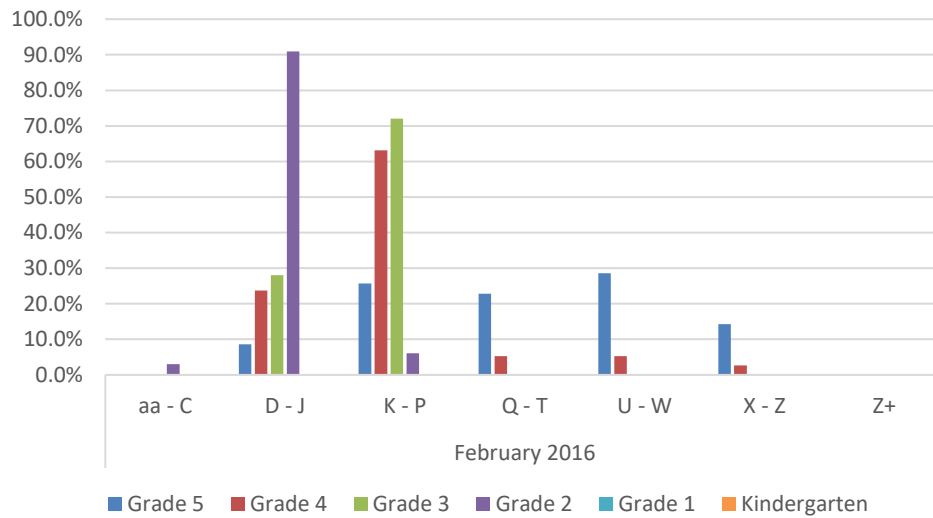
February 2016

Grade 5 · Grade 4 · Grade 3 · Grade 2 · Grade 1 · Kindergarten

Reading Levels from Running Records

March/May 2017

Grade 5 · Grade 4 · Grade 3 · Grade 2 · Grade 1 · Kindergarten

Reading Levels from Running Records

May 2018

Grade 5 · Grade 4 · Grade 3 · Grade 2 · Grade 1 · Kindergarten
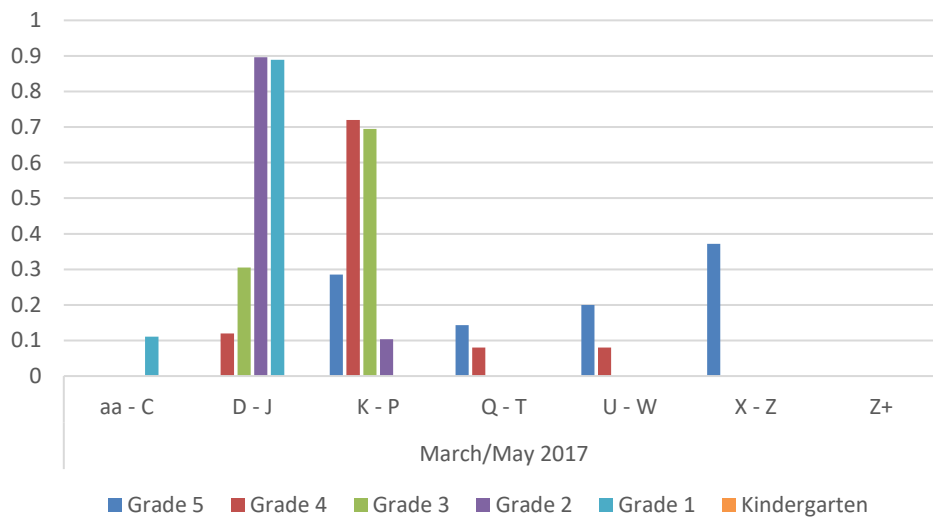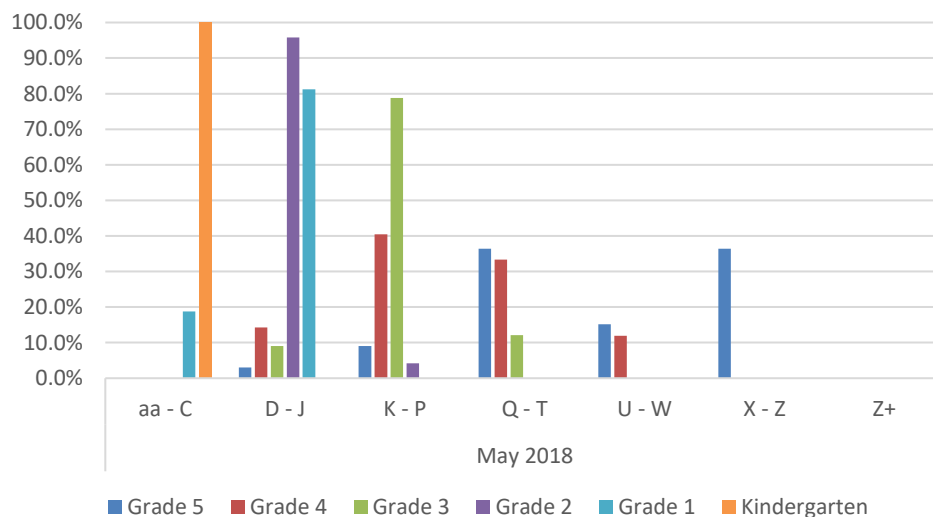
The implementation of the ACER ISA for Grades 3, 5, and 7 will give us data that is benchmarked against similar schools for both reading and writing.

Students with lower reading proficiency levels are tracked through Secondary. An English as a Second Language (ESL) program has been developed for secondary students. Students are placed in English classes according to ability level with the goal of increasing reading proficiency levels as the year progresses in grades 6-12. These classes are also supplemented with additional ESL support for non-Khmer students. Khmer students receive the ESL instruction during normal English class hours while non-Khmer students receive ESL instruction during Khmer class hours. Students in need of ESL support in Grades 11 and 12 are registered for the International English Language Testing System (IELTS) preparation classes in lieu of Cambridge English Language or English Literature courses at the AS or A2 level.

Special Populations

Historically, students with special needs at East-West International School were accepted with the agreement of the teacher in whose class the student would be placed. This is because we do not employ a dedicated special needs department. In addition, parents are required to employ a one-to-one Teaching Assistant (TA) to support and supervise the student with special needs. These individualized TAs are paid for by the parents and though they are vetted by the school, are not employees of East-West International School.

In addition to the one-to-one TAs, East-West International School employs two Student Support Specialists; one for primary and one for secondary students. These Student Support Specialists are responsible for writing IEPs, offering teachers support, and communicating with our external partner, METU.

Currently, there are 3 students with special needs enrolled at East-West International School on documented IEPs. One is in Grade 5, one is in Grade 6, and the third is in Grade 8. Because of the negative stigma associated with classification as a student with special needs, despite school recommendations, several parents opt to not have their children tested. Although unfortunate, teachers at East-West International School do differentiate instruction to help all learners of all ability levels find success in the classroom environment.

ACER-ISA Data

In 2018 East-West International School began to investigate external testing services that align with the school's mission, vision, and curriculum. The Leadership Team met with representatives from NWEA-MAP, GL-Education, and ACER-ISA. It was determined that the International Schools Assessment (ISA) in Mathematics, reading, and writing was the most appropriate external assessment for East-West International School.

The ACER-ISA assessment program is designed specifically for students in international schools in Grades 3-10. It is based on the internationally-endorsed reading, mathematical literacy, and scientific literacy frameworks of the OECD-PISA test. The Leadership Team decided that the ACER-ISA assessment would initially be administered in Grades 3, 5, and 7. The East-West Leadership Team will analyze the data longitudinally in an effort to identify strengths and weaknesses in the school's instructional program in order to make data-informed decisions regarding curricular delivery through targeted, individualized intervention plans in the areas of numeracy, literacy, and composition. Reports will also be made available to teachers and parents.

At the time of this report, no data is available from the ACER-ISA. Results will be available in mid-April 2019. The schedule for test administration in 2019 is below. Since our students will take the tests online, it is not possible for all students to be tested on the same day. The schedule below has been approved by the ACER ISA team in Australia. All testing will be done before lunch.

ACER ISA Testing Schedule – East-West International School			
Grade 3	Monday, 11 February	Tuesday, 12 February	
Grade 5	Wednesday, 13 February	Thursday, 14 February	
Grade 7	Wednesday, 20 February	Thursday, 21 February	Friday, 22 February

There are three parts to the ACER-ISA test in Grades 3 and 5: Mathematical literacy, Reading, and Writing. The writing assessment is comprised of narrative and exposition. Grade 7 has an additional testing day for Science Literacy which is not currently available for grades 3 to 6. Our students will also participate in trial testing between 29th January and 8th February. This will allow them to gain experience in the testing environment before the actual tests.

Post-secondary Follow-up Data

East-West International School celebrated the graduation of its first class in June 2015. Graduates from East-West International School in subsequent years have been accepted to the following:

Class of 2015	Class of 2016	Class of 2017	Class of 2018
• Cornell College, New Zealand • Dongguk University, South Korea • Australia	• Canberra Institute of Technology, Australia • Griffith University, Australia • Raffles International College, Cambodia • Shepard University, USA • London College of Music, Cambodia • University of Victoria, Canada	• Hanyang University, South Korea • Limkokwing University, Cambodia • University of Technology Sydney, Australia • Monash University of Melbourne, Australia • Royal University of Phnom Penh, Cambodia	• Swinburne University of Technology, Australia • La Trobe University, Australia • University of Melbourne, Australia • Harrisburg Community College, Pennsylvania, USA

East-West International School follows the academic career of its graduates via e-mail and when the students return to school for alumni visits. Three out of five graduates indicate they have enjoyed their first year of university studies. Periodic e-mails reveal the students have fared well in the first year at university. The graduates felt East-West International School prepared them for college. The students stated they felt comfortable with college life and have joined diverse groups such as the Student Union. Recommendations for their alma mater included improvement in real-world application of the curriculum to prepare students for deeper critical thinking.

Student-Driven, Data-Informed Curriculum Decisions

Several students have remarked that having dual curricula for Cambodian students is a feature of learning at East-West International School that is worth highlighting. Students of all nationalities, as a result of a poll conducted in the Global Perspectives classes, agreed that foreign teachers were more qualified to deliver the curriculum, and that while the Khmer teachers focus on rote learning measures, foreign teachers differentiate the lessons. Many students commented that they did not value the Cambridge curriculum in that they did not like that the entire course essentially boils down to one final, summative assessment. Moreover, they do not like that little to no feedback is given by Cambridge to help them understand their score. They indicated that Cambridge is not necessarily preparing them for life after high school.

Furthermore, upon analyzing the longitudinal data from the CIE results, discussions were had at the Leadership Team and School Board levels. Individuals in both groups cited that while Cambridge was appropriate for adoption in 2013, it no longer aligns with the philosophy and direction of East-West International School as the school moves forward as a 21st century school.

East-West International School has identified a need among our student population to offer a curriculum that is project-based, aligned with the SLOs, and cross-curricular in order to help prepare students for the real world. A single, summative assessment that is standardized and does not take differentiated student output into consideration, does not allow this type of instruction to occur. Similarly, teachers feel constrained by time and test, citing that they *want* to have a more student-centered and project-based classroom, but the limitations of Cambridge prevent them from doing this to a large extent. This lack of autonomy as a result of Cambridge constrictions is contradictory to the educational philosophy of East-West International School.

East-West International School recognizes the importance of shifting secondary school curricula, noting that the CCSS more closely aligns with the SLOs, the IPC used in the Primary School, and students' goals post-high school. The School Director and Secondary Principal propose a staggered shift, where students on track to complete AS and A2 courses continue with the Cambridge curriculum in grades 11 and 12, with the grades 9 and 10 students beginning the CCSS before Cambridge assessment begins. This appears to be the smoothest way to transition curricula in order to best meet the needs of the students at East-West International School. Suggestions from the WASC Visiting Committee on how to best implement this shift would be greatly appreciated, as there are concerns about how a shift might be received by parents. This is another area in which a STEAM Curriculum Coordinator is a position of critical need, for that person would be responsible for helping to develop a plan to phase out the existing curriculum and phase in the new adopted standards.

Perception Data Summary

Parents

Parents were invited to participate in two surveys. The first was conducted in April 2018 during parent-teacher conferences with 80 responses, while the second was undertaken in December 2018 with 78 responses received. Data from both surveys has been used throughout this report, however this section focuses on the December 2018 data. Based on these responses, it is clear that parents perceive East-West in a very positive light. This is reflected in the recent high student retention rate of 95%, as well as increased enrollment in the 2018-2019 school year.

Highlights of the responses include:

- 86% agreed that there is mutual respect between students and teachers;
- 89% feel that East-West is a diverse community which is respectful of that diversity;
- 76% feel a sense of belonging in the school community;
- 75% feel like their voice is heard; and
- 68% of parents understand our mission, vision and SLOs, while another 23% knew that those existed, but weren't as familiar with them.

Some of the parent response were contradictory to what is actually seen at school. These include the following points:

- 87% of parents feel like they are involved in school life, yet when we have PTO meetings, sports matches, or other school events, sometimes we only have a few parents involved.
- 73% of parents feel like important information from the school is effectively communicated, however, communication has been an area of concern for both the school and the PTO, as is evidenced from the minutes from recent PTO meetings. The PTO has reported that parents do not always feel like they know what is going on at school, and that information is often communicated too late to be effective.

Overall, the school is encouraged by the parents' positive perception of our school community. As East-West prides itself on strong relationships and the caring environment, it is good to know that parents acknowledge these as strengths as well. We will continue to make sure to try to

involve parents as much as possible in school events, and we are listening to parent suggestions to improve communication with this important stakeholder group.

Students

Students were surveyed in April 2018, and a follow-up survey will be conducted in April 2019. These surveys gave students the opportunity to share their perspective on life at East-West.

Results from our primary students were very positive. Some of the highlights were:

- 100% enjoy their assignments in class;
- 97% know how to get help if they have a problem at school;
- 91% of the students enjoy coming to school;
- 92% feel like their teachers help them learn; and
- 95% of students feel safe and valued at school.

One area of concern was that only 42% of primary students feel that everyone at our school is respected, and this is an area that we will further investigate and develop.

In secondary, while there were positive responses in secondary, the percentages weren't as high as they were for primary, likely due to the nature of the age group. The secondary students felt that communication is a strength at East-West with 80% of students indicating that they could easily communicate with the Leadership Team at school. A similar percentage indicated they are happy at school, and 82% enjoy their class assignments.

Some areas for improvement highlighted by the secondary survey responses include:

- better preparation for post-secondary life;
- safety and cleanliness of school facilities;
- fair and consistent discipline; and
- the Cambridge curriculum.
- The school has already worked to improve in some of these areas, with a Guidance Counselor position approved by the Board in January 2019 for someone to start in that role in August 2019. We will continue working on these areas and will seek greater involvement from the student body in addressing them.

Staff

Staff were invited to participate in two surveys. The first was conducted in April 2018 with 64 responses, while the second was undertaken in October 2018 with 35 responses received. Data from both surveys has been used throughout this report, however this section focuses on the October 2018 data. Based on these responses, it is clear that staff also perceive East-West in a very positive light.

Highlights of the responses include:

- 94% agree that teacher at East-West care about how well their students learn;
- 91% agree that East-West provides a high-quality education, that there is an overall positive climate in the school, and they enjoy working here.;
- 82% agree that our students are respectful of one another and teachers;
- 85% feel a sense of belonging at East-West; and
- 88% agree that they have opportunity for input about school issues.

Areas where some teacher believe improvements could be made included:

- time allocated to the Khmer program;

- integration of the Khmer program; and
- facilities maintenance.

Preliminary Critical Student Learning Needs

Clearly the most critical student learning need identified at this stage is to move towards 21st century teaching practices. This includes project-based, inquiry styles of learning with greater opportunity for flexible assessment and instruction.

Other critical learning needs that have been identified include improved data collection, disaggregation, and analysis; curriculum development and alignment, employment of a college/career guidance counsellor; increased employment of teachers with existing teaching qualifications, and consistent systems for assessment of the SLOs across the school.

Chapter III: Self-Study Findings

This section of the document contains East-West International School's responses to the indicators and the related prompts for each criterion, along with a list of the supporting evidence. At the end of each category a summary is provided, along with an identification of our strengths and prioritized growth areas. Sections E and F are not applicable and have been deleted.

Category A: Organization for Student Learning

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student. (Note: school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that foster tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.
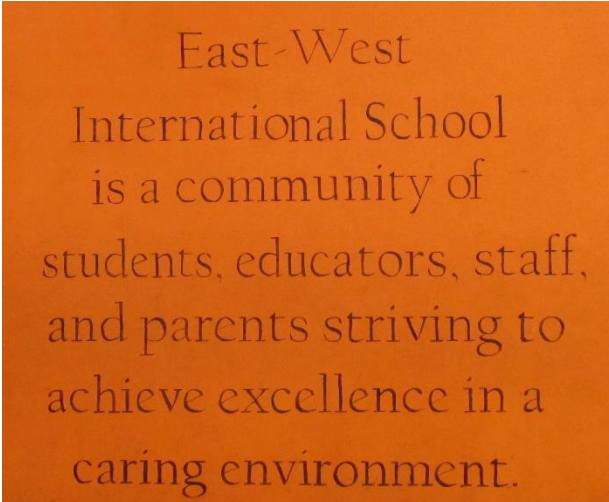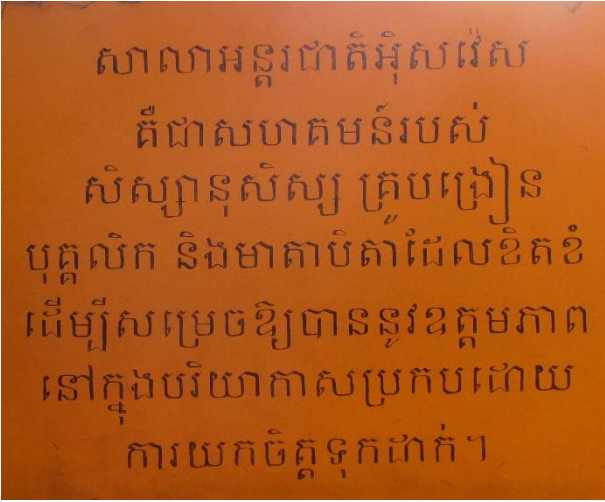
Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

A1.1 Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

Prompt: Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

Findings

It is our belief at East-West International School that all members of the school community are learners, and all are equally valuable. We believe our students, both Cambodian and international, are future leaders of Cambodia and the world, and therefore we strive to provide

them with the knowledge and skills necessary to be effective and ethical 21st century leaders. We believe that our written mission and vision statements, which were updated in January 2018 to be more inclusive of the international student body while still acknowledging the Cambodian host culture, truly reflect these beliefs. Our mission and vision are clearly stated on the school website and Facebook page, and in the staff handbook, teacher contract conditions, parent handbook and new student information package. The mission and vision are also reflected in school's C.L.E.A.R. goals (SLOs) which are widely displayed around the school, both inside and outside classrooms.

Supporting Evidence

- [Webpage](#) (E)
- Staff handbook (E & HC)
- Contract conditions (E)
- New student information packet (HC)
- Parent handbook (E)
- School goals (E)
- Posters/displays/photographs (E)

A1.2 Purpose, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.

Findings

With almost 80% of the student body being Cambodian, and many of the remaining proportion also coming from an Asian background, East-West is a school where there is a blending of cultures. One of the primary cultural differences is the emphasis on community over individuality, and it is in this context, along with a focus on developing 21st century leaders, that our SLOs were rewritten in 2017-18. At that time, our intent was to make them accessible and relevant to all stakeholders, regardless of age or cultural background. Data from the student/community profile was considered during this process, particularly the number of students with English as an additional language. To make it easier for the school community to remember our school goals, a final edit gave us the acronym C.L.E.A.R.

A recent mapping of our SLOs to our chosen definition of global competence showed strong correlation in many areas, with most of our SLO indicators connecting to two or more global competencies. This means that, by integrating our SLOs into everything we do at East-West, our students will be developing global competence. We seriously consider the student/community profile to ensure we remain true to our mission, while keeping abreast with current best practices. To ensure our vision, mission, and SLOs truly reflect current educational research and lead our students in developing global competencies, two members of the Leadership Team attended a face-to-face 21st Century Leadership workshop and two are completing a similar online program to help ensure our school is developing in a way which enables our students to become competent global citizens. One of the Leadership Team attended a Microsoft forum to keep abreast of current technology within international education, and three members of the Leadership Team attended the 2018 East Asia Regional Council of Schools (EARCOS) Leadership Conference, thus ensuring the impact of current educational research on our school goals.

Implementing the IPC has added to the tools and strategies available to ensure our students are becoming globally competent. Mapping both the IPC Personal and International Learning goals to our SLOs, and thus to our definition of global competencies, shows strong correlation in all areas.

Supporting Evidence

- Various versions of school goals showing the review process (E)
- Mapping of global competence and SLOs (E)
- C.L.E.A.R. goals – Posted around the school in various forms (E)
- Monthly Newsletter (E)
- Staff handbook – Global competencies (E)
- 21st Century Leaders - Certificates of completion (E)

A1.3 Involvement of All

Indicator: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

Prompt: Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competencies and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.

Findings

During the review of the SLOs in 2017-18, staff and students were consulted through workshops, life skills lessons, and staff meetings. The school management team includes teachers from all disciplines and levels, giving voice to all departments. The PTO, formed to give voice to the wider community, is slowly been becoming more vocal in this and other areas. The Student Council also has opportunity to provide feedback, ensuring student voices are heard.

Staff and students were surveyed in September 2018 to ensure our school's definition of global competencies was representative of our whole school community.

Information about the school's vision, mission and goals was presented to parents at our Open Day on 31st August 2018. Parents have further opportunity to engage with both the definition of global competencies and refinement of the vision, mission and goals through the PTO. Parent involvement is slowly increasing, and we will continue to ensure they have a voice as we review our vision, mission, and SLOs again in the latter part of the 2018-19 academic year.

We are currently developing processes for the further evaluation of the mission, vision and SLOs and to ensure we are assessing how our students are progressing in their achievement of the SLOs. The Secondary Principal and Curriculum Coordinator attended a workshop during the 2018 EARCOS leadership conference which suggested practical ways to move forward in the ongoing assessment of the SLOs. It is hoped to implement this learning before the end of the 2018-19 academic year.

Supporting Evidence

- Orientation week agenda (E)
- Agenda or Minutes of PTA (must mention refinement of vision, mission, and/or goals) (E)
- Minutes of Board meeting (HC)
- E-mail communication (E)
- Global competency survey and results (E)

A1.4 Consistency of Purpose, Schoolwide Learner Outcomes, and Program

Indicator: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.

Prompt: *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school's explanation of global competencies.*

Findings

The recent mapping of the school's SLOs with the chosen explanation of global competencies indicated that strong correlation exists. The first image shows the complete mapping, while the second image shows each SLO indicator mapped to one key area of global competence.
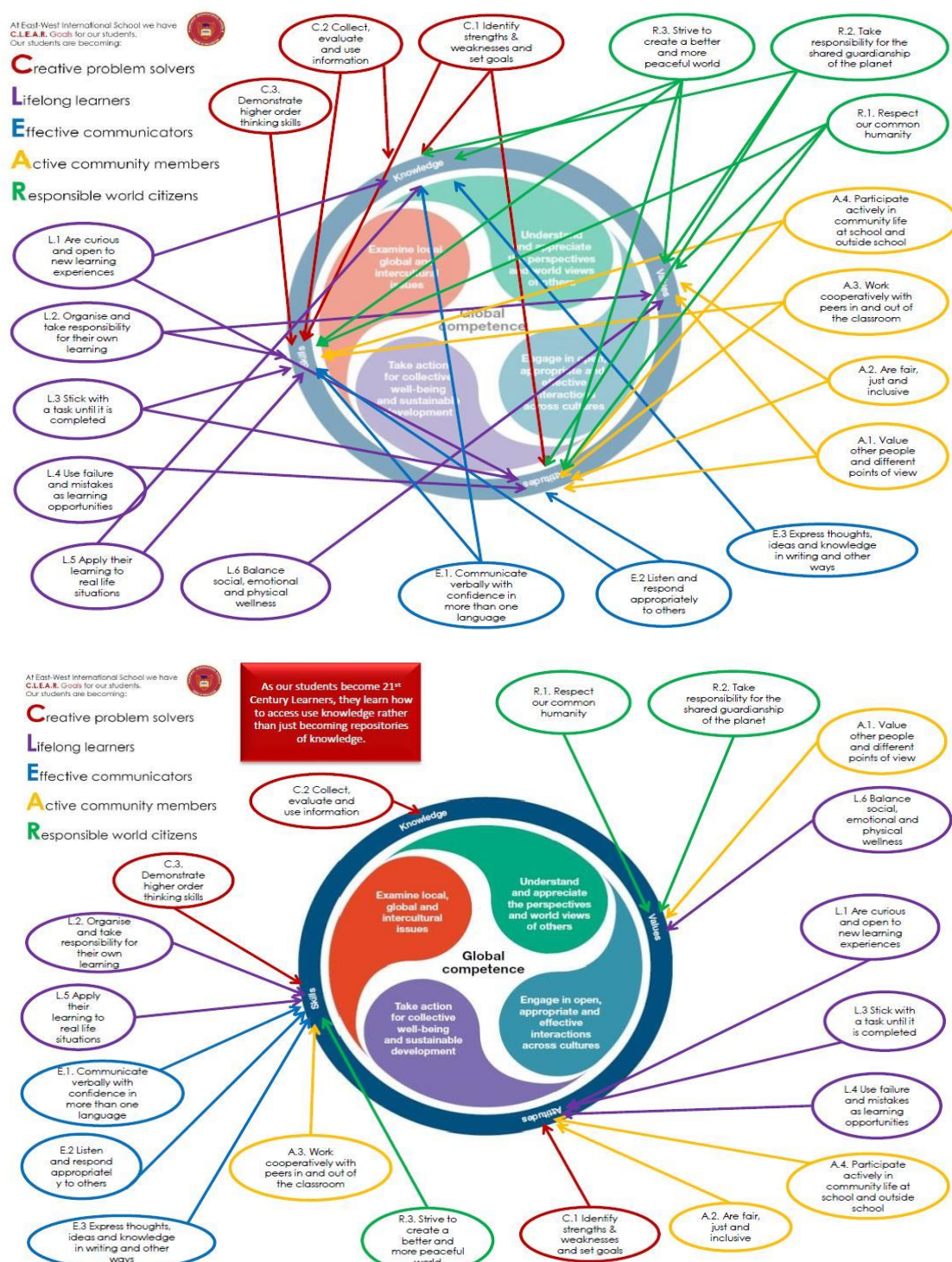
Teachers are required to incorporate the SLOs into all unit plans. In addition, all field trip proposals require linking to the SLOs and thus global competence. A correlation of the SLOs with the IPC personal goals has been distributed to all primary and 6th grade teachers to facilitate the integration of the SLOs in IPC unit plans. As can been seen from the above images, whenever our SLOs are integrated, we are building global competence.

During assemblies in both the primary and secondary departments, students present interpretations of various SLOs to their peers and teachers. These assemblies also help students become confident in presenting their learning to the wider student body.

All of this highlights the effective way in which East-West has successfully integrated the SLOs and global competencies into the learning program.

Supporting Evidence

- Handbook (E & HC)
- SLOs in unit plans (E)
- Assemblies built around school goals (E)
- Student work samples (E)
- Field trips (collecting trash/visiting local schools/Gr 7 – deforestation in Preah Vihear) (E)
- Water bottles – No plastic/Styrofoam policy (E)
- Video by Gr 10 students (E)

A1.5 Communication about Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

Prompt: Examine the effectiveness of the means to publicize the mission, vision, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

Findings

The school's mission, vision, and SLOs are published on the school website, staff handbook, teacher contract conditions, new student information packets, and parent handbook. They are also painted on the ground floor walls, and students' representations of the SLOs are displayed throughout the campus. They are also displayed on banners at Kids Fair and other public events. The SLOs have been translated into Khmer and are displayed in both languages.

Discussions with teachers indicate that they have a good understanding of the SLOs and incorporate these into their unit and lesson planning. Students can talk about the school goals and how these impact both their learning and their everyday lives. Ancillary staff have embraced several of the SLOs as they do their jobs, especially in terms of caring for the environment through recycling and reducing the amount of plastic and polystyrene brought onto the school campus.

Primary students participate in regular assemblies, each of which focuses on one of the five key areas of the SLOs. This helps ensure all students understand the SLOs in a way that is meaningful to them. This has been extended to secondary students in the 2018-19 academic year.

The Global Perspectives classes help our students make links between course curricula, the SLOs and current events. They also compare different cultures, economies, and political systems and investigate the concept of interdependence. When planning mid-year field trips, we integrate activities which allow our students to become ambassadors for global competencies and our SLOs within the communities they visit.

As a result of this, the school has effectively made its vision, mission and SLOs visible and accessible to all stakeholders.

Supporting Evidence

- Staff handbook (E & HC)
- Contract conditions (E)
- Website / Facebook / Instagram (E)
- Marketing video (E)
- Kids Fair (E)
- Banners (E)
- Concert / School play / sports events / Science fair / House days (E)
- Displays around the school (E)
- College fairs (E)

A1.6 Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

Prompt: Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.

Findings

Our core beliefs, school vision, mission and SLOs are reviewed regularly as part of our ongoing WASC accreditation self-study processes including annual reporting requirements. While our core beliefs (that relationships underpin everything that we do and are at East-West, and that we are here first and foremost for the students) have not changed, the way we demonstrate these beliefs continues to change as we move toward being a 21st century center of learning. A summary of the evolution of our SLOs can be found in Appendix F.

The annual review of the Staff Handbook provides is one regular opportunity to review these items. Another occurs during orientation week each year, when we seek input from teachers about their shared understanding of the school vision, mission and core beliefs. This input is then shared with the board and incorporated into the annual review process.

In March 2018, the Director and the Curriculum Coordinator attended a 2-day workshop run by Think Strategic on *Leadership for the 21st Century*. This was followed up by participation in online learning around the same theme and a wide selection of professional reading on this topic. These activities allowed them to reflect on their own leadership styles and further helped to inform the school's review process. As we work towards becoming an effective 21st century school, in the first semester of the 2018-19 academic year, 23 foreign and Khmer staff read the book, *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity* by George Couros, with a number participating in a facilitated book study. This book study provided another opportunity for staff to review the school's vision.

In keeping with the spirit of best practice, the management team regularly reviews 21st century skills and compares these against our SLOs in order to determine the need for revision, if any. The ongoing development and communication of the SLOs demonstrate our commitment to these and to ensuring they meet the needs of 21st century learners.

Supporting Evidence

- Staff Handbook (E & HC)
- Previous versions of school goals (E)
- C.L.E.A.R. Goals (E)
- Orientation agenda (E)
- Minutes of Principal's team meetings (E)
- Book study schedule (E)

A2. *Governance Criterion*

The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

The governing body of East-West International School was formalized and expanded as the Board of East-West International School in August 2017. The board reflects the school's name – East-West. Board members are both Cambodians and westerners and therefore aim to work for the good of the school by incorporating the best of both eastern and western world views. Cambodian (eastern) leadership and functionality is very dependent on relationships and hierarchies, which thus governs thinking, behavior and decision making. Western leadership and functionality use systems and measurement of systems and is far more objective and goal-directed. Both have their strengths and weaknesses, and together they create a model that is very effective in serving the school. This model is dynamic and responsive as well as creative. It is also dependent on building relationships and trust among Board members. This trust is essential if the Board is to serve well. The impact of seeking to establish trust and understanding means that processes and practices need to be understood, discussed, and owned by each member of the board. Common ground is found by listening and being willing to compromise. This means the Board is deeply committed to its processes and procedures, but it also means that the progress is slower than if it was only a matter of agreeing to recommendations. The Board exists to meet the needs of the school. As most of the students at the school are Cambodian, the understanding and intuitive reasoning of how decisions would be viewed by Cambodian parents provided by Cambodian board members is vital to the effectiveness of the Board and the school.

A2.1 Written Procedures and Coherent Practices

A2.1.1 Indicator: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

Prompt: Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.

Findings

The *Board Manual* clearly states that the mission and goals of the school are accepted as the mission and goals of the board. The *Board Manual* contains clear statements of the responsibilities of board members, and procedures to be followed by the board, including its bylaws. As the Board grows in its understanding and moves to understand how 'East and West' function together with the strengths of each, it is expected that the manual will be revised and updated. The way the Board functions reflects the way the school functions – consultative and collaborative with the best interests of the students at heart. We believe the clarity is all it should be, and this is evidenced by the excellent relationships between the Board and the school leadership.

Supporting Evidence

- *Board Manual* (HC)

A2.1.2 Indicator: (Only for Governing Authorities with an Appointed/Elected Board: There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

Prompt: Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

Findings

The policies and procedures regarding the selection, composition, and specific duties of board members are clearly outlined in the *Board Manual*. Section 3 outlines the roles and responsibilities of the Board as a whole, while section 5 outlines the roles of specific Board members. Section 6 address the conduct of Board members, and Articles 5-7 of the address the selection and composition of the board.

Supporting Evidence

- *Board Manual* (HC)

A2.2 Pretraining of Potential Board Members

Indicator: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Prompt: Evaluate the effectiveness of the training that is offered to prospective or new school board members.

Findings

In its first meeting, the Board members 'trained' together. This training included discussion about the various models of governance that were possible, followed by adoption of the John Carver model adapted as a guideline for our board. Training was also incorporated into discussions about bylaws, focusing on the roles, behavior and vision orientation of members of the board. The board adopted the bylaws and in doing this agreed to what membership and duties were required.

In addition to this, specific training was provided on the writing of proposals. The effectiveness of that training is evidenced in the quality of proposals presented at subsequent meetings, and the subsequent discussion and approval or recommendation for review of those proposals. Ongoing PD of board members is discussed in A2.6.

During the May 2018 meeting of the Board, it was agreed to invite another full member to the board and an associate member to join the board. Board members agreed that training in the principles and skills essential to the effectiveness of the board would be offered. Bylaw Article 5 Section 2 states the principles that guide membership of the Board. New members are only added after they understand the school and its culture, as defined by the mission, vision and SLOs. Their training includes reading through the *Board Manual* to understand the collaborative, supportive nature of the Board's thinking and methodology. All members of the board are required to sign a Code of Conduct form indicating their understanding of their roles and responsibilities and agreeing to abide by the Code of Conduct outlined in the *Board Manual*.

Supporting Evidence

- *Board Manual* (HC)
- Board Proposal Format (E)
- Board Proposal Guidelines (E)
- General Notes About Writing Board Proposals (E)

A2.3 Relationship to Professional Staff

Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings

Sections 3, 4, and 5 of the *Board Manual*, as well as Article 2 of the Board Bylaws (p.11) clearly outline the decision-making responsibilities of board as a whole and of individual members. These documents specifically state that the Director has the final decision on the day-to-day management of the school. Implied in this is that the Director is responsible for decisions about teaching and learning and the other areas of responsibilities of professional teaching staff. The Board's role is also clearly stated in the staff handbook (p.9) and was communicated clearly in staff meetings (April and August 2018) where board members were introduced to the staff and their responsibilities explained. It is the intention of the Director to do this annually, to help ensure new staff are familiar with both the board members and the functions of the Board.

Since the Chair of the Board is the founding head of school, she has relationships with many of the staff, and these relationships are maintained through e-mail and face-to-face contact throughout the academic year. This relationship helps ensure the professional staff understand the role of the Board.

Supporting Evidence

- *Board Manual* (HC)
- Staff handbook – page 9 (E)
- Agenda for staff meeting 22-08-2018 (E)

A2.4 Relationship of Policies

Indicator: The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

Prompt: Evaluate the adequacy of the policies and financial/educational plans to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations and the degree to which the governing authority is involved in their regular review and refinement.

Findings

The *Board Manual* clearly states that "The mission and goals of East-West are accepted as the Board's Mission and Goals". Policy and strategic planning are important parts of the Board's responsibilities. When writing policies, the *Board Manual* states "Always, the Board is subject to the mission of the school when making decisions for the school."

The new Board members have the skills to evaluate the current educational plans of the school in both the English and the Khmer programs. Their presence at Board meetings will provide the board with deeper insight as the board seeks to evaluate the school's educational plans and formulate long-range plans.

An annual budget is developed by the Director in consultation with the Senior Leadership Team, the School Coordinator, and the Accountant/Financial Manager from the Newton Thilay Community (of which East-West is a part). Student fees, staff salaries, teaching and learning resources, and other resources needed for day-to-day operation of the school, are all considered during this process to ensure the school can provide the best possible learning opportunities for students.

There are three stages to the budget approval process, ensuring the Board is involved in the regular review and refinement of financial planning. In May a provisional budget is presented to the Board who may recommend modifications and offer conditional approval. The conditional budget is updated in August based on student enrollments at the start of the academic year and further conditional approval is granted. In December the budget is again updated, and final approval given by the Board. This process has proven an effective way of ensuring the budget is accurate and reflective of the needs of the school. Each subsequent review has shown greater accuracy in planning.

Both the 2017-18 and 2018-19 budgets have enabled the school to increase the number of qualified teachers employed and to ensure the teachers and students have access to the educational materials necessary to support the accomplishment of the school's mission, vision, and SLOs.

Supporting Evidence

- Budget for 2017-18 (E)
- Budget proposal for 2018-19 (E)
- List of Board members (see p.9 of Staff Handbook) (E)
- Board Manual (HC)

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings

In keeping with the SLOs, we have implemented a wide range of internet-based learning tools for both staff and students. These include the IPC, *Learning A-Z Reading* and *Writing* resources (particularly *RAZ-Kids*, the student portal to these resources), and *Stepping Stones* (Mathematics) across the primary school and into grade 6. Teachers also use *Edmodo, Kahoot, Mentimeter, Class Dojo, XtraMath*, and *Cambridge Professional Development* in order to teach in a 21st century environment. Teachers are encouraged to explore other online educational applications and use them appropriately to support quality learning for all students.

Our ICT laboratories were upgraded recently to provide two 25 station laboratories and one 15 station laboratory. All English classrooms have data projectors and internet access, and teachers are supplied with school laptop computers. An IT policy outlines what is acceptable use of school computers.

The appropriate use of social media is covered in Life Skills classes. Internet safety is a key component in all Primary ICT classes, using resources suggested in the IPC. Policies to ensure internet safety are clearly defined for both teachers and students. These can be found in the Staff Handbook and the *EWIS Essential Agreements: Secondary School*. Teachers are not permitted to "friend" students on social media.

A pilot hybrid Global Perspectives & Research course using *Google Classroom* was implemented in 2018-19 to facilitate collaboration in what would otherwise have been a very small class. Teachers meet with students and one another in face-to-face and online

environments. The Secondary Principal also has access to the online environment to ensure there is no flaming or inappropriate use of the technology in the course.

As East-West progresses toward being a 21st century center of learning we know we will need to do further evaluation of online resources and develop more policies relating to their use. We would value guidance from the visiting team in relation to this.

Supporting Evidence

- Internet safety policy
- Acceptable use policy
- Staff handbook (p.30) (HC & E)
- Section 7 of Essential Agreement
- IPC ITC Units - Selected tasks (E)
- Life Skills Lesson Plans

A2.5 Involvement of Governing Authority

Indicator: The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes and remaining current in research-based knowledge about effective schools.

Findings

Any proposal for revision of the school's vision, mission and SLOs is always presented first to the Chair of the Board, and then to the full Board. These revisions would be presented in the form of a proposal, two weeks before Board meetings to ensure adequate time for all members to read and understand any changes. This allows Board members time to review the changes prior to the meeting and for efficient effective discussion of any proposed changes to take place.

The Chair of the Board reads widely about school boards and about effective schools. Articles considered pertinent are sent to Board members to read. The results of this research are presented to the Board as bylaws, procedures, and understandings about how groups can work together for the common good. This research is also considered whenever the school's vision, mission and SLOs are reviewed and refined.

The Board Manual also outlines the responsibilities of the Board in relation to curriculum review, and this specifically addresses how curriculum and SLOs are connected.

The Cambodian members of the Board research to understand trends within Cambodian society that directly impact on the school's vision. These members of the Board provide valuable insight into what is currently important in education for Cambodian parents, how initiatives might be responded to by parents, and what fiscally impacts on policies.

The Director expands his knowledge and understanding of features of effective schools through professional reading, visiting other international schools within Phnom Penh, and attending seminars for leaders of schools in Phnom Penh. The director of the school will enroll in a master's level university program that will expose him to a wider range of research and give him a deeper understanding of various aspects of education and educational administration.

Board members present proposals to the Board that are considered important to furthering the school's vision, mission and SLOs. These are based on reflection and research. Early distribution of proposals gives time for each Board member to research the proposals in light of the vision, what is to be an effective school, and the reality of the finances. The differing expertise of each

Board member ensures the process considers all perspectives of any proposals. The new Board members, who joined in May 2018, were included in order to bring a broader curriculum perspective to the board. This is especially important in the development of the strategic plan and curriculum.

Supporting Evidence

- Board Manual (HC)
- Board proposals
- Director's report
- List of articles sent to board members.

A2.6 Professional Development of Governing Authority/Ownership

Indicator: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: Evaluate the effectiveness of the training that is offered to the governing authority/ownership.

Findings

The Chair of the Board reads widely about school boards and about effective schools. Articles considered pertinent are sent to board members to read. The smooth flow and open communication seen in Board meetings are evidence of the effectiveness of the training received from members of the Board in their areas of expertise. This training, during Board meetings, then informs decision making.

The Director attended a two-day workshop on *School Leadership for the 21st Century* in March 2018 and was inspired to do further reading about 21st Century schools and innovation in schools. He shared key points found in this reading with both the staff and the Board and led a book study for staff using *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity* by George Couros. His attendance at the *Asian Schools Institute for Safety & Security* (ASISS) annual conference in September 2018 directly resulted in several improvements to school safety including the playground and campus entry and exit policies. Director also participates in bimonthly inter-school directors' meetings and has also attended conferences/workshops with a focus on school leadership.

Mr. Van Vannak, who provides specialist financial perspective on the Board completed training on Strategic Cost Management and Strategic Business Analysis conducted by the Cambodian arm of the Institute of Certified Management Accountants (Australia).

The Secondary Principal, who is a board member, attended a full-day pre-conference workshop at the 2018 EARCOS Leadership Conference on *Leadership through Partnership* where she found that the relational context of both our school and our board mean that there are very few of the contentious relationships mentioned by other participants at the workshop.

All the above-mentioned training and develop have enabled Board members to make informed decisions so East-West continues its journey to be the best 21st century center of learning possible.

Supporting Evidence

- List of articles shared with the board (E - see A2.5))
- *School Leadership for the 21st Century* two-day workshop - completion certificate for Director (E)

- Networking at Principal level across Phnom Penh (E)
- Completion certificate (E) and syllabus outline (E) for ICMA courses for Van Vannak.
- E-mail from Jeff re training for Vannak and Sothy.

A2.7 School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: To what degree does the school community understand the governing authority's role?

Findings

The staff have some understanding of the Board's role, developed through information provided in the staff handbook, and face-to-face introductions of the Board members to the staff. In the April 2018 survey of staff, only 36% of staff indicated that they understood or knew where to find information on the Leadership Team, including the Board. As a result of this, the management team ensured that the Board members were introduced to staff during orientation, and a section on the role of the Board was added to the Staff handbook.

Traditionally, Cambodian parents have left all educational decisions to schools, and while those involved in the PTO may have some understanding of the role of the Board, the majority are unlikely to. The Board is aware of the need to communicate its presence to the school community. It has begun to do this by sending letters to the parent community about Board initiatives and decisions, including decisions about school leadership. As the Founding Principal, the Chair of the Board is quite well known and respected by many of our parents. She also knows many of the students personally, especially in the higher grades. She has met informally with some parents to inform them of her presence on the Board. Her continued involvement with the school has been reassuring for many parents.

Supporting Evidence

- Staff Handbook (E & HC)
- Minutes/Agenda of WASC meeting on Wednesday 9th May 2018
- Letters to parents from Board Chair

A2.8 Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

Findings

The Board Manual contains a section detailing procedures for evaluation of both the Director and the Board itself. It also contains a section which focuses on evaluation of the curriculum and its impact on student performance. The Board is moving toward establishing procedures for reviewing student performance, programs, and operations. The two new Board members will be critical in leading the Board to understand these areas. The Board has also asked for reviews of student performance, programs and operations to be included in reports provided by the Director. Cambridge results, KNE results, and the results of the ACER ISA assessments (Grades 3, 5, and 7) are and will be shared with the board for their consideration.

The fiscal health of the school is reviewed when the proposed budget is presented in May. It is further reviewed at subsequent Board meetings (August and January) considering the reality of

enrollments and finances. At these meetings, decisions are made on the necessity of amending the budget.

Supporting Evidence

- Board meeting agendas
- Board meeting minutes
- Director Evaluation
- Board Manual

A2.9 Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.

Findings

At the Board level, the Chairperson (who was the Founding Principal of the school) is the person who can deal with any complaints or dissent (see section 5B in Board Manual).

The school's Leadership Team chooses to deal with issues proactively, and the Director has an open-door policy for staff issues. This is in addition to regular scheduled meetings with staff who specifically request this.

The Human Resource Manager from Newton Thilay Community has developed a Code of Conduct. This was reviewed by the Senior Leadership Team and implemented for Operations staff with the start of the 2018-19 academic year.

As the Board is very new, this is an area that has not yet been fully developed. It is a gray area and one that needs to be carefully considered given the constituents of the school community and cultural understandings of conflict and its resolution. It also needs careful consideration in terms of the role of the Director and Owner in conflict resolution processes. It will be more fully developed, however more time is needed to make sure that the Board gets it right and that policy and procedures reflect the school's mission and vision.
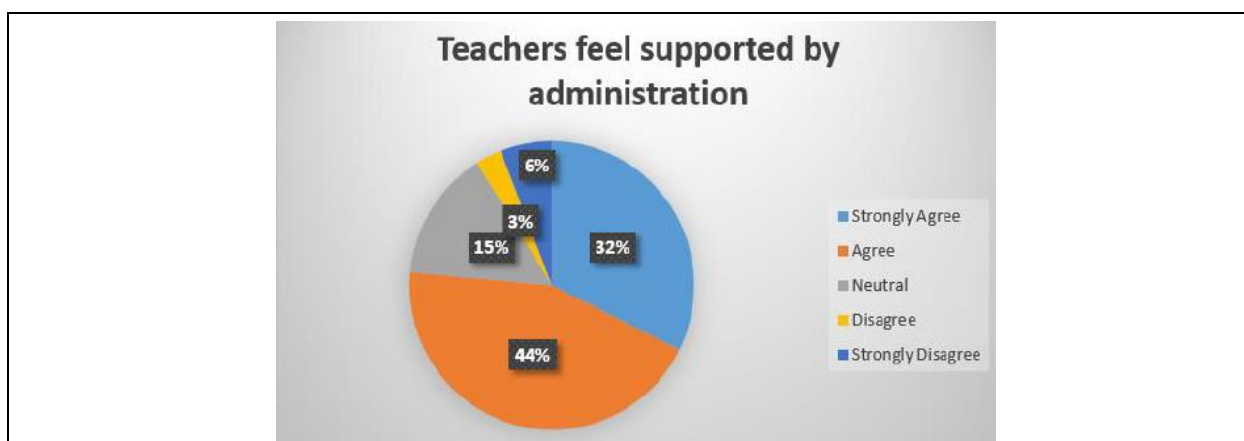
In the October 2018 climate survey 76% of staff agreed that they are supported by the administration. This is also evidenced in the fact that complaints are usually satisfactorily addressed at school level without necessitating escalation to the Board.

Cambodian leadership and the way it operates is very dependent on relationships and hierarchies. This governs thinking, behavior, and decision making. Western leadership and the way it operates uses systems and measurement of systems and is far more objective and directed than Cambodian. It is therefore essential that relationships and trust are built within each of the

members of the Board. Building strong relationships and trust is essential if the Board is to serve well. The impact of seeking to establish trust and understanding means that processes and practices need to be understood, discussed, and owned by each member of the Board. Common ground is found by listening and being willing to compromise. This means that the Board is owning its processes and procedures, but it also means that the progress is slower than if it was only a matter of agreeing to recommendations.

The Chair of the Board is open to hear concerns from school stakeholders. She regularly meets with a wide range of teachers and other staff during her visits to the school.

Supporting Evidence

- Code of Conduct
- Board minutes

A2.10 Evaluation Procedures

Indicator: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Prompt: Comment on the clarity of the evaluation procedures carried out by the governing authority to evaluate the school leadership.

Findings

Section 10A of the board manual states clearly the principles underlying evaluation of school leadership, in particular the Director. The Board conducted an initial evaluation of the Director in February 2018. This evaluation was for the Board to decide to offer a contract to the director that was not subject to probation. The evaluation was clear in its purpose but limited in its scope and this was deliberate. The procedure was a simple email survey of members of the Leadership Team and other key stakeholders, which were submitted to the Chair of the Board. The feedback was shared anonymously with the Director. The Director also completed the same evaluation form, as self-evaluation and reflection are considered important in the development of 21st century leadership. A further evaluation of the Director was conducted by the Board in January 2019. The school climate survey, conducted annually, also provides regular feedback on the school leadership. This is shared with the Board.

Parent response to the school leadership is being monitored through the re-enrollment and enrollment of new students for the 2018-19 academic year. Because of uncertainty about the school leadership during the 2016-17 academic year, the number of students enrolled was below the number enrolled in the previous year. This was the first time in the school's history that this had happened. A further drop in enrollments was seen at the start of the 2017-18 academic year. Analysis suggested a degree of lack of confidence in the leadership direction of the school. The appointment of the current director in January 2018 has been received well by parents and the concrete evidence of this is in the number of new enrollments and the number of re-enrollments, resulting in an increase in enrollments despite the loss of students through graduation. There was 95% re-enrollment for the 2018-19 academic year, as well as a considerable number of new enrollments. The board considered this indicative of parents' confidence in the new Director and Leadership Team.

School Enrollment Over Time

Year	Enrollment
2015-16	520
2016-17	505
2017-18	466
2018-19	485
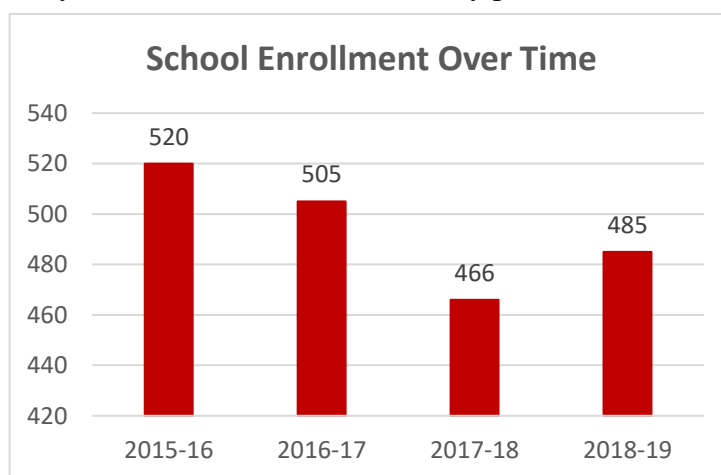
Supporting Evidence

- Board Manual
- Blank copy of appraisal of director.
- Bank copy of Evaluation Template – Director – January 2019
- Blank copy of appraisal form for Leadership Team including HODs.
- Blank copy of Senior Leadership peer appraisal form.
- Blank copy of the School Climate Survey

A2.11 Evaluation of Governing Authority

Indicator: The governing authority evaluates its processes and procedures.

Prompt: Review the effectiveness of the evaluation process.

Findings

Section 10B of the Board Manual outlines the process for evaluation of the East-West International School Board. This process focuses on four areas: communication, ownership, operation, and meetings. The first formal evaluation of the Board will take place during the 2018-19 academic year. The evaluation processes will be further developed as a strategic plan is developed and implemented.

Supporting Evidence

- Board Manual

A3. *School Leadership Criterion*

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

A3.1 Defined Responsibilities, Practices, etc.

Indicator: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.

Findings

Our staff handbook was rewritten by the Senior Leadership Team and reviewed by the management team in 2018 to clarify the responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. It also contains clear information on what we expect in terms of student behavior. Forms were hyperlinked (both in the document and in the appendices) to improve ease of access. Feedback from staff was obtained via a brief survey, conducted in October 2018. The responses were very positive.
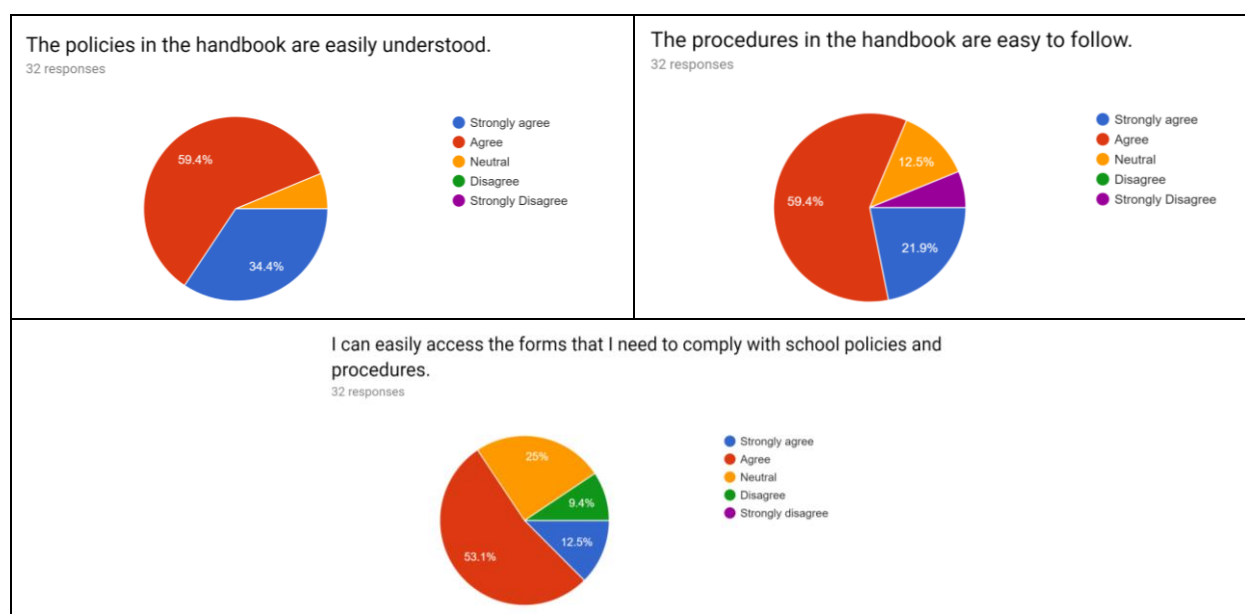
One area that was highlighted for improvement is accessibility for the Khmer staff. The Senior Leadership Team is considering ways to make this happen. The staff handbook continues to be refined and expanded as additional policies and procedures are recorded to ensure it is comprehensive, current, and accessible to all staff.

Job descriptions were developed for all positions and are made available to staff via the internal network. A roles and responsibilities document was created for the Primary Principal and the Curriculum Coordinator to ensure there was clarity for primary teaching staff about who is responsible for what. Development of this document was a collaborative process led by the director with input sought from the Primary Principal, the Curriculum Coordinator, and primary teaching staff

An organizational chart is also available showing the primary reporting relationships within the organization.

These documents are also reviewed and updated annually prior to orientation of new staff.

Supporting Evidence

- Staff handbook (HC & E)
- Organizational chart (E)
- Job descriptions (E)
- Roles and responsibilities document (E)

A3.2 Existing Structures

Indicator: The school has existing structures for internal communication, planning, and conflict resolution.

Prompt: How effective are the existing structures for internal communication, planning, and conflict resolution?

Findings

All staff have access to both a school email address and the local file server to facilitate communication, and collaborative planning. Staff have also been provided school laptop computers to ensure access to the server is relatively easy. We also use Telegram for communication in emergency situations (evacuations and lockdowns). With 115 members and feedback received after drills, we are confident this is an effective method of communication in an emergency. Regular meetings are held for primary staff and within secondary departments to facilitate face-to-face communication of management decisions and other important information. Primary teachers also meet monthly with the Director. The Senior Leadership Team meets weekly, and the management team meets monthly. Primary grade level groups meet weekly to facilitate collaborative planning, particularly of IPC units, and sharing of information and resources. Collaborative planning is encouraged throughout the school.

Wednesday afternoons have been allocated for meetings and PD, with no regular after-school activities scheduled on Wednesdays, so all teachers can attend.

In the October 2018 School Climate Survey 88% of staff indicated that they believe they have opportunities to provide input about school-related issues, and 68% of staff indicated that important information is effectively communicated to teachers.
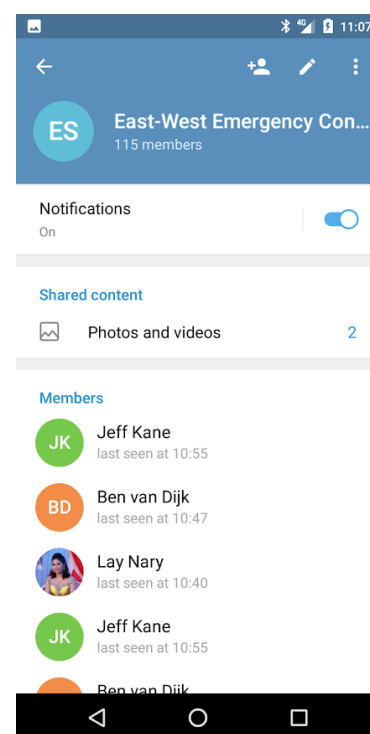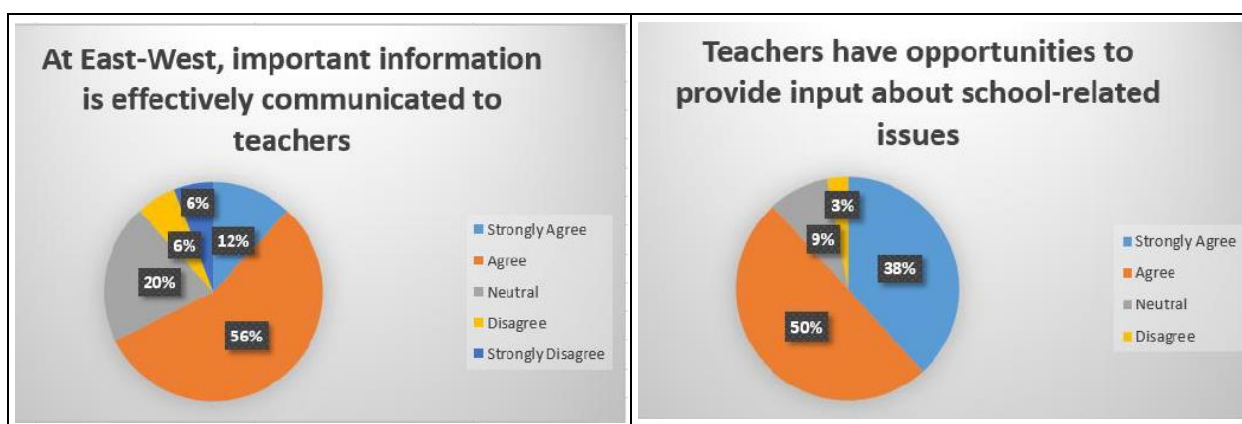
Workshops on conflict resolution were held in 2017 to facilitate professional discussion among staff. Whenever staff have grievances these can be aired with a member of the Leadership Team and issues are resolved using negotiation and mediation. The environment at East-West is one of open communication, where we focus on the positive rather than using punitive strategies. The preferred outcome in all areas of conflict is compromise and understanding.

Supporting Evidence

- Email lists
- Emails
- Calendar of meetings/collaborative planning
- Minutes from some meetings
- Handout from conflict resolution meeting
- Primary Teacher Meeting Minutes

A 3.3 Involvement of Staff

Indicator: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?

Findings

In the staff survey conducted in April 2018, 81.2% of 62 staff respondents indicated that they understood what is expected of them as a teacher and member of professional staff.
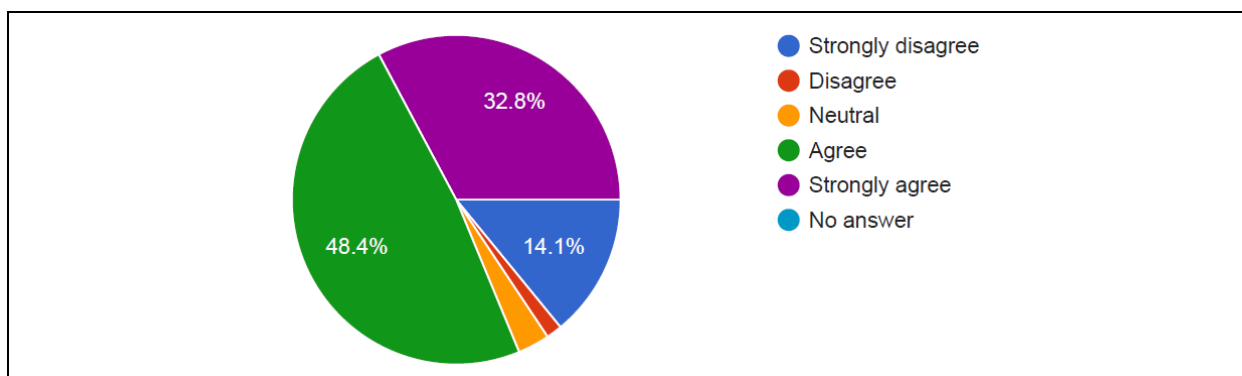
In the primary school regular grade level meetings are held to jointly plan for student learning through IPC units. These meetings help ensure consistent teaching and assessment across grade levels. Department meetings are held regularly in the secondary school to facilitate cooperative practices. UbD unit plans are required for all units, along with detailed documentation of

assessment tasks. Primary teachers are required to regularly update assessment tracking documents on the file server and to prepare portfolios for each student at the end of the year. Secondary teachers also use portfolios to track student progress.

Timetables are such that teachers across a grade level and/or discipline have free periods at the same time to facilitate collaborative planning of both learning activities and assessment items. Teachers are also increasingly using shared planning times for cross-curricular collaborative planning of PBL items.

Primary teachers are required to submit a year plan by the end of the September, and progress against the year plan is monitored throughout the year.

All staff are responsible for preparing or contributing to written reports to parents each semester, which ensure accountability for student learning extends outside the classroom. We also hold parent-teacher conferences twice a year to facilitate face-to-face communication with parents about student learning.

Each of these processes and procedures are designed to ensure staff share responsibility for, take appropriate action, and are held accountable for student learning.

In February 2019 our students in Grades 3, 5, and 7 will complete the ACER ISA tests for the first time. The data from these tests will provide another tool for monitoring the effectiveness of shared responsibility for teaching and learning in a global environment.

All staff are observed at least twice each year and provided with feedback on their teaching practice. The purpose of these observations is always to support staff in their efforts to improve student learning.

Supporting Evidence

- Unit Plans
- Year Plans
- Timetables/Schedules
- Calendar of meetings/collaborative planning
- Photographs
- Videos
- Assemblies
- Reports of staff appraisals
- HOD's & Principals for copies
- Posters

A3.4 Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and teaching in a global citizenship.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies.

Findings

The Principals team meets weekly to ensure processes and practices within the school community are focused on providing the best possible learning opportunities for students enabling them to become proficient in the desired global competencies. Those meetings include

reviewing results on external examinations such as KNE at grades 6, 9, and 12, and Cambridge results, and exploring ways that student performance on these exams can be improved through better instruction and increased learning time for some subject areas. The meetings also provide opportunity for the Leadership Team to review opportunities for students to participate in a range of external competitions and activities which might enhance students' abilities to develop the desired global competencies.

Reviewing the results from the Khmer exams has led to changes in how we proceed with Khmer instruction to ensure the best possible learning outcomes for our students. This review contributed to timetabling changes in secondary, so students have more connected hours of Khmer lessons at the beginning and end of the day, rather than scattered through the day. It also impacted on a decision to start a Khmer as a Foreign Language (KFL) class for Grades 1 to 5 students for whom Khmer is not their primary language. This enabled primary Khmer teachers to focus on ensuring students studying the national curriculum in the primary grades received more focused instruction. It also led to the expansion of the bilingual instruction in Mathematics, integrating both the Khmer and English Mathematics curricula, so more time is available for Khmer language arts instruction.

A review of Cambridge IGCSE and A Level exam results showed successful learning in certain areas - English Lit, Global Perspectives - and less successful outcomes in courses like ICT and Science. These insights have led to program changes. We added IGCSE and AS level Business studies in response to parent/student interest, and as an alternative to History which requires a lot of writing and in-depth analysis (something some of our students find very challenging due to their non-English speaking backgrounds). Due to lack of student interest, this course has been dropped at IGCSE level in 2018-19. Low pass rates at AS level mean the subject will not be offered past 2018-19. To improve results in ICT courses an experienced ICT teacher was engaged to teach IGCSE and AS level ICT courses.

Further to this, the review of Cambridge results, along with parent feedback about use of time during the examination weeks, led to the introduction of boot camps during the Cambridge exam period so students could work together to do intensive review of key concepts in the lead up to the exams.

Another result of leadership reviewing results was a major overhaul of timetabling for secondary students in preparation for the 2018-19 academic year to give additional time for essential courses. This was done in collaboration with HoDs and the KGE Coordinator.

In March 2018 staff were asked if the Director and Principals provide strong leadership that focuses on student achievement. More than 85% of staff either agreed or strongly agreed with this statement.
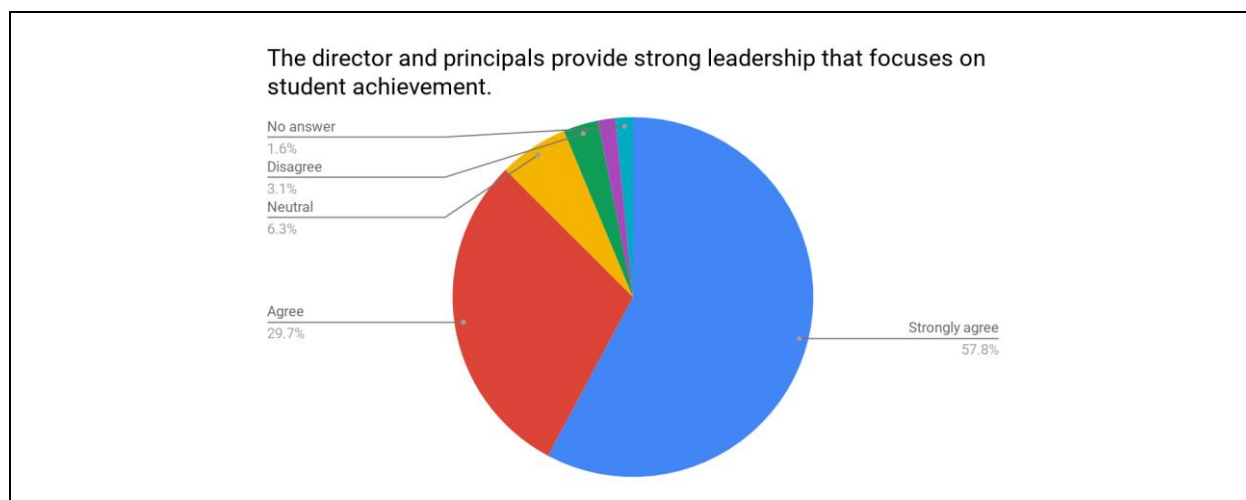
It is also acknowledged that this is an area which will be further developed as we collect increasing amounts of data about student learning including the ACER ISA results.

Supporting Evidence

- Exam period schedule for boot camps
- Survey
- Review of running records data

A3.5 Child Protection

Indicator: The school has clearly defined leadership responsibilities for child safety and duty of care.

Prompt: Evaluate the clarity and effectiveness of the defined leadership responsibilities for child safety and duty of care.

Findings

East-West International school takes child safety and duty of care very seriously. The child protection policy is clearly stated in both contract conditions for teaching staff and the staff handbook. This statement is based on the premise that all people, including children, should be treated with respect, and is written in a way which acknowledges the variations in disciplinary practices within Cambodian culture, especially the home. All staff are expected to report any suspected violation of the Child Protection policy to a Principal or the Director, who are responsible for following up on these reports. The concept of Duty of Care is also clearly explained in the Staff Handbook.

When surveyed in early 2018, almost 80% of staff indicated that the child protection policies and practices are effective for ensuring a safe school environment.
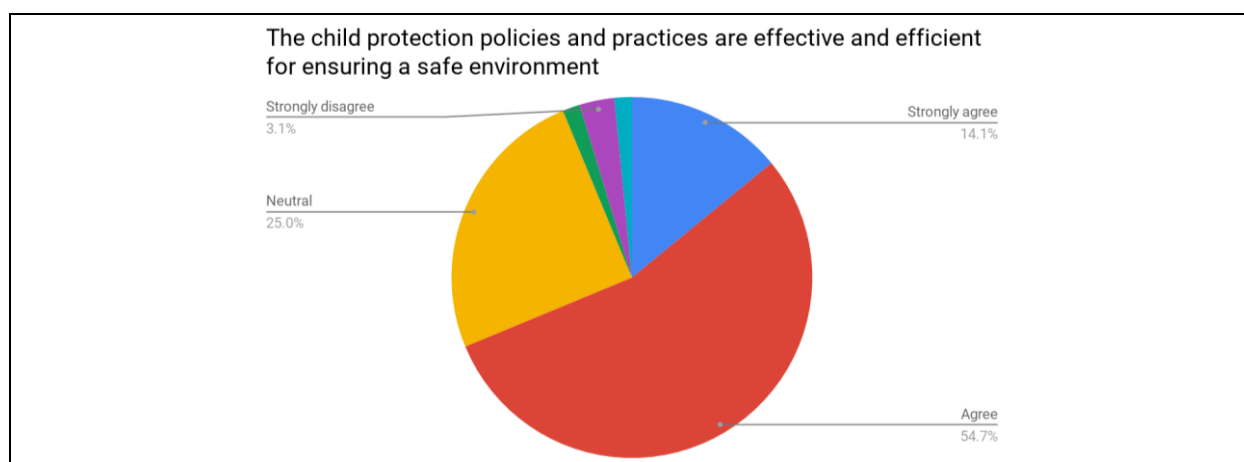
The child protection policies and practices are effective and efficient for ensuring a safe environment

- Strongly disagree 3.1%
- Neutral 25.0%
- Strongly agree 14.1%
- Agree 54.7%

In September 2018 the Director attended the Asia Schools Institute for Safety and Security (27-28 September 2018) and Asia Education Duty of Care Conference (26 September 2018) to gain a greater understanding of both leadership and school responsibilities in terms of health, safety and security of our students. As a result, several changes have been made to both facilities and processes within the school. This is an area which we plan to further refine in the coming year.

Supporting Evidence

- Staff Handbook (E)
- Contract Conditions (E)
- Asia Schools Institute for Safety and Security (27-28 September 2018)
- Asia Education Duty of Care Conference (26 September 2018)

A3.6 Interconnectedness of the School to the World

Indicator: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

Prompt: Evaluate these processes and the results in relation to the school's interconnectedness to the world to promote a globally minded culture.

Findings

East-West teachers are encouraged to make real world connections in all classes. Our C.L.E.A.R. goals (SLOs), which teachers are required to address in unit planning, explicitly state that East-West students are becoming Responsible World Citizens. Regular assemblies help primary students unpack what this means, while secondary students have created videos highlighting the importance of caring for our environment by reducing the level of "throw away" plastic and polystyrene that come onto our campus. Students are encouraged to share these messages with their families as well, extending the reach of our school to a wider audience. Report cards for primary students include grades and comments indicating to parents how their children are progressing in relation to the SLOs. We are currently considering how this can be extended to secondary students.

Two other areas where our interconnectedness to the world is strongly seen are the secondary IGCSE and A/AS level Global Perspectives classes, and the IPC units.

Global Perspectives is a required course through Cambridge and many teachers (Social Studies and Science) have expressed their desire to teach this unit, suggesting strong interest in ensuring our school promotes a globally minded culture. In 2017-18 98% (41/42) of students passed this unit.
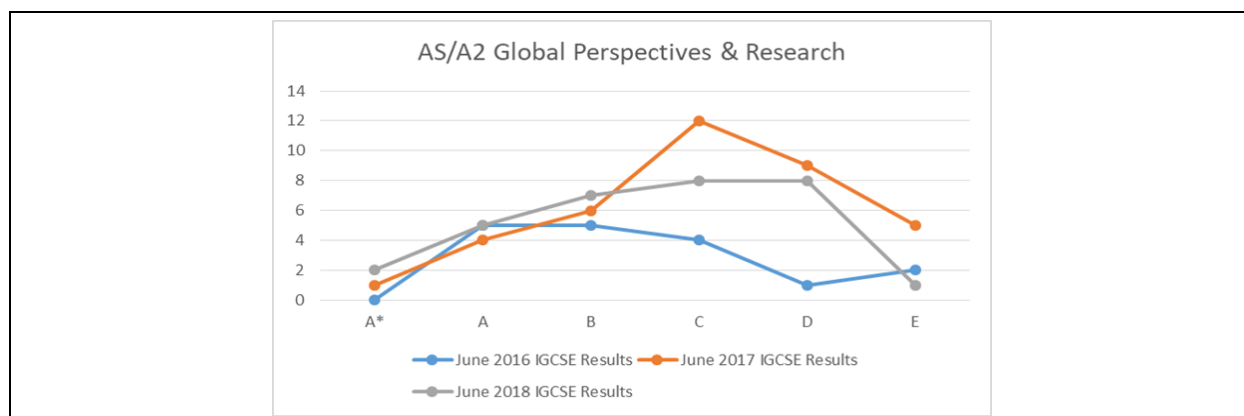
The IPC has a strong international component, with almost all units incorporating International Learning Outcomes which are addressed through a wide variety of inquiry-based learning tasks. Since implementation of the IPC, several classes have connected with other schools around the world as part of their studies.

In 2017-18, our fifth-grade classes worked to raise money for children who are less fortunate than themselves, through the non-governmental organization (NGO) Feed My Lambs.

During the mid-year field trips, several groups participate in activities that help the local community they are visiting. There have also been field trips to local schools to improve our local collaboration.

Secondary students participate annually in the Phnom Penh Model United Nations (UN) conferences. These events give students and teachers the opportunity to connect and network with students and teachers from other schools across the Southeast Asia region as well as allowing our school to join a global community of learning institutions that host these types of

forums. This will also open the door for East-West to join similar conferences in other locations in the future.

Over the years, East-West has established a connection with a school in Ratanakiri province where the teachers from that school come and spend a few days observing in the primary classrooms. The feedback from these schools is that it has been an incredible learning experience for the teachers to see the wide variety of learning activities that are happening in our classrooms. A similar program has recently been established with a newly established school in Phnom Penh.

Teachers are invited to support students in a wide range of international and local inter-school competitions, both in sports and academics. Through participation in these activities, teachers and students are exposed to people and ideas from other countries and cultures. Teachers are also encouraged to participate in local inter-school PD opportunities, and some have also used Twitter to connect with other educators with an "innovative mindset".

Supporting Evidence

- Community involvement during field trips – photos & maybe videos.
- School goals video
- Feed my lambs
- Liger Learning Academy field trip
- Primary Report Card template
- Twitter Feed for Innovator's Mindset
- Pub PD flyer

A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

A4.1 Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

Findings

The nature of international education in Cambodia continues to evolve. While we strive to hire teachers with valid teaching licenses or professional teaching qualifications, it is not always possible. As a result, we have had to be flexible in hiring teachers who may be unqualified at the start with the condition that they enroll in and complete a teaching qualification during their tenure at East-West. Most of those teachers without a Bachelor's or Graduate teaching qualification have an English teaching certification (i.e. TESOL) and experience in classrooms prior to being employed at East-West. They also usually hold a degree in the subject area(s) they are teaching. When qualification requirements cannot be satisfied, we continue to consider people who have been highly thought of in previous teaching positions and are willing to learn. Over the years we have seen several of our unqualified teachers develop such a love of teaching that they have left East-West with the specific purpose of completing tertiary study in the field of education. Our bottom line is always that those we hire need to be committed to the vision and mission of East-West International School, understanding the relational nature of the school and willing to grow and learn alongside their students.
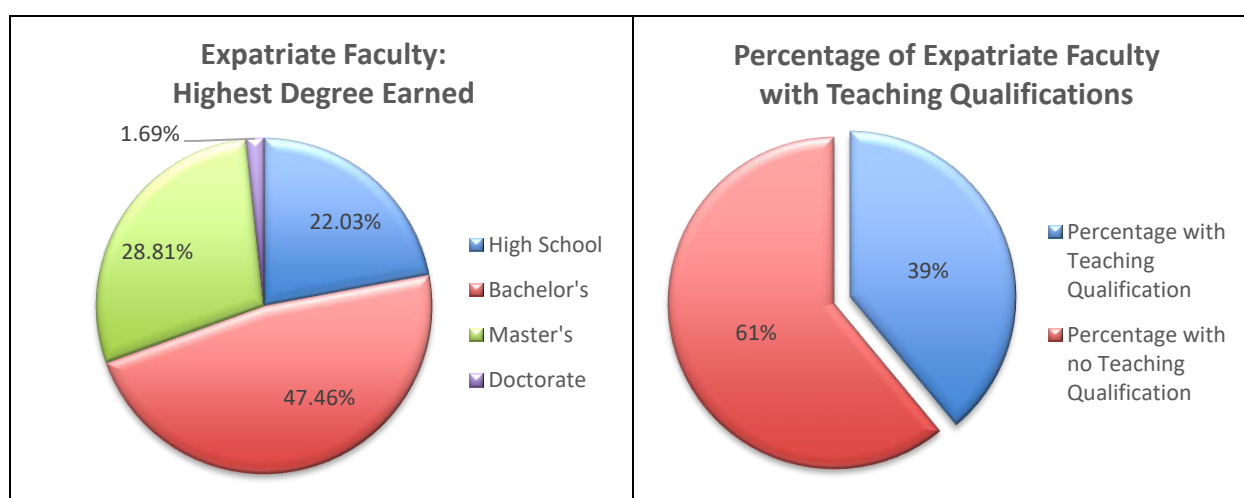
East-West acknowledges that the 22% of teachers employed without a degree is a little concerning, however East-West has a history of inspiring those who may not have thought of teaching as a career and helping them fall in love with the craft of education. This is an area the school Leadership Team sees as an area for growth. In light of these statistics, the Leadership Team has added a clause in all contracts to require pursuit of a teaching qualification as a

condition to extend contracts beyond an initial offer. As all teaching qualifications require at least a Bachelor's degree, this will help the school bolster the educational background of the instructional staff. Additionally, teachers who have been at the school for several years have also been asked to begin pursuing a teaching qualification before a new contract will be offered.

All HoD positions must be filled by already-licensed/qualified teachers. Our intention is always to hire the most experienced and best qualified teachers for any vacancies, within the capacity of our budget. Recent updates to pay scales allow higher salaries to be offered to specialists in higher grades.

In our online program we have a single pilot class taught by three face-to-face staff already on faculty. No external staff were hired for this class, so no further requirements were necessary.

Supporting Evidence

- Position Descriptions (E)
- Advertisements (E)
- Sample Interview Questions (E)
- Reference Forms (E)
- Staff CVs (HC in Director's office)
- Salary Scales (HC in Board files)

A4.2 Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

Findings

Teachers are required to provide copies of certification and/or qualifications, and/or evidence that they are enrolled in an appropriate education program. Reference checks are also conducted to ensure teaching experience is validated. A standardized reference form has been implemented to ensure background, training and practical experience are validated prior to contracts being offered. In addition to the written reference form, phone calls are made to an applicant's three most recent employers.

Where teachers need additional training, East-West has facilitated access to online and face-to-face PD programs. The Curriculum Coordinator is a qualified AustSwim assessor, enabling us to ensure we have qualified swim instructors. We facilitated an AustSwim course on campus, and have arranged attendance at other venues, to ensure all teachers involved with swimming instruction are professionally trained. Some of our current staff have completed or are in the process of completing a Postgraduate Certificate in Education (PGCE), while others are working towards Bachelor's Degrees.

Supporting Evidence

- Staff folders in the Director's office (HC)
- Reference request form (E)

A4.3 Child Protection

A4.3.1 Indicator: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

Prompt: Evaluate the effectiveness of the recruitment policies and procedures to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults.

Findings

Police/background checks are required for all staff, both local and foreign. The new reference checking procedure using a standard form sent to a minimum of three referees helps ensure suitability of applicants by specifically asking previous employers if they are completely satisfied that the person is suitable to work with children.

Where possible we use an employment agency which conducts background checks prior to nominating candidates for teaching positions. In the past there have been candidates who have not been hired because of questionable background or missing documentation, demonstrating our commitment to the protection of the children and young people under our care.

For non-teaching staff, such as guards, drivers, and cleaners, it has been the practice to hire people who are known to the school or its owner and have good reputations within their home communities. A major challenge to obtaining police checks for these staff members is that they may not have the official identification papers necessary for those checks.

We have also requested and received information from Hagar (our contracted catering company) to ensure the employment checks undertaken for their staff.

Supporting Evidence

- Reference check form (E)
- Police checks (HC in Staff Folders in Director's office)
- Report from Hagar re Child Safety (HC/E?)

A4.3.2 Indicator: The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

Prompt: Evaluate the effectiveness of the code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children.

Findings

East-West International School has a clear Child Protection Policy which can be found on page 21 of the Staff Handbook. This policy also forms a part of the Contract Conditions which all teaching staff are required to abide by. The policy clearly outlines what is acceptable behavior for teachers and students and states the consequences of unacceptable behavior on the part of teachers, including dismissal. Staff are also required to wear ID at all times when on campus.

Sports coaches have a code of conduct for how they are to handle themselves during all coaching situations.

Clear guidelines for parental behavior are included in the Parent Handbook.

Further to this, we have a strict closed campus policy, whereby all persons entering campus must sign in and obtain a visitor's identification card which must be worn at all times on campus.

Secondary students have an Essential Agreement which clearly states what is expected of them in terms of behavior toward both other students and staff. For primary students, each class develops its own class rules, which are centered around our school goals and include being respectful of all members of the school community.

All violent incidents between are recorded on behavior contracts, as well as incident reports. Fortunately, these are rare.

There have been very few incidents relating to child safety over the 13 years that the school has been in operation, and we attribute this to the school culture of respect for all persons.

Supporting Evidence
- Child Protection Policy (page 21 Staff Handbook) (E)
- Sports Coach Code of Conduct (page 26 Staff Handbook) (E)
- Parental Behavior Policy (page 18 Parent Handbook) (E)
- Essential Agreement - Secondary (E)
- Class rules posters - Primary (E)

A4.3.3 Indicator: The school provides training for all faculty and staff in the implementation of child protection policies.

Prompt: Evaluate the effectiveness of the training for all faculty and staff in the implementation of the child protection policies.

Findings

An overview of our child protection policy is provided to all staff during orientation week. This overview highlights the key points of the policy and gives staff an opportunity to seek clarification of the policy and related procedures, such as reporting processes.

All staff are required to complete an online suicide prevention training program, which teachers have indicated was useful in helping them know how to identify risky behavior and the necessary steps to take in any risky situation. Khmer teaching staff completed the training in a facilitated session to ensure they grasped the concepts presented in English and were able to discuss them in a supported environment.

In the thirteen years of operation, the school has had very few incidents relating to child protection, and no incidents of a sexual nature. Whenever any issues are raised in this area, they are thoroughly investigated by the Senior Leadership Team, and a small number of staff have been dismissed due to questionable backgrounds.

In September 2018 the Director attended the Asia Schools Institute for Safety and Security (27-28 September 2018) and Asia Education Duty of Care Conference (26 September 2018) to gain a greater understanding of our responsibilities in terms of health, safety and security of our students. The information learned at this event was then shared with the Leadership Team at their meeting on 15 October 2018.

We are currently communicating with staff from the ChildSafe Movement, an initiative of Friends-International about the provision of Child Protection Training for both Khmer and foreign staff. Our current plan is to incorporate this training into our Orientation Program, with the training being offered in both English and Khmer. We are considering the possibility of two Khmer language sessions to ensure all part-time Khmer teaching staff can attend, as well as all security staff without compromising campus security. We are also considering consultation with this organization to further develop our Child Protection Policy and procedures that support it.

Supporting Evidence

- Suicide Prevention Training (all staff certificates in Management WH&S folder + sample in evidence folder)
- Orientation Week
- Staff Handbook
- Staff Files
- E-mail communication with Friends International

A4.4 Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.

Findings

All class assignments take into consideration the qualifications and experience of available teachers. In the secondary school, HoDs provide ongoing support for new teachers. New teachers are assigned mentors to help ensure they can perform their duties to the benefit of all students.

When necessary, secondary schedules have been adjusted to maximize the impact of teachers on student learning.

In June 2018, an upper-level secondary Mathematics teacher was replaced because of his overall low performance and ineffective teaching practices. When the CIE scores were released in August 2018, no students from that teacher's class earned a passing score on the Cambridge exam in Mathematics, revealing that the assessment done internally by the Secondary Principal and Director was both accurate and valid. The replaced faculty member was an unqualified teacher and was replaced by a certified and experienced teacher who is currently enrolled in a master's degree program in the area of Curriculum and Instruction. Teachers who are new to the Cambridge program are given the opportunity to participate in on-line Cambridge PD courses.

In the primary school, teachers are assigned to classes based on both experience, training, and specific student needs. The orientation program included orientation to the IPC program, using both face-to-face sessions and webinars, the Mathematics program, and the English Language Arts curriculum and resources. Primary teachers are encouraged to take advantage of the free webinars offered by both the *IPC* and *Learning A-Z*, as well as the *Mathedology* videos which are part of our subscription to the *Stepping Stones* Mathematics program. *Zoo-phonics*® training is provide for all early years staff and optional for teachers in the higher elementary grades.

Primary Khmer teachers completed courses in pedagogy to ensure they are using appropriate teaching strategies. It is acknowledged that there have been some limitations in the current orientation program for primary teachers and in the implementation of new programs, therefore this is an area that has been marked for further development.

In the September 2015 a workshop on teaching bilingually was held for primary teachers. This was followed up in 2016-17 academic year with a Cambridge PD diploma level course on Teaching Bilingual Learners offered to staff.

Supporting Evidence

- Cambridge Professional Development Training Certificates (E - sample in Evidence folder, all certificates in Management folder)
- Teaching Bilingual Learners (Cambridge CPD program)
- Orientation Schedule (E)

A4.5 Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings

The staff handbook is the primary document containing policy, procedure and operational practice. Job descriptions are stored on the file server, as are organizational charts defining the relationships and responsibilities of staff. Prior to distribution, the Leadership Team was asked to review and provide feedback on the document to ensure it was clear and comprehensive.

A survey of staff to determine the accessibility and effectiveness of the handbook was conducted in October 2018. More than 90% of respondents indicated that they knew where to find the latest version of the handbook and were able to access it easily. 93.8% indicated that the policies were easily understood and 81.3% indicated that the procedures were easy to follow. One area for improvement is ensuring all staff know where the relevant forms can be accessed, and consideration is being given to making both the handbook and forms accessible via a secure online site to facilitate access when teachers are not on campus.
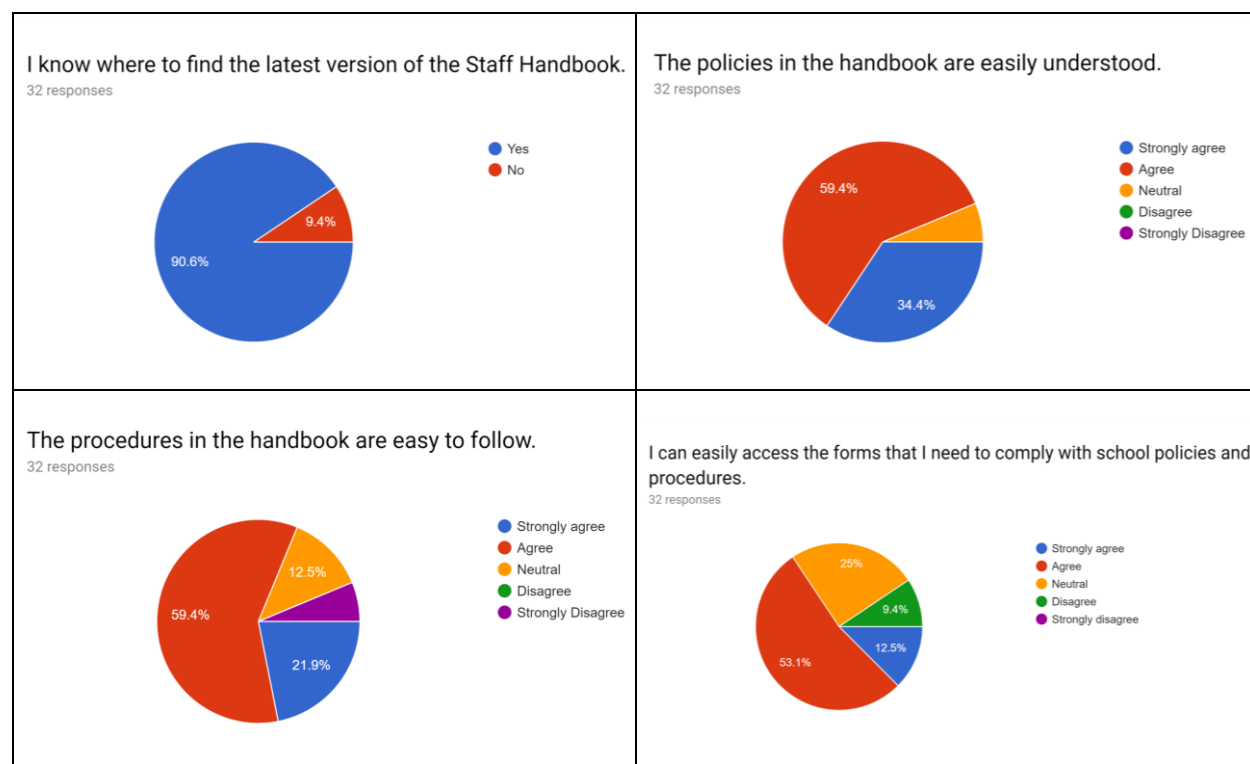
Compliance with policies in the handbook is another measure of the clarity and understanding of these documents. The development of this document is an ongoing process, with further policies and procedures being added as these are identified.

Job descriptions, which were previously included in the staff handbook are now available in the shared drive on the file server, along with other documents clarifying roles and responsibilities. The requirements for year plans and unit plans is stated in the staff handbook, and deadlines for completion of year plans are clearly specified for teachers at the start of each academic year. The understanding of these is assessed through the accurate completion of these plans and ongoing assessment of student learning.

It has been identified that there is a need for increased awareness of the policies and procedures relating to operational staff, particularly those which are issued by NTC.

Supporting Evidence

- Staff handbook (E & HC)
- Organizational chart (E)
- Job descriptions (E)
- Contract conditions (E)
- Year plans (E)

A4.6 Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings

The effectiveness of the processes and procedures for involving staff in share responsibility, actions, and accountability to support student learning throughout all programs is seen in student performance against learning outcomes.

East-West teachers are expected to differentiate instruction to cater for all modalities of learning, as well as to incorporate a variety of instructional strategies which promote group work, Socratic discussion, peer review, and other student-driven exercises designed to foster a positive learning environment. Where a staff member identifies specific factors, which are impacting on either an individual or group of students' learning, they can refer the student(s) to the Student Support Specialist as well as seeking guidance/assistance from colleagues, HoDs, the Curriculum Coordinator, Principals and the Director. Referrals are not limited to disciplinary matters but may encompass wellness referrals for pastoral care. Suicide Prevention Awareness training has helped teachers identify students who may need support for any number of reasons, and this proved extremely effective in crisis management in March 2018.

All teachers are required to write both Unit and Year plans. The Unit plan template for IPC units has reflection questions built in to facilitate ongoing reflective teaching practice for primary teachers. This process helps teachers identify areas of strength and areas for further development as they seek to provide all their students with the 21st century skills necessary for success. Secondary teachers follow unit and year plans that correlate to the Cambridge syllabi, and reflect

at the end of each unit or semester. Several teachers also document their own daily reflection as a way of improving future practice.

In the secondary school, one of the primary sources of data to evaluate the effectiveness of staff's shared responsibility, actions, and accountability for student learning is the Cambridge examination results. This is supplemented by data from student performance on mock exams and in a variety of formative assessment tools. Formative assessments allow teachers to adjust instruction in advance of the exams to better prepare students. This has been very effective in identifying areas for either changes to teaching strategies and/or teacher assignments as well as areas for future PD.

East-West has a strong sports program through which coaching and mentoring are conducted. The Athletic Director takes a proactive approach in monitoring the academic progress of team members, and pairs students together when mentoring or coaching is necessary. Students are required to be working well in all classes and to abide by the conditions of the sporting team contract. In addition to this, team members are encouraged to "dress up" on the day of any game, thus demonstrating the pride that they take in being part of the team.

As we implement the ACER ISA in February 2019 (with results available in April 2019), we will have another tool to facilitate evaluation of student learning and thus the effectiveness of teaching staff. Once we receive our first data from these assessments, we will need to develop and document processes for reviewing that data and formulating action plans based on that data. This will involve individual teachers, grade level teams, management and the Board.

In the primary grades, staff are required to record student progress in reading in a spreadsheet tracking running records. This is monitored by the Curriculum Coordinator to identify students who may need additional support, and to see where improvements might need to be made to the learning program. As a result of this review, staff have been encouraged to implement a *Daily 5* style structure, along with the teaching of reading strategies using *CAFE* into their classrooms to improve student progress in reading. In addition to this, in the 2018-19 academic year, all students were provided access to the online reading program *RAZ-Kids*, and teachers were encouraged to book weekly sessions in the computer lab to facilitate access for all students. Similar online tracking of Mathematics assessments is being established using spreadsheets and individual student tracking forms. The tracking forms become part of the student portfolio that is passed on with students each year. The online spreadsheets are used to monitor the effectiveness of teaching practice and to identify areas where additional support can be provided. All primary teaching and administrative staff have access to the assessment records folder, which also includes copies of finalized report cards, enabling teachers to review both current and past progress of individual students.

Lesson observations are undertaken by HoDs, the Curriculum Coordinator, Principals and the Director. These are always done with the intention of supporting teachers to implement 21st century student learning. In follow-up meetings after the observations, teachers are given the opportunity to reflect on their teaching and ways they might do things differently to best meet the learning needs of all students. On very rare occasions, after teachers have been given many opportunities to improve their practice without evidence of progress, the teacher may be dismissed or not have their contract renewed. This has rarely happened. Another outcome of lesson observations is the identification of areas for future PD activities. Teachers are also encouraged to take advantage of "The Pineapple Board" in the canteen to share opportunities for other teachers to see different ways of approaching student learning in an informal way.

The Director, Principals and Curriculum Coordinator also review all report cards, being alert during this for students who are struggling in particular areas or generally.

Supporting Evidence

- One-on-one support
- Appraisals, observation, summative evaluations
- Performance on Cambridge exams.
- Teacher files
- Running Record data (E)
- Stepping Stones data (E)
- Monthly newsletter
- Coaching/mentoring/sports team member agreement
- Teacher Reflection Forms

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings

East-West does not employ online staff members. Online programs are created and facilitated by currently employed face-to-face staff, therefore there are no additional PD requirements.

Supporting Evidence

- Not required

A4.7 Support of Professional Development

A4.7.1 Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

Prompt: *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

Findings

East-West has made substantial improvements to the support of professional development/learning over the past six years. Prior to the 2017-18 academic year, most of the PD consisted of internal workshops, one-on-one coaching, and teacher initiated and funded programs. For example, between July 2014 and December 2016, the curriculum coordinator self-funded and completed a Graduate Certificate in Education (majoring in Inclusive Education) in order to be better equipped to support students with specific learning needs. Prior to the 2017-18 academic year, there was no budget for PD however, some funding was made available for specific programs such as WASC training, and an online IPC course for the Curriculum Coordinator. Since 2017-18 academic year, a substantial budget has been allocated for PD, with clear guidelines on how staff can access this funding. In March 2018, the Director and Curriculum Coordinator self-funded attendance a two-day workshop *Leadership for the 21st Century*, and the school funded participation in several online programs including a similar online *21st Century Leadership* program and Cambridge PD programs.

For the 2018-19 academic year, the Director saw the importance of PD and ensured allocation of $30,000 for this. The focus of this budget is on developing staff to provide effective 21st century learning for all students. In addition to face-to-face workshops and conferences, substantial use is made of the many online webinars and courses available, reducing the need to spend the budget

allocation on travel costs. There is also a separate PD allocation in the Director's budget for his own individual growth/development.

When planning the school calendar, several days are dedicated to in-house PD, both during orientation and throughout the course of the year. During 2018-19 internal PD workshops offered using the expertise of staff include:

- *The Innovator's Mindset* book study
- Project-Based Learning and Alternative Assessment
- Smart Board Training
- Philosophy of Assessment
- Running Records
- Stepping Stones Mathematics

Other topics planned for the rest of 2018-19 and into 2019-20 include:

- Modifying Stepping Stones Assessments and Using Handwriting Fonts
- Computer Tutorial for Khmer teaching staff
- Writing Essential Questions
- Differentiation

Teachers are encouraged to observe other teachers in their classrooms to see different ways of catering for the needs of all learners. A "Pineapple Board" was implemented to facilitate observation of innovative teaching practice across the whole school.

In preparation for the 2018-19 academic year, primary staff were provided with the *Daily 5* book to read over the summer, and *CAFE* books were distributed during orientation. This was to provide teachers with a model for literacy instruction that facilitates increased individual/small group instruction during English Language Arts lessons in the primary grades, as well as guidance on teaching reading strategies as an important component of literacy instruction. This was followed up by the Curriculum Coordinator with individual and small group discussions of the content and how it can be implemented in each classroom.

Primary teachers have also been encouraged and supported to participate in a variety of online webinars so they can learn from teachers at other schools. This has included both IPC webinars and Early Years literacy webinars.

In addition to on-campus and webinar learning opportunities, the school has funded attendance at several conferences or workshops. These have included:

- Emergency First Aid (including CPR & AEDs)
  (8 March 2018 - 15 participants
  15 March 2018 - 3 participants
  20 October 2018 - 14 participants
  22 October 2018 - 12 participants
  3 November 2018 - 5 participants)
- Global Educational Supplies and Solutions (GESS) Exhibition and Conference Indonesia
  (26 - 28 September 2018 - 3 staff members)
- Asia Schools Institute for Safety and Security
  (26-28 September 2018 - 1 staff member)
- EARCOS Leadership Conference
  (23 - 27 October 2018 - 3 staff members)

- ACS WASC Accreditation Training
  *(24 October 2017 - 6 staff members,
  23 October 2018 - 4 staff members)*
- ACS WASC Visiting Committee Member Training
  (28 October 2018 - 1 staff member)

Supporting Evidence

- PD sign-in sheets
- PD completion certificates in teacher's files.

A4.7.2 Indicator: The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem-solving.

Prompt: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

Findings

East-West teachers are encouraged to seek professional learning opportunities, so they are better equipped to develop the global competencies in their students. In March 2018, the Director and Curriculum Coordinator attended a *21st Century Leadership* workshop. A direct result of this, as well as professional reading the Director undertook over the summer, was a participatory workshop during the August 2018 orientation program. This workshop addressed issues like having an innovative mindset, the importance of relationships, and reflective teaching. During this workshop teachers were encouraged to set goals and the Director plans to review these goals with individual team members as the year progresses. As a result of this workshop, together with a workshop of PBL (also during orientation) and a prior workshop on student-centered vs teacher-centered instruction, there has been a considerable increase in teaching with a 21st century skills development mindset. The PD on student-centered learning was followed up with peer observation and feedback on the implementation of the strategies learned.

Some examples of this include:

- Grade 5 students teaching Grade 1 students about recycling, followed by Grade 1 students sharing their knowledge with Grade 5 students.
- Grade 5 and 7 classes collaborative lessons on the respiratory system and the impact of air pollution.
- Grade 9 IGCSE Geography students teaching the concept of erosion to Grade 5 learners.
- Grade 10, 11, 12 Physics field trip to Liger Learning Academy to see examples of real-life PBL.

Teachers are seeking PD and implementing their learning in individual classes. This is seen during lesson observations and in lessons being shared via the Pineapple Board. In addition to this, teachers are being hired who have an interest in PD and in applying their learning in the classroom. Teachers are also being hired who show evidence of 21st century teaching in their previous positions.

Supporting Evidence

- Student presentations
- Photos of collaborative lessons
- Feedback from PD sessions
- Lesson observations

A4.8 Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

Prompt: How effective are the school's supervision and evaluation procedures?

Findings

The school has clear supervision and evaluation procedures which are detailed in the Staff Handbook. Feedback on observations is provided both face-to-face and in writing with an emphasis on encouraging teachers who are using 21st century skills and thinking. Lesson observations are one of the tools the Leadership Team uses to identify professional growth needs as well as an opportunity for the Leadership Team to see the implementation of PD sessions in classrooms. Many teachers have been helped to implement 21st century student-centered learning practices in their classrooms following lesson observations by administration and supervision. Ineffective teachers have been dismissed in the past as a result of the supervision and evaluation processes. Others, whose practice was not helpful for the students, have not had contracts renewed.

As the Leadership Team has shifted East-West's educational philosophy towards a 21st century mindset, staff are encouraged and supported to develop the skills and thinking necessary for both staff and students to develop global competence.

Teachers are encouraged to practice backwards lesson planning, which is reflective in nature. All IPC unit plans incorporate a reflection section which is completed at the conclusion of the unit. This helps teachers identify strengths and weakness in the unit, and documents areas that require attention prior to the unit being taught the next year.

Two years ago, our Secondary Principal led a Cambridge PDQ course on teaching more effectively to students for whom English is an additional language. Several teachers participated in the course, which was supervised by the Principal. At the end of the course, teachers were asked about how the course changed their mindset towards teaching. Many mentioned how they had to slow down with the use of much subject-specific vocabulary, as well as giving the students more time to read through passages in class or at home.

Supporting Evidence

- Statistics from Cambridge PDQ program.
- Statistics on dismissals or non-renewal of contracts.
- Sample lesson/unit plans with reflections.
- Lesson observation forms (HC)

Additional Online Instruction Prompt: How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Findings

East-West does not employ online instructional staff. Our online course is taught by staff already employed by East-West International School for face-to-face teaching. Their professional growth, technological competency, use of technology within the curriculum are therefore addressed using existing strategies. The quality of their student-teacher interactions is monitored by the Secondary Principal through access to all online course content.

Supporting Evidence

- Not required

A4.9 Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how the professional development/learning has had a positive impact on student learning, e.g., developing the students' global competencies.

Findings

Determining the measurable effect of professional development, coaching, and mentoring on student performance is challenging. One key indicator of effective PD is observation of teachers implementing their learning in their classrooms. Other indicators would be students' participation in and enjoyment of lessons (as self-reported by students), as well as high quality assessment outcomes.

One of the most effective PD sessions offered during the 2017-18 academic year involved encouraging teachers to move from teacher-led lessons to student-led lessons. During secondary teachers' lesson observations, it was clear that many teachers were just standing at the board and lecturing or reading to students. Consequently, our Interim Director led a one-hour PD session where she taught the same material in two different ways, demonstrating how much more engaging the student-focused lesson was (as well as how much more information was learned and retained). Following each session, teachers were required to observe another teacher and host a teacher to observe a student-focused lesson that they planned. This mindset shift helped some new teachers make lessons more student-friendly, and helped some long-time teachers update their practices. This learning has continued to impact on teacher practice in the 2018-19 academic year as seen in lesson observations this year.

Other PD including sessions involving the integration of technology in the classroom - either in the form of SMART Boards, or in mobile applications such as Kahoot! - have encouraged more student interaction and involvement in lessons, which in turn creates more engagement with the material covered in class. A recent survey of students in the classes where SMART boards are used indicated that 76% felt these had enhanced their learning, and while some students were ambivalent about their use, only 2 students felt that they had not enhanced their learning.

Using the SMART board has enhanced my learning.
50 responses
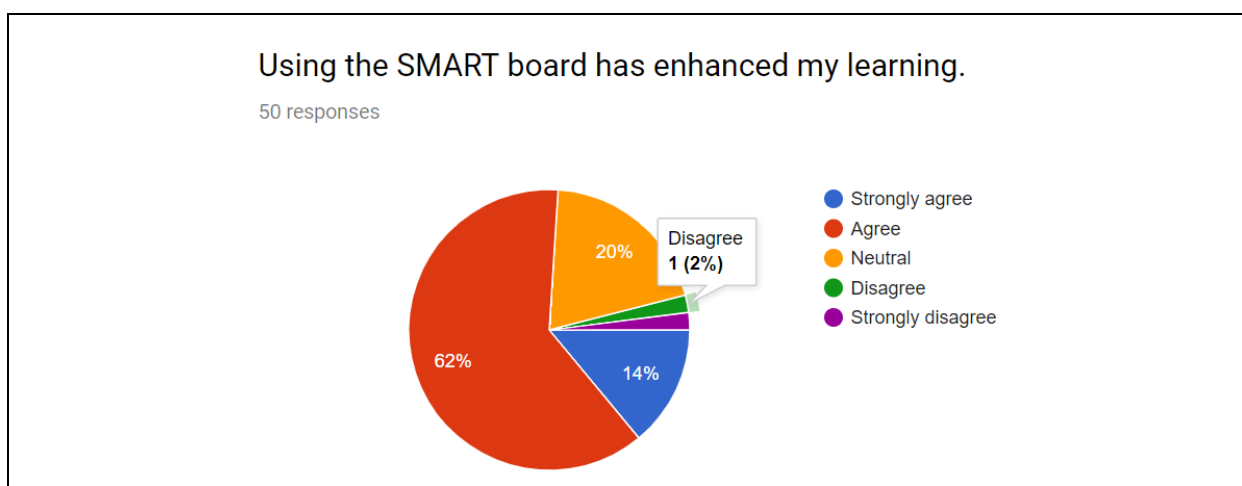
Another PD workshop focused on the principles of UbD and helping teachers to develop UbD unit plans for IPC units. This enabled teachers to plan more effectively with a focus on learning outcomes rather than just "following the book".

During the orientation week in August 2018, a required PD on Alternative Assessments and PBL was delivered to the faculty. The facilitator modeled a few differentiated instructional delivery

practices and encouraged group participation. Anecdotal conversations with the Athletic Director and two randomly selected teachers provided the Leadership Team with positive feedback on this PD. Some notable comments were, "This is how I would want to learn;" "Projects are definitely better than tests and quizzes - they are more in line with the real world. Isn't that what we are supposed to be preparing our students for?" and "I would love to have a follow-up PD on this topic. I really enjoyed it."

A great example of how teachers have taken hold of the need to implement PBL was a recent collaborative class where Grade 7 students taught Grade 5 students about the respiratory system and the impact of air pollution. Student reflections showed not only that the students enjoyed the project, but also that it gave them a better understanding of how challenging teaching can be.

Supporting Evidence
- Longitudinal Data from CIE
- Cambridge Results
- Teacher evaluation sheets.
- Student reflections from Grade 7 Science class (Rose)

A5. *School Improvement Process Criterion*

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

A5.1 Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Findings

Relationships are the foundation of everything we do at East-West International School. It is in the context of caring relationships that the best learning takes place. This was emphasized during orientation in August 2018 and was demonstrated when staff were invited to complete a "gratitude" exercise, the results of which are see in the photo below.
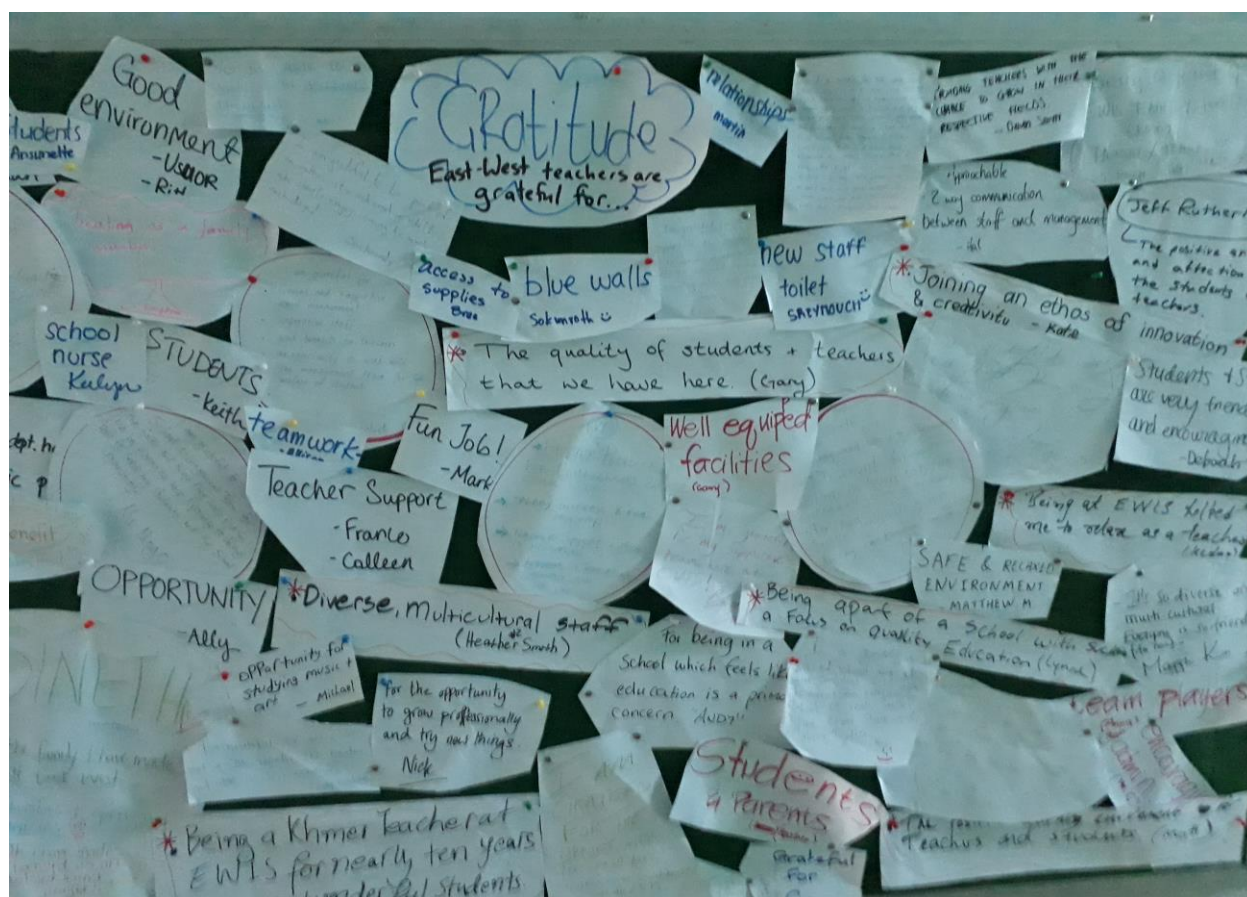
Results of a staff climate survey conducted in October 2018 indicate that the importance of relationships and caring about our students is recognized by almost all staff. In the same survey, it was also noted that teachers believe that students enjoy coming to East-West, and that, for the most part, students and teachers are treated with respect.

The teachers at East-West care about how well their students do in school

Strongly Agree, Agree, Neutral, Strongly Disagree
3%, 3%, 44%, 50%

Students treat teachers with respect

Strongly Agree, Agree, Neutral, Strongly Disagree
3%, 15%, 32%, 50%

Students treat one-another with respect

Strongly Agree, Agree, Neutral, Strongly Disagree
3%, 15%, 20%, 62%

Teachers treat students with respect

Strongly Agree, Agree, Neutral, Strongly Disagree
3%, 9%, 47%, 41%

Interestingly the results of the upper primary and secondary student surveys in March 2018 showed a slightly different perspective. The charts below are from the Grade 3 -5 survey. It is good to notice that less than 10% of students disagree with the statement, although about half clearly see respect happening sometimes but not all the time, or possibly with some people but not with everyone. On a more positive note, the Grade 3 - 5 students' response to questions about being able to get help when it is needed were considerably more positive as seen in the charts below.

6. Everyone at our school is respected.90 responses

Strongly disagree, Disagree, Agree and disagree, Agree, Strongly agree
26.7%, 15.6%, 8.9%, 47.8%

15. I get the help I need so I can learn well.90 responses

Strongly disagree, Disagree, Agree and disagree, Agree, Strongly agree
40%, 13.3%, 45.6%

16. I know how to get help if I have a problem at school.90 responses

Strongly disagree, Disagree, Agree and disagree, Agree, Strongly agree
42.2%, 22.2%, 32.2%

17. I am okay asking for help at school.90 responses

Strongly disagree, Disagree, Agree and disagree, Agree, Strongly agree
25.6%, 28.9%, 41.1%

The number of "agree and disagree" responses indicate that this is something which we need to continue working on. At the same time, it is important to acknowledge that there are very few students who feel that they don't get the help they need and/or are uncomfortable asking for help.

The charts below are from the secondary student survey.

1. I am happy being a part of the East-West community.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

42.4%, 15.2%, 30.4%

2. I feel I am a valued member of the school community.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

35.2%, 40%

6. Students are respectful of other cultures.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

40.8%, 13.6%, 24.8%, 11.2%

27. I feel emotionally supported at East-West.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

28%, 26.4%, 18.4%, 16%

29. I am aware of the student services offered at East-West.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

36.8%, 33.6%, 12%

30. I receive appropriate, personalized support to help ensure my academic success.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

39.2%, 28%, 15.2%

31. Whenever someone is hurt or sick, the school takes good care of them.125

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

25.6%, 27.2%, 21.6%, 17.6%

These results contributed to the creation of Student Support Specialist as a full-time position. They also contributed to modifications to the Life Skills program to ensure this is more responsive to student needs. Another move to improve these results has been the employment of a school nurse. A crisis management team has also been established to ensure timely and appropriate responses to any critical events which occur within the school community. In addition to this, teachers are strongly encouraged to differentiate instruction and assessment to allow students to show their learning in ways that are appropriate to their individual culture and abilities. It is hoped that when students complete the school culture survey in the second half of the 2018-19 academic year, we will see improvements in these areas.

East-West uses Positive Behavior Support (PBS) or Positive Behavior Intervention Strategies (PBIS) as our model of discipline. This approach allows us to support all students in a way that respects both their individual and cultural needs, ensuring classroom environments are conducive to learning. This is evident in our student referral system, as well as our integration and program modification protocols for students with special needs.

One example of the high expectations we have for our students is the required behavioral standards for athletes (being on time, behavior, maintaining academic standards, representing East-West). Another is not having bells or a large number of rules; rather there is an expectation that students get to places on time and follow rules because that is what is expected of them and it is the right thing to do. When necessary, behavior contracts are used to manage less than

acceptable behavior. The expectation of students studying both Cambridge courses and the KGE Curriculum is that students will sit and pass exams for these courses.

As a bilingual school, East-West embraces and celebrates cultural differences. While our students are primarily Cambodian, in every grade level there are a few students from other national/cultural backgrounds, all of whom participate in both English and Khmer programs. Students and staff are encouraged to learn about and celebrate each other's cultures through participation in a variety of activities, both curricular and co-curricular.

Examples of curricular activities include:

- Global Perspectives, for example, is a required course for all students in the secondary school.

- Khmer language studies - all students up to grade 8 are required to take conversational Khmer (non-Cambodian) and Khmer (Cambodian) courses during the school day.

- Many units with the IPC have International Learning Outcomes through which students learn about the host culture and the culture of various other nationalities represented within the classroom or school. Some units also involve online interaction with schools in other countries.

Supporting Evidence

- Student Demographics (E)
- Student Support Referral (E)
- Student Survey results (E)
- IPC International Learning Outcomes (E)

A5.2 Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings

Timetabling is strategically designed to allow the maximum possible amount of time for collaborative planning for teachers. For the 2015-16, to 2017-18 academic years, timetabling responsibilities were outsourced. However, in the 2017-2018 academic year, the Curriculum Coordinator and the Secondary Principal assumed those responsibilities. In doing so, the schedule for the 2018-19 academic year was streamlined, and allowed for an increased number of contact hours in critical classes, as well as concurrent preparation periods within departments to facilitate collaboration. This was the result of teacher feedback citing a lack of common planning time and an inconsistent schedule in prior years.

Staff participate in a School Climate Survey in order to provide feedback on a variety of areas, including the effectiveness of the instructional program; interpersonal relationships and the effectiveness of leadership; communication, collaboration, and involvement; safety and discipline; and the physical school environment. As can be seen in the chart below 88% of staff felt that they have opportunities to provide input about school-related issues.
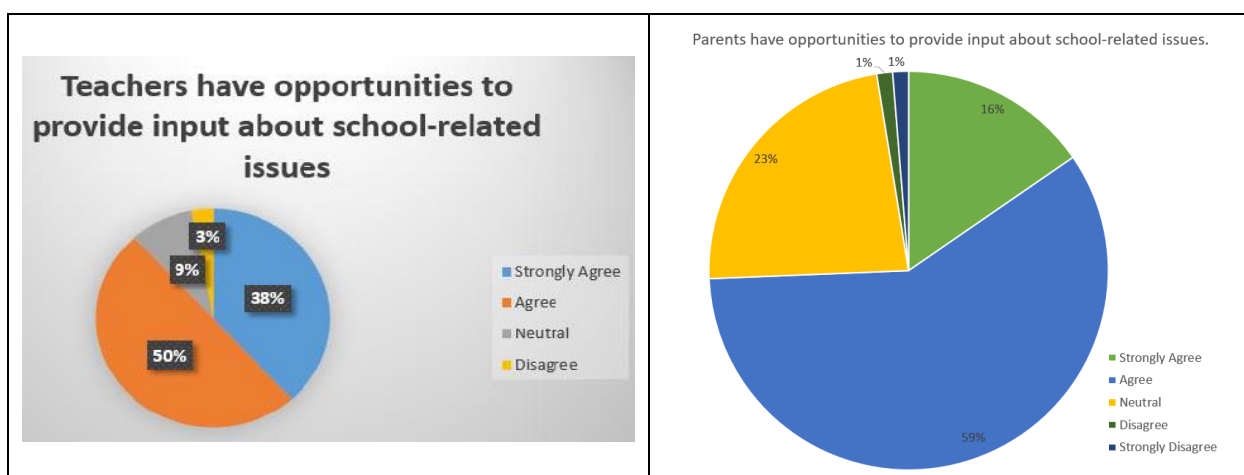
The changes to timetabling also resulted in greater class choices being available to students in Grades 9 to 12, something the students have appreciated. Students also have an opportunity to contribute to longer term planning through the Student Council. The Student Council gives students a voice with the Leadership Team.

Students and parents participate in annual surveys, where their input is used to help guide planning decisions. As can be seen from the results of the school climate survey of parents in October 2018, only 2% of parents felt that they have no opportunity to provide input on school issues. All parents are invited to participate in our PTO meetings, where they assume leadership of discussions. PTO membership has been slowly increasing. The slow increase reflects the Cambodian culture's reliance upon the school to make decisions for the school with minimal parent input. This is shifting to a more positive, more open willingness of the parents to share their views in such a forum. Informal feedback from parents has led to changes in the amount of homework assigned to students, especial in primary grades. Parents' requests for programs such as mindfulness, yoga, and Mandarin language, have resulted in the school investigating the feasibility of such programs, and implementation of these into either classroom practice or the after-school program.

Supporting Evidence

- PTO Meetings
- Surveys for Parents and Students
- School Climate Survey – Staff
- School Climate Survey – Parents
- Master Schedule

A5.3 School Plan Correlated to Student Learning

Indicator: The school's action plan is directly correlated to the analysis of student achievement data about the critical student learning needs, schoolwide learner outcomes, and academic standards.

Prompt: How does the school ensure that the analysis of student achievement about the critical student learning needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan?

Findings

Longitudinal studies are being conducted regarding student performance on the CIE. As a result of poor performance on some exams, boot camps (providing targeted remediation and learning support prior to the examinations) were introduced in 2017-18 exam periods to help improve student scores on these examinations.

Further analysis of student data indicated that some students were studying Cambridge courses which they were not particularly interested in and/or did not have the capacity to pass high-stakes examinations. This was due to the limited range of courses available and the necessity for students to pass Cambridge exams in order to proceed to further studies due to our WASC accreditation only going to Grade 10. It has also been noted by teachers that the Cambridge curriculum, which is quite rigid, offers very few opportunities to embrace teachable moments, implement PBL, and incorporate the SLOs into lessons. As a result, East-West is considering moving away from the Cambridge curriculum and toward CCSS. This will allow us to offer students a wider range of learning experiences and teachers to more effectively implement 21st century teaching practices, including project-based and collaborative learning. PBL, which involves real-world application of curricula, increased student control over his or her learning, facilitator-based instruction, and group work is prevalent in the CCSS and is more closely aligned with East-West's vision, mission, and SLOs. The school leadership encourages teachers to teach cross-curricular units, with an emphasis on STEAM, and have found that this practice aids in improving the quality of education received at East-West. This is done with great success in Primary with the adoption of the IPC, however, East-West's secondary STEAM initiative is limited by the Cambridge curriculum. This further supports a shift to adopt the CCSS. The IPC units that are taught in Primary, also align more closely with CCSS, than the Cambridge/UK curriculum that that is currently in place in secondary.

Most importantly, a possible switch to the CCSS will allow students at East-West International School to flourish in a more student-centered environment than the curriculum-centered (and, by default teacher-centered) Cambridge curriculum. School leadership is considering this very seriously, as it is recognized that East-West must consider this change in order to best meet the needs of our students, parents, staff, and a global society.

Evaluation of student reading data in the Primary grades led to an intentional purchase of *RAZ-Kids* licenses for all students, with PD provided to teachers so the best use is made of this resource.

In February 2019 students in grades 3, 5 and 7 will undertake the ACER International Schools Assessment. Data from this assessment, which will be available in mid-April, will be used to inform future planning for student learning. This testing schedule will mean students are tested every second year, allowing us to see progress both of the school as a whole as well as individual students.

Supporting Evidence

- Student performance on CIEs
- Contemporary research on PBL, CCSS, and student-centered instructional best practices
- Teacher interviews

A5.4 Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

Findings

During Orientation for the 2018-19 academic year, teachers were asked to write one or two professional goals for the year. These were shared within groups and posted around the school so that students could see that teachers were setting goals as well as having goals for their students.

Teaching practice is observed and reported on by the Principals, the Director, and Coordinators/Heads of Departments. Teachers receive oral and written feedback on observations with the goal of the feedback being to help foster continuous growth and development. Teachers are also encouraged to reflect on their own practice. In October 2017, teachers in grades 2 to 5 were asked to complete and submit a written reflection sheet prior to observations. This provided helpful insight for teacher and observer, as well as providing a starting point for professional discussions.

Teachers are encouraged to pursue professional learning opportunities that align their interests with the SLOs, and global competencies. Several teachers have chosen to participate in ongoing PD as offered through Cambridge PD program. Learning in the program has immediate relevance to the classroom setting. Additionally, some teachers have also sought suggestions for summer reading in order to add to their instructional toolbox. Suggestions given to those teachers were several books on UbD, *The Reflective Teacher*, and *Teaching and Assessing 21st Century Skills*.

In order to improve reading levels, all primary teachers were asked to read *The Daily 5: Fostering Literacy Independence in the Elementary Grades (2nd edition)* over the summer and were subsequently provided with a copy of the companion volume *The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction*. The second book provides teachers with a toolkit of strategies to teach students, so they can become better readers.

There is still a need for more strategic planning of PD to ensure the school continues to move toward ensuring all staff and students are globally competent, especially in the key 21st century skills of Critical Thinking, Communication, Collaboration, and Creativity.

Supporting Evidence

- Professional Practice and Reflection Form
- Observation Walkthrough Form
- Teacher Evaluation Form
- CPD Certificates
- Teacher Interviews

A5.5 Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.

Findings

The three key goals of our schoolwide action plan for 2013 to 2019 were

1. To provide resources so that students have more opportunities for learning.

2. To continually improve curriculum and instructional practices so that students will achieve the school wide goals (SLOs).

3. To unify the community around the vision, mission, core values and goals of the school with particular emphasis on parent involvement.

Fiscal and material resources continue to be a challenge at East-West. This is because of the school's mission to provide an affordable, yet high-quality education for our students. This means that our tuition fees are considerably lower than other K-12 accredited schools in Phnom

Penh, which in turn means that our operating budget is low. It does, however, mean that we have high retention of students and are accessible to lower income families, thus creating strong bonds with the local community. Prior to the 2017-18 academic year, funds were largely managed by our parent organization, NTC Group, and all major purchase requests had to be approved externally.

Nonetheless considerable progress was made in terms of resourcing the school, including the construction and equipping of the two new buildings. With the establishment of the school's first full budget in 2017-18, we have been able to allocate considerable funds each year for improving the material resources available. A substantial proportion of the annual budget is allocated toward improving our instructional materials in order to move the educational program more in line with 21st century teaching practices. Some of these results include two 25-workstation ICT labs and a smaller 15-station ICT lab, substantial textbook purchases, additional laboratory equipment for Science practical work, an improved collection of Mathematics manipulatives, teaching resources for IPC units, additional play-based learning materials for our early years classrooms, and the installation of two SMART Boards in the summer of 2018. The plan is to add 2-5 additional SMART Boards as the budget allows, until every classroom has access to this technology. Two members of the staff who are trained SMART "train the trainers," can train the rest of the staff on how to use SMART Boards effectively and efficiently. This is important because it allows the school to provide relevant and necessary PD at no cost. We have also invested in the IPC, Stepping Stones Mathematics program, and Learning A-Z licenses to support quality instruction in the primary classrooms.

Other areas of improvement have included upgrading our Science laboratories, creating a second library (primary), establishing a primary teacher resource room in the primary classroom building, purpose built music rooms with additional instruments, enhanced access to the internet, improved access to printers, a photocopier, improved sporting facilities and additional sporting equipment, a counselling room, video editing facilities, and considerable upgrades to our Assembly Hall (sound system, lighting, and improved air conditioning).

To support the physical and mental wellbeing of our students we have also invested in additional play equipment for both early years and primary students and an enhanced area for playing basketball/soccer in the downstairs play area. The Curriculum Coordinator has re-established Scholastic Book Clubs in the school, which has resulted in a considerable boost to library and classroom resources.

The appointment of a full-time Curriculum Coordinator for the primary grades is also in keeping with our schoolwide action plan. This role focuses on the development of curriculum, and supporting teacher understanding and implementation of the curriculum. The appointment of secondary HoDs facilitates similar curriculum development in the secondary school.

Prior to 2018-19 academic, the timetabling duties were outsourced. However, upon noticing the dearth of common planning time and a consistent schedule for teachers and students, the Secondary Principal and Curriculum Coordinator collaborated to prepare the 2018-19 timetable. This allowed intentional student grouping, teacher grouping, and common planning time to be built into the schedule. In doing this, the time allocations from 2018-19 academic year and beyond are more aligned with the school's mission, vision, and SLOs.

Considerable time and effort have been put into unifying the whole school community around our vision, mission, and SLOs. This includes using a range of strategies to build stronger relationships with parents, both at a classroom level and school-wide level. Some of the strategies used for this include:

- establishment of the PTO,
- development of and updating of a Parent Handbook,
- using Communication and/or Homework books for all primary classes, and
- updating of the school website and Facebook page.

Supporting Evidence

- Comparison of timetables
- SMART Boards
- Monument Books/Scholastic Partnerships
- Budget

A6. Resources Criterion

The resources available to the school are 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.

A6.1 Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical student learning needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings

The provision of adequate resources for teaching and learning was one of our Action Items from the 2013 self-study. We believe we have made substantial progress in this area, and it is an area which we are continuing to develop. This academic year is the second year in which East-West has been given control over some of the allocation of funds. Primarily the Director is given the freedom to allocate expenditure of the student materials fee, and the capital fee. The materials fee funds teaching resources and materials for students, while the capital fee goes towards building improvements. On submission of a proposed budget, the Board gives approval for the Director to spend in the areas he has allocated. In preparing the budget for the materials fees and capital fees, the Director works with the larger Leadership Team, including Principals, Coordinators, and HoDs. These school leaders are in close touch with the teachers to determine what is needed in classrooms. As we move forward with long-range planning, parents will also be involved through the PTO. Our priority is always to ensure we make the best use of available funds to provide the resources needed to meet our vision, mission and student achievement of the SLOs.

Prior to the 2018 summer break, input was invited from teaching staff and leadership on priorities for the completion of remaining floors in the middle building. Based on this input, it was decided that upgrading the ICT labs and purpose-built music rooms were a priority need. In addition, it was decided to build two new 5th grade classrooms, thus providing teachers with opportunities for increased collaboration and implementation of 21st century teaching and learning. The open design, with walls of glass instead of brick, double-width doors between the two classrooms, and a mixture of seating types, makes the new grade 5 classrooms a model for future construction.

When preparing the budget, some resources are allocated for specific purchases, requested or recommended by teachers, while teachers and departments are also allocated smaller budgets which they can use as they see fit. In primary this has resulted in the expansion of the hands-on materials available to teachers for IPC lessons and Mathematics, and as well as provision of licenses for online access to *Learning A-Z* literacy resources, *Stepping Stones* Mathematics, the IPC and *Twinkl* (cross-curricular). For example, we have been able to place several different Mathematics manipulatives (pattern blocks, base-10 blocks, Unifix® cubes, and counters) in every primary classroom rather than having one or two sets for the whole school. In secondary, departments have been able to purchase additional resource books, sound equipment for recording speaking assessments, a light box for video production including stop-motion animations, *Kerboodle* licensing for middle school, website and magazine subscriptions, maps and charts for geography and history, and contributions towards field trip expenses. The

provision of additional teaching resources to ensure students are achieving the SLOs is an ongoing process with the quality and quantity of resources available being increased each year as budgetary constraints permit.

Supporting Evidence

- Budget

A6.2 Practices

Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Prompt: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Findings

Starting in 2017-18, East-West has prepared a budget based on expected income. There are three phases to the budget process. Prior to the May Board meetings, a draft budget is prepared by the Director and his team. This is then reviewed and provisionally approved by the Board. In August, the Board reviews the draft budget, based on enrollments for the new academic year, and approves spending through the first semester of the year. At their December meeting, the Board again reviews student enrollment numbers and adjusts/approves spending for the remainder of the year. The 2018-19 budget was easier to do than the first one in 2017-18 when we had to "guess" what expenditure might be required in many areas. For the 2018-19 budget, we had more data available and were therefore able to make adjustments based on actual expenditure during the previous year as well as breaking down some line items so future budgets will be even easier.

As Cambodia moves towards more compliance in terms of taxes and government fees, East-West ensures it follows all laws in conjunction with our ownership group, Newton Thilay Community (NTC) Group. One of the Board members, NTC's Chief Finance Officer, provides specific advice to East-West regarding the changing Cambodian legal situation. NTC has been historically very reluctant to release money to East-West in fears of mishandling. This has changed recently and there is more bilateral trust. East-West employed a bursar in 2017-18 for the first time in school history. That person has been promoted to take on a greater leadership role in the school and another staff member has been trained to help with financial duties. Both people working with the finances have been East-West employees for more than 10 years and have earned the trust and respect of NTC Group. With two people overseeing school finances, plus more people in the NTC office, there is strong oversight and accountability in financial matters.

Unfortunately, there have still been occasions when considerable delays have occurred in the release of funds to the school, and subsequently reimbursement of staff for approved expenditure. This is an issue which needs to be resolved so we can reimburse staff in a more timely way and ensure external service providers are paid on time. Requests for expenditure require three or four signatures depending on the amount involved. These procedures are clearly documented in the Staff Handbook.

NTC also conducts an annual audit of East-West financial records. This audit includes a review of all documentation, as well as an on-site audit of physical resources such as uniform supplies and furniture.

Supporting Evidence

- Budget
- Board Meeting Minutes
- Job Descriptions
- Staff Handbook
- Budget & Purchase Request forms

A6.3 Facilities

Indicator: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Prompt: Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals, and educational program.

Findings

While East-West is not a purpose-built campus, there have been many upgrades and improvements made to ensure it is safe, functional, well-maintained, and adequate to support the school's mission, vision, and school-wide learning outcomes. Classroom furniture is progressively being upgraded to ensure it meets the needs of 21st century learners, including the addition of flexible seating arrangements and writing surfaces. Primary classrooms are of sufficient size to facilitate student movement and access to all necessary learning resources. Additional switched power outlets were installed in all classrooms to reduce the need for extension cords and facilitate easy operation of data projectors. Fire alarm bells are installed throughout the campus with separate patterns of ringing for fire/evacuation and campus lockdown.

Active physical play is encouraged, as we seek to develop healthy children, so they can be effective global citizens. There are three areas where this can take place including the PE area on the 5th floor, the Early Years play area on the first floor, and the main playground on the ground floor. Both the Early Years play equipment and the Primary play equipment have protective matting underneath and surrounding them, so students are less likely to be injured in case of a fall. Soft padding has also been added to the posts in play areas. The PE area also had foam matting installed on walls to reduce injuries. The downstairs basketball/soccer court was enclosed with netting to contain balls in the area again reducing the risk of accidental injury. Artificial grass has been installed in other areas downstairs to provide students with a more comfortable surface to sit on before and after school and during recess breaks. Students are advised where they can be at recess and what areas are off-limits. Teachers are on duty during all recess and break times supervising the children.

Science lab safety was upgraded. A new exhaust hood was installed to ensure that any chemical reactions resulting in dangerous gases are safely contained and the gases exhausted safely from the building. The chemical storage area was secured, and gas tanks were installed in safer storage areas. An emergency shower, eye washing and other first aid equipment was also installed in the Science labs. The laboratory assistant is responsible for ensuring this equipment is maintained, in conjunction with the facilities maintenance team.

The staff climate survey conducted in October 2018 showed that while efforts have been made to improve maintenance of the building, there is still room for improvement. To assist with this process, the Director is conducting regular walkthroughs with the Operations Manager, highlighting areas for improvement and monitoring progress.
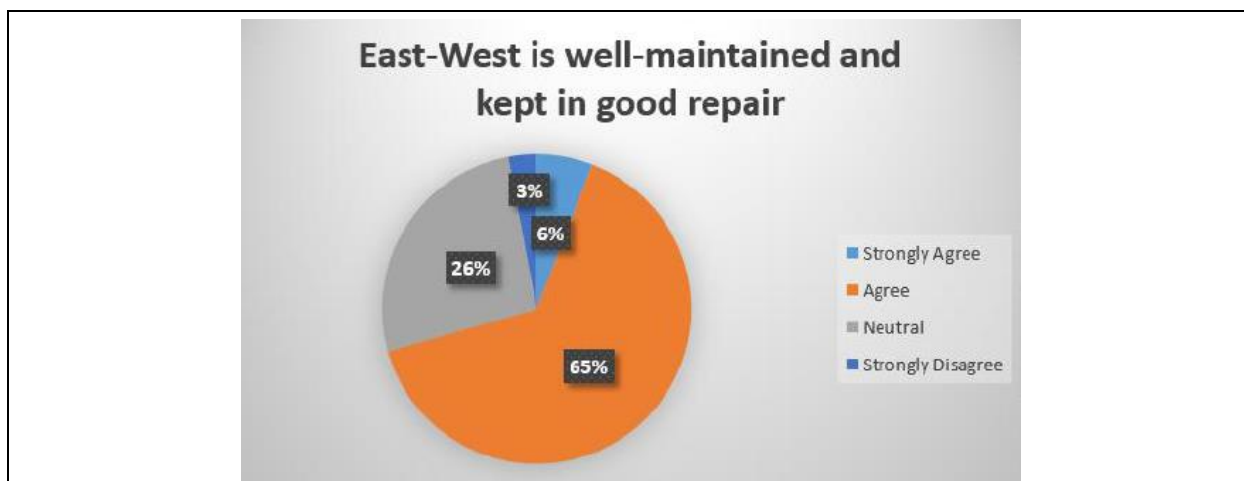
The new Leadership Team at East-West has also implemented a biannual safety audit. Through the first safety audit, two key points were highlighted where safety at East-West needed improvement. As a result of that audit, a new fire evacuation plan was developed, and all fire extinguishers are inspected and refilled as necessary. The Leadership Team is confident that conducting this audit on a regular schedule twice each year will continue to improve the safety of both students and staff. Security cameras have also been installed throughout the school. These are monitored in the Operations Manager's office.

Following the Director's attendance at the Asia Schools Institute for Safety and Security a number of enhancements to campus security and safety have been implemented. Most important among these has been improved security procedures whereby campus access is limited to approved persons and students are prevented from leaving the campus without correct approval and notification. All students are now issued with Campus Exit cards, which are color-coded. A yellow card indicates that a student has his/her parent/guardian's permission to leave campus independently, while a red card indicates the student must leave with one of the approved persons whose photograph appears on the card. During the school day, there is only one gate open which is constantly monitored. All students leaving during the school day must exit via the office.

Supporting Evidence

- Pictures of the following:
    - weight room
    - classroom
    - playgrounds
    - swimming pool
    - fire alarms
    - updated classrooms

- Handbook
- Guards
- Clinic
- Safety Audit reports

A6.4 Child Protection

Indicator: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

Prompt: Evaluate the building and facility design, layout and use with respect to child safety and protection.

Findings

Every effort is made at East-West to ensure best practice in child safety and protection is happening. While some of our buildings were not purpose-built and we have many stairs, we have in place good strategies to ensure the safety and well-being of our students. In the recent school climate survey 91% of staff responding agreed that East-West is a safe and orderly place for students to learn.
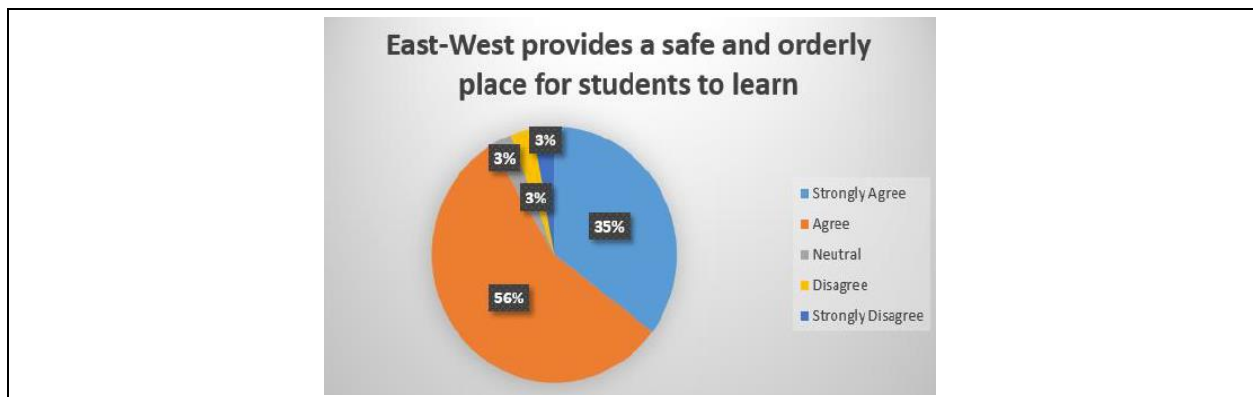
All classroom doors have clear windows, so anyone can observe what is happening in the classroom. These windows can be quickly and easily covered in the event of a lock-down being required, however it is policy that this is the only time windows are covered. School policy ensures that teachers are never alone with a student in an area where they cannot be easily observed.

Evacuation and lockdown procedures have recently been updated, and drills are held regularly. Evacuation routes are clearly marked with maps in every room and exit routes are kept clear of motorbikes, bicycles and other obstacles at all times. There are several gates that can be used as exits, and staff are assigned to do building sweeps once evacuations have been completed. CCTV cameras have been installed throughout the school for monitoring lockers and hallways. These have proven valuable on a few occasions in resolving incidents.

As mentioned in previous sections, considerable effort has been made to ensure our playground areas are as safe as possible. Rubber and foam matting has been installed to reduce the risk of injury in the event of falls, and protective padding has been placed around all the pillars in play areas. Considerable thought has been given to the ensuring the safety of the recently installed play equipment, including the rules for use and monitoring by teachers. An orientation session was also conducted for every group of students using the playground prior to it being opened. The swimming pool area is kept locked when it is not in use, and three staff are required at all swimming lessons, one of whom has no teaching responsibilities, and is solely responsible for observing and monitoring all students in the water as a lifeguard.

Additional security procedures have been put in place to ensure accountability for all students leaving the campus. This includes Campus Exit Cards in different colors (for independent/supervised departure), and keeping all gates locked when they are not staffed by either a member of the Leadership Team (going home time) or a security guard. Students and staff leaving campus on bicycles or motos are strongly encouraged to wear helmets.

Supporting Evidence

- Handbook
- Evacuation Maps
- Evacuation and Lockdown Procedures
- Campus Cards
- Security Camera - photos & data
- Updated Classrooms
- Play equipment rules
- Climbing dome guidelines.

A6.5 Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

Findings

Instructional materials and equipment are purchased in line with the school budget allocations. This purchasing is done in accordance with school financial procedures. Requests for additional materials can be submitted by teachers, and these are considered in conjunction with current budget allocations. The process for this is clearly outlined in the Staff Handbook. The chart below is from a survey of staff in March 2018. As a result, we have implemented new procedures for accessing stationery supplies.

18. There are sufficient resources available to meet the curriculum standards. 64 responses
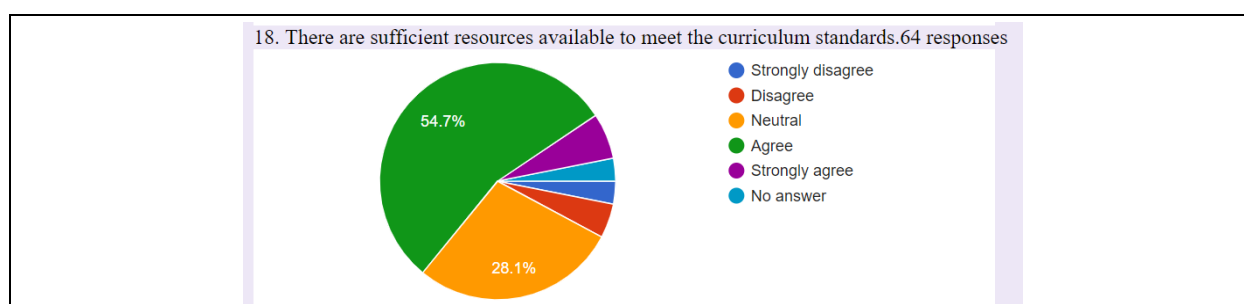
A photocopier has been installed in the school office to facilitate requests for copying that are emergent during the school day (although recently there have been issues with maintenance of this machine), and printers have been made available in the staff room and primary teacher resource room. Small volume color printing is available through the Curriculum Coordinator or Secondary Principal. Large volume printing and copying is outsourced to suppliers with facilities to handle this.

Since 2016, original textbooks and online resource licenses have been purchased in line with the budget to ensure staff have the resources necessary to meet the instructional needs of all learners. All students are asked to cover textbooks with plastic to help ensure their longevity, and a rebate on the materials fee is given to students who return their books in good condition. A room has been established for storage of novels and textbooks used in secondary English classes, with

allocation of books managed by the Head of English. There has also been a significant increase in the laboratory materials available for practical Physics, Chemistry, and Biology classes.

Primary teacher resources are managed by the Curriculum Coordinator, with teachers being responsible for ensuring manipulatives and printed resources are returned in good condition and in a timely manner so that all staff can access the resources they need. Whenever necessary, repairs are made to ensure resources can continue to be used. Library staff assist with repairs, particularly of books. The school maintenance officer is also very helpful with small repairs to teaching equipment when needed.

All repairs and maintenance of audio-visual and ICT equipment are managed by the Head of the ICT department. A limited amount of backup equipment is available in the event of a breakdown which might impact on student learning.

We continue to work toward acquiring additional instructional materials and equipment such as textbooks, other printed materials, audio-visual technology, manipulatives, and laboratory materials as the budget permits.

Supporting Evidence

- Pictures of the following:
    - stationery room
    - Science labs
    - Science storage room
    - PE storage
    - primary teacher resource room
    - Primary 15-station ICT lab (with headphones for computers)

- Library Materials
- Departmental Budgets

A6.6 Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing PD of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.

Findings

Since East-West International School exists to provide an affordable high-quality education for Cambodian and international students, the salaries offered are not high, however they have increased considerably over the past 10 years. Over the past 6 years, not only have salaries been increased, but additional benefits have been put in place, including a personal health allowance which can be used toward insurance cover, membership of the National Social Security Fund (NSSF), improved flight allowances, and the option of two-year contracts for qualified teachers. As international education in Cambodia continues to evolve, we strive to hire teachers with valid teaching licenses or professional teaching qualifications, however this is not always possible. We have therefore had to be flexible in hiring teachers who may not have a professional teaching qualification when they start, with the condition that they enroll in and complete a teaching qualification during their tenure at East-West. The exception to this is the HOD positions, which must be filled by already-licensed/qualified teachers. Teachers are required to provide copies of certification and/or qualifications, and/or evidence that they are enrolled in an appropriate education program.

Where teachers need additional training, we have facilitated access to online and face-to-face PD programs. A substantial budget for PD is now in place. The focus of this budget is on developing staff to provide effective learning for all students. Substantial use is made of online webinars and courses reducing the need to spend budget allocation on travel costs, but not eliminate opportunities to attend conferences such as EARCOS. This was achieved with the support of the School Board, who recognize the importance of continuous PD. Primary staff also have access to a range of online webinars and training for the IPC, *Learning A-Z* (English Language Arts), and *Mathedology* (a library of Mathematics PD videos on contemporary primary school Mathematics practice). The Leadership Team regularly reviews various PD opportunities and ensure staff are aware of these when appropriate.

Teachers may apply for PD funds for graduate courses and workshops. With the requirement that non-certified teachers pursue qualifications, the School Board adjusted the PD budget and the pay scales to reflect the cost. Several teachers have taken advantage of the PD budget through CIE training and attending conferences. Many Cambodian staff use this resource to apply for further study at universities in country. Several expatriate teachers take advantage of this opportunity and use their allowances for training, particularly in pursuit of a teaching qualification in the form of a PGCE.

In-house PD occurs throughout the year. Along with regular staff meetings, teachers and administrators at East-West International School offer in-house PD. The in-house PD program focuses on teaching to achieve the SLOs and new initiatives. Some examples of in-house PD that has been implemented are: SMART Board training, a book study on *The Innovator's Mindset*, Suicide Prevention Awareness Training, and project-based/alternative assessments. Another belief at East-West is that our teachers are our greatest strength, and they all have so much they can teach each other. Teachers are encouraged to visit each other's classrooms informally whenever they have the chance, and the school has installed a *Pineapple Board*, for teachers to post lessons on that they think might be of interest to other staff. The Director and Principals encourage all teachers to be involved in PD opportunities through the year, including local events with other educators in Phnom Penh, or online conferences, such as the Ditch Summit, which allow teachers to be involved in online learning.

Aside from the PD offered at and through East-West International School, all new teachers are assigned a mentor. The mentor is a teacher who has been established at the school and is different from the new employee's HoD. The mentor serves as a guide, a sounding board, and a buddy as the new employee acclimates to life in Phnom Penh and at East-West International School.

Supporting Evidence
- Staff portfolio folders
- PD Documents
- PD budget
- Contract Conditions and benefits
- National Social Security Fund

A7. Resource Planning Criterion

The governing authority and the school leadership execute responsible current and future resource planning.

A7.1 Long-range Resource Plan

Indicator: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Prompt: Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.

Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.

Findings

The East-West International School Board is committed to seeing the school grow and develop, so a long-range resource plan for East-West International School is currently being developed. As was highlighted in both our initial self-study and our mid-cycle review, long-range planning is something that has not been undertaken to a large extent in Cambodia. In our previous self-study we highlighted the original plan for growth, which was to add one grade level each year until Grade 12 was reached. The reality was that the school grew much more quickly than this, and the current facilities are testament to the owner's change to a more far-sighted approach. An example of this far-sightedness was seen in the construction of the middle building, which originally was to have only three floors. During construction, the owner recognized the possible need for additional classrooms and made the decision to add two more floors for later growth and development. Those two floors were completed in June-August 2018 with the new ICT labs, Grade 5 classrooms, and the music department rooms.

With the establishment of the Board and the first long-range resource plan being developed during the 2018-19 academic year, it is intended that the review of this plan will become an annual part of Board meetings.

With the adoption of formal budgeting and auditing processes, we are in a better position to move forward with more formal long-range resource planning. Currently 6% of both the operational and capital budgets are allocated as savings, to establish a financial reserve to ensure the long-term viability of the school. This means that we currently have $225,930 in reserve, which will serve as a buffer in the event of economic fluctuation. In addition to this, a further amount (approximately 10%) is allocated as a future building fund for the eventual establishment of a new campus. With construction of the current campus complete, it is planned that a large proportion of the capital fees paid each year will be allocated toward a new purpose-built campus. This is being planned for when long-term leases of our current facilities expire. The owner and School Board are already considering possible locations for this future development. The budgeting process also means that we can make plans to ensure available resources continue to meet the needs of students and teachers in the rapidly changing 21st century learning landscape.

In terms of a strategy for natural disasters, we are in the fortunate that neither typhoons or earthquakes usually occur in Phnom Penh. The greatest risk is from flooding, and the location of the school is such that flooding of the campus is highly unlikely. Our evacuation and lock-down drill procedures are in place and we believe these would serve us well in the event of a natural disaster or major civil disturbance.

Supporting Evidence
- EWIS 2018-19 Operational Budget
- NTC Balance sheet

A7.2 Use of Research and Information

Indicator: The governing authority and the school use research and information to form the master resource plan.

Prompt: To what extent do the school leadership and staff use research and information to develop the long-range plan?

Findings

In August 2018, the School Board adopted a strategy to involve itself in the long-term resource planning at East-West. The Board's plan is to outline the needs of East-West at different intervals, from three to five years, and even longer in terms of being at our current campus. The Board has listed five questions with which to begin the planning process and will use current research (both inter-school and worldwide, educationally) to make decisions for the best of the school. The background work will begin during the first semester of the 2018-19 academic year, and the plan will be discussed in detail at the January 2019 Board Meetings. This is a significant move forward from our initial self-study in which long-range planning was very limited. Members of the school Leadership Team also regularly review educational research to ensure they have the knowledge and understanding necessary to ensure planning meets the needs of 21st century teachers and learners. This is particularly true in terms of curriculum planning and development which are foundational for other planning.

Supporting Evidence
- East-West Board Manual (section 3A)
- Board minutes
- Draft planning documents with reference to research.

A7.3 Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.

Findings

Until August 2017, much of the school's future planning was done between the school owner and the founding head of school. As the school moves forward with the establishment of the School Board and a more active PTO, there is greater involvement in stakeholders such as staff, students, and parents in future planning.

The School Board will be overseeing long-term planning, working with the school Leadership Team. With the appointment of the new Director and new Secondary Principal in December 2017, the school now has a stable Leadership Team for the first time since the founding head of school retired. This means there are people in place who are thinking about the long-term planning of the school.

The Senior Leadership Team meets monthly with a 19-person school Leadership Team. This group gives East-West a range of voices - Khmer/foreign, primary/secondary, teaching staff/management - to contribute to future planning

Parents have traditionally been a difficult group to get involved in schoolwide planning and decision-making, due to the Cambodian belief that school planning and education in general is

best left to the school. This is beginning to change, as 2017-18 marked the first year when the PTO met regularly to discuss East-West. Long-range planning is on the agenda to discuss with parents.

The establishment of the Student Council has given our students a way to both contribute to current school life, but also to have input into long-range planning in the future.

Supporting Evidence

- PTO Minutes
- Leadership Team Minutes
- Student Council Minutes

A7.4 Informing

Indicator: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Findings

As a private school in Cambodia, there are currently no regulatory requirements for reporting the financial needs of the school to the government. There is also no opportunity for government funding of the school. As the national education system is still developing, all government funding goes to financing state/government schools. Any requests for information about the financial status of the school by government authorities or members of the public would be, in the first place, addressed to the Director. The Director would then communicate with the Leadership Team and the Board about what should be made public.

The financial needs of the school are discussed regularly in the context of budget discussions at School Board Meetings. The Director is responsible for informing all stakeholders at the school regarding the financial needs. If the school needs to increase fees to cover its operating costs, this is discussed at Board meetings and, if approved, then shared by the Director to all stakeholders informing them of the need to make a change and why that change was made. The Director has authority to request discounts to certain fees for approval by the school owner. This may be done to encourage new students to enroll or current students to re-enroll for the following academic year.

The school is audited annually by the NTC Group, which is responsible for ensuring East-West complies with all the governmental authorities in terms of taxation and other programs, including the NSSF. The Cambodian government does not regularly enquire into the budgetary practices of the school; however, we do comply with all regulatory requirements, both educational and in relation to employment. This is particularly important in terms of the employment of foreign staff, ensuring staff hold the correct visas and work permits and pay appropriate taxes.

Supporting Evidence

- Nil required

A7.5 Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program.

Prompt: How effective are the marketing strategies to support the implementation of the developmental program?

Findings

Prior to the 2017-18 academic year, marketing was limited to small advertisements being placed in local newspapers at the start of the academic year.

In 2017-18 a more substantial marketing plan was proposed, with employment of an external consultant who worked closely with the Interim Director. Strategies used include placement of advertorial in magazines aimed at the expatriate and Cambodia's emerging middle class, a promotional video, updating of the school website and Facebook pages, and participation at Kids' Fair. A question on our enrollment form indicates that word of mouth is still one of our most effective marketing tools. This was supported by the marketing survey distributed in September 2018. When parents are happy with the school, they share that with their friends and colleagues.

The second most common methods of finding out about East-West was noticing it as they were driving past. We also discovered that the majority of parents responding use the internet on their phones, with Facebook being the most popular social media platform, followed by YouTube. This information gives us some clear direction for future marketing and emphasizes the importance of keeping our current families happy with our program, so they continue to refer their friends and family members to our school.

Participation at Kids Fair, with a booth staffed by both management and teaching staff, as well as musical performances, participation in the STEM Fair, and the World Scholar's Cup, resulted in increased exposure of East-West to the wider Cambodian community. East-West students winning the top prize in both the senior art competition and senior sports writing competition further bolstered the school's standing in the community. The promotional video and updated information folders ensured East-West was presented in as the professional school that it is. In addition to this, banners were made and placed on the street outside the school, and a discount was offered on the new enrollment fees.

Enrollments for the 2018-19 academic year demonstrated both the increased awareness within the wider community of the school as we replaced our graduating class with new students, and increased student numbers overall.

School Enrollment Over Time

2015-16	2016-17	2017-18	2018-19
520	505	466	485
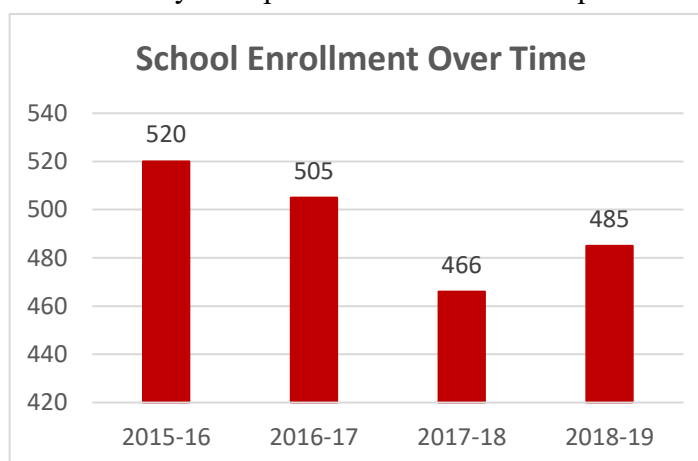
Supporting Evidence

- School website
- School Facebook page
- Banners
- Enrollment statistics
- Marketing plan
- Photographs from Kids' Fair

Category A: Organization for Student Learning: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

East-West International School prides itself on being student-centered and has made great strides in becoming a 21st century learning center. The school has clear mission and vision statements which underpin our SLOs, otherwise known as our C.L.E.A.R. goals. The mission, vision and SLOs are widely communicated, and the SLOs are integrated into all the activities that happen at East-West. The mission, vision, and SLOs are regularly reviewed to ensure they remain current and relevant to our school community, and support students' learning needs. The most recent update of the SLOs occurred in January 2018, and the school's mission and vision were discussed and slightly updated to acknowledge the multicultural environment at East-West around the same time. There will be a more in-depth look at the school's mission and vision during the 2019-20 academic year.

The East-West International School Board was formally established in August 2017 and operates to both lead and support the operation of the school. All members of the School Board understand and support the mission, vision and SLOs of East-West International School. The Board has a handbook which provides clear guidance on roles and responsibilities, processes, and practices. Staff understand the Board's role, and plans are in place to ensure this understanding is extended to parents and other members of the school community.

The actions and decisions of the school Leadership Team are always focused on ensuring teachers can provide the best possible learning opportunities for their students. The staff handbook provides essential information for teachers and with hyperlinks to various forms, it is practical as well. In addition to the handbook, regular staff meetings provide opportunity for two-way communication, and e-mail is used widely to communicate essential information. The Leadership Team communicates openly with staff and invite their input on a wide variety of decisions. Child protection and safety is an important consideration in planning both at the classroom level and school-wide. The Leadership Team encourages teachers to help their students connect and compete in a global environment through integration of the SLOs into all learning experiences.

East-West International School employs teachers who understand and are committed to the vision and mission of East-West. When hiring teachers, the school's preference is to hire professionally trained teachers who have valid teaching licenses or credentials. At times, when hiring a trained teacher isn't possible, the school completes thorough interviews and background checks on candidates to determine if they will be good fits at the school. Unqualified teachers are hired with the condition that they pursue a teaching qualification as part of their contractual obligations. For student safety purposes, all teachers are required to provide police background checks from their home countries. Class allocation is done with the students' interests and the relational nature of the school at its heart. The Founding Principal once stated that one of the most special things about East-West was its ability to make people fall in love with education and pursue teaching as a career.

East-West International School also subscribes to the idea that everyone in the East-West Community is a learner. This is supported through the wide range of PD opportunities made available to teachers, including one-on-one coaching, small group workshops, large group workshops, access to online learning, and attendance at external workshops and conferences. These opportunities usually arise out of lesson observations or staff requests for specific training. All teaching staff are observed both formally and informally and are both formatively and summatively assessed, with the purpose of the evaluations always being to support and encourage teachers as they seek to provide the best possible learning opportunities for their students. The process of these observations is clearly outlined in the staff handbook. These

observations also provide an opportunity for monitoring implementation of professional learning in the classrooms.

East-West International School prides itself on being student-driven. Relationships are the foundation on which all school improvement at East-West International School is built. As a bilingual international school with students from diverse backgrounds, both culturally and financially, East-West teachers are challenged to provide differentiated instruction that meets the learning needs of all students while helping each one become the best he or she can be. Collaborative planning of lessons and extracurricular activities is encouraged and supported through timetabling and resources. One area where East-West can improve is the collection and analysis of student data, so this can be used to inform future planning.

With the establishment of a school budget and improved financial reporting, East-West has been able to improve the resources available to teaching staff, so they can best meet the needs of all learners. The school's mission, vision, and SLOs are considered when preparing the budget. Changes to the salary structure have facilitated the hiring of more qualified teachers. New buildings and modifications to the existing building have resulted in improvements to both learning and student safety. The Leadership Team is committed to ensuring teachers and students have access to quality learning resources in a safe, functional, and well-maintained learning environment.

The School Board and the Leadership Team are committed to seeing East-West grow and develop and have begun the long-range planning process. The Leadership Team believes that long-range planning is always in progress and can never be listed as completed, for complacency in how a school runs leads to stagnation in an ever-changing instructional landscape. To date, an operational budget has been established where previously this was not documented, and it is the responsibility of the Director to develop and maintain that budget. The Board's current strategy to improve our financial position is to reduce the loyalty discounts that our older students receive, while at the same time increasing enrollment through more aggressive marketing. This will allow us to increase our income while maintaining prices that are affordable for our target audience, middle-class Cambodian and international families. Included in the budget is a provision for saving each year in order to pay for campus relocation at the end of the lease on the current buildings in seven years. Another component of the long-range plan is the proposed leadership succession plan, which the HR Director of NTC (and a Board member), the parent company of East-West, developed. This outlines a procedure for the school to follow for the succession of the Director, Primary Principal, and Secondary Principal. Further, a curriculum review cycle has been put in place so that systematic analysis of curricula can help the Leadership Team determine the best direction to move the instructional program. Finally, the materials allocation procedures have been reassessed and restructured to help teachers and staff have access to resources while adhering to a budget that allows for more streamlined and fewer last-minute purchases. There is also a firm commitment to involving teaching staff, students and parents in the planning process. A marketing strategy has been implemented to ensure East-West is known throughout Cambodia as a high-quality educational facility where students are at the heart of all the school does, cementing the commitment of the school to embrace a long-range plan for population growth.

Category A: Organization for Student Learning: Areas of Strength

1. East-West has firm commitment to its vision, mission and SLOs. The Leadership Team is committed to having East-West students become the best globally competent citizens that they can be.

2. East-West is first and foremost a relational facility, where people are valued, and all activity is focused on student learning, both academic and socio-emotional.

3. Resources for both teaching and learning have improved and there is a commitment to continuing to improve the quality and quantity of resources available to students and teachers.

4. The creation of a supportive School Board that operates from a basis of trust and positive relationships.

5. The stability of the school Leadership Team.

Category A: Organization for Student Learning: Areas of Growth

1. Continue moving towards hiring qualified teachers with experience in international and/or bilingual education. Where the best available applicant does not have a professional teaching qualification, obtaining one within a reasonable timeframe should be a condition of employment.

2. Further develop staff and student understanding of the SLOs and Global Competencies and develop ways of effectively assessing the SLOs.

3. Improve collection and analysis of student data so this can be used to inform future planning.

4. Continue involving all stakeholders in long-range planning to help the school move forward as a 21st century learning center.

Category B: Curriculum, Instruction, and Assessment

B1. *What Students Learn Criterion*

The school provides 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.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well-thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

B1.1 Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curricular review cycle.*

Findings

East-West International School combines several different curricula to provide an effective learning program for our students. We are currently working on ways to ensure there is greater continuity from Early Years through to Grade 12. The Leadership Team is committed to the implementation of current educational research to maintain a viable, meaningful instructional program for students.

East-West International School implemented a curricular review cycle following the previous accreditation self-study, and this cycle was updated in 2018. The Secondary Principal and the Curriculum Coordinator take leadership of the review process, working in conjunction with the various HoDs and teaching staff. Focus group discussions suggested that this process could be more open and accessible as some teachers do not feel sufficiently aware of the curricular review processes and how they are applied.

Staff feedback following publication of the revised primary Social Studies curriculum in 2015, along with the preliminary review of the primary Science curriculum, led to the implementation of the IPC in the 2016-17 academic year. The IPC provides a comprehensive inquiry-based curriculum which is based on strong foundations of educational research. It is student-centered and allows teachers to modify the curriculum to meet students' learning needs and available resources. In selecting units, consideration is given to the requirements of the KGE curriculum to help ensure the units are relevant for students in Cambodia. With the IPC Personal Learning Goals mapped against our SLOs, it has been easy to ensure students are making progress toward achievement of both the SLOs and academic learning outcomes. Adoption of the *Stepping Stones* Mathematics program was undertaken at the start of the 2017-18 academic year in order to comply with international copyright legislation. This internet-based program, established around the ANC, was selected as a logical step from the print-based *GO Maths* program. Both *Go Maths* and *Stepping Stones* have a strong foundation in educational research. The Curriculum Coordinator is in the process of mapping the *Stepping Stones* program (and thus the ANC) with

the KGE Curriculum for Mathematics with the aim to provide a comprehensive East-West International School primary Mathematics curriculum document.

In the secondary school, the Principal leads the curriculum review process. Currently, most subjects use the Cambridge international curriculum, with student testing at IGCSE, AS and A Levels. In order to remain relevant to national and international issues, the Cambridge curriculum is modified through the choice of texts and areas of study chosen by departments. There has been a focus on choosing texts and areas of study that allow students to experience a wide world view in line with the SLO of becoming Responsible World Citizens. These are reviewed each year to ensure they are wide ranging and level appropriate.

The Khmer curriculum is overseen by the KGE Coordinator. The learning program is designed to prepare students for the KNE and to allow them to gain entrance to universities here in Cambodia. This curriculum is prescribed by the MoEYS, and therefore the school has limited opportunity to review this curriculum. What is being done is to move toward greater integration of the Khmer and English curricula to ensure the best possible learning outcomes for our students. The effectiveness of implementation of the Khmer program can be seen in the high attainment levels of the student despite a reduced teacher contact time compared with national students.

Members of the Leadership Team read widely to ensure the curriculum provided for the school is in line with current educational research. They also attend relevant conferences as another way of ensuring current knowledge of educational research. Teachers are also encouraged to read current educational research and to consider this when reviewing and modifying the curriculum to meet the needs of all students.

Supporting Evidence

- PD Sign-in sheets
- Curriculum review cycle documents
- IPC Course Outline
- Stepping Stones Mathematics Curriculum
- Climate Control IPC unit
- Khmer Curriculum in East-West
- KNE Data

B1.2 Academic Standards for Each Area

Indicator: The school provides a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.

Findings

East-West International School is moving toward providing comprehensive, sequential curriculum documentation. It has been identified that East-West currently lacks a unified curriculum document, however subject specific documents do exist. Steps are being taken to rectify this situation.

In the primary school there are four key curriculum areas: English Language Arts (ELA), Mathematics, IPC, and Khmer. All primary teachers from Kindergarten to Grade 5 have a copy of the revised ELA curriculum, which was issued in August 2012. The ELA curriculum was originally developed from the McREL standards and was designed to meet the needs of our

students using the Zoo-Phonics® program and Learning A-Z resources for both reading and writing. It was rewritten in 2012 to make it more easily understood and implemented by teaching staff. In 2018-19 primary teachers have been encouraged to explore using the *Daily 5* structure for ensuring literacy development occurs in all classrooms. The ELA curriculum will be reviewed again during the 2019-20 academic year.

Currently there is no current East-West specific Mathematics curriculum document for the primary grades, however the adoption of the *Stepping Stones* program ensures that students are being taught a comprehensive Mathematics program aligned with the ANC for Mathematics. As mentioned in B1.1, this is currently being mapped with the KGE Curriculum for Mathematics, and once this is completed, we will have an East-West specific Mathematics curriculum document for Kindergarten to Grade 5.

The IPC provides a comprehensive, internationally recognized curriculum document for all other subjects in the primary school, including Art, Geography, History, ICT & Computing, Music, Physical Education, Science, Society, and Technology. The IPC also includes learning goals for Language Arts, Mathematics, and Additional Languages, however no resources are provided for Language Arts and Mathematics, since most schools have their own programs for these subjects. The Additional Language learning goals will be used as we develop a KFL curriculum for primary grades.

While curriculum coverage has been assured in the overall IPC planning across grade levels and mileposts, there is still work to be done to ensure we consistently track student progress from one milepost to the next. Our Khmer classes for Cambodian students follow the KGE curriculum, with Khmer Social Studies and Science Learning Outcomes integrated within IPC lessons as much as possible.

The secondary curriculum is largely based on the academic standards laid out by the Cambridge International curriculum with IGCSE, A and AS level subjects being taught in Grades 9 through 12. These standards are supported by official Cambridge documentation in preparation for IGCSE, AS and A Level examinations. All Cambridge curriculum documentation is available both online on the Cambridge website as well as on the school server.

The KGE Curriculum is taught alongside both the primary and secondary English curricula. Academic standards are defined and outlined by the MoEYS. The KGE Coordinator and teachers, who are annually evaluated externally by representatives of MoEYS, are responsible for ensuring coverage of the curriculum. Students are prepared for national exams in Grade 6, 9 and 12. These standards are available both in soft copy on the school server and the MoEYS website, and hard copies, printed for Khmer teachers. In the primary grades, Khmer and foreign teachers are encouraged to plan collaboratively, with many content areas being covered co-operatively. On the whole, the dual curricula are quite complementary with similar subjects being taught in both Khmer and English language classes, and we are currently investigating ways to have more integrated Khmer/English learning at least for grades 6 to 8. A pilot class in Grade 6 Mathematics has been very successful in the 2018-19 academic year, so this development will be expanded in 2019-20.

With both the primary and secondary curriculums being taught concurrently with the MoEYS KGE curriculum, East-West provides students with a comprehensive academic program that covers both national and international curricula. The major area of need is in the documentation of these curricula into a unified document or set of documents. The new secondary STEAM coordinator and the primary Curriculum Coordinator will work together to achieve continuity from Kindergarten to Grade 12. This process has begun and is expected to be completed by the end of the 2019-20 academic year.

Supporting Evidence

- WASC self-study report March 2013
- Primary ELA curriculum
- IPC Course Outline
- Cambridge Documentation
- Khmer Curriculum in East-West

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings

We do not have any online curriculum/courses offered at East-West. A pilot hybrid Global Perspectives & Research course using Google Classroom was implemented in 2018-19 to facilitate collaboration in what would otherwise have been a very small class. Since this course uses the Cambridge Global Perspectives & Research curriculum, we are confident it effectively meets the required standards.

The main outsourced curriculum in the primary school is the Mathematics curriculum, for which we use *Stepping Stones* by Origo Education.

> *Stepping Stones has been developed to fully address and improve on the Australian Curriculum: Mathematics, including complete coverage of the content and outcome codes for the NSW Syllabus for the Australian Curriculum K-6 and coverage of the Victorian Curriculum F-10 Mathematics.*
> *(https://www.origoeducation.com.au/product-category/stepping-stones/)*

While we are in our first year of implementation of *Stepping Stones*, we find that it does provide comprehensive coverage of all core content areas. The one area which has been identified by some teachers as being not addressed particularly well is problem solving, so investigations are underway as to how best to address this. It is partially addressed through the Khmer curriculum, but since problem solving is where real world application of Mathematics occurs, this issue warrants further research.

Supporting Evidence

- Stepping Stones ANC: Mathematics Coverage Charts

B1.3 Embedded Global Perspectives

Indicator: The school leadership and certificated staff ensure that global competencies,* perspectives, and issues are embedded within the curricular areas.

Prompt: *Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.*

Findings

The East-West International School community draws staff members and students from all over the world. Being part of such as global community has allowed our school to mold and grow globally minded citizens and active community members. Through a survey of staff and students

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* Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological, environmental, and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to function effectively in an interdependent world.

East-West elected to adopt the OECD definition of global competence, and this has been mapped against our SLOs. East-West has placed strong focus on the inclusion of our SLOs into curricular plans and teaching; and this can be seen in our supporting evidence, especially when unit plans and rubrics refer to SLOs A.1. - A.4. Active Community Members and R.1. - R.3. Responsible World Citizens.

Most IPC units have specific International learning tasks, which are designed to help children think about unit themes from a global perspective. In addition to this, when writing unit plans, all IPC units are linked to SLOs, which in turn are mapped to global competencies. These links are best demonstrated by sharing some examples. The Grade 1 IPC unit *The Stories People Tell* focuses on how stories can be told in a variety of ways. During this unit, Grade 1 learners were taught basic sign language and how people with hearing disabilities can communicate. Another Grade 1 unit, *Sensational*, help children make the connection between hand-eye coordination and how the brain interprets this information. In both these units students are made aware of global concepts, perspectives and issues. The basic sign language taught during the first unit later became a means of non-disruptive communication in the Grade 1 classroom. In the Grade 5unit *Making New Materials* students are challenged to come up with ideas for tackling the global issues of pollution and global warming. They are required to research and design new materials that are functional as well as environment friendly. In the Grade 3 unit *Land, Sea and Sky,* students explore the issues of global warming and pollution and their effect on coral reefs around the world. Similar examples can be found in most, if not all, IPC units. With primary teachers being encouraged to choose literature that supports IPC units for Language Arts lessons, there are more opportunities open for them to integrate global issues into every day learning. Primary teachers are also encouraged to use "teachable moments" to bring the SLOs (and thus global competencies) into all areas of learning.

In secondary school, the Cambridge curriculum explicitly includes a number of ways in which students are educated to become global citizens. Firstly, there is a mandatory Global Perspectives course at East-West for students.

> *Cambridge IGCSE Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.*

In addition to the Global Perspectives course, further teaching of global competencies can be observed in specific subject areas, such as IGCSE Biology. During chapter 21, *Human influences on ecosystems* the connection is made between ecosystem destruction and human activities. The focus is kept on relevant research, topic sharing and discussion of researched materials. Another example of this is in Chapter 5, *Containment*, of Grade 9 IGCSE History. To bring history to life, Grade 9 and 10 students went on a three-day field trip to Ho Chi Minh, Vietnam. Students saw firsthand evidence of the war, strategies, tactics, and atrocities that occurred in Vietnam. Grade 9 students followed up the trip by using what they learnt from the field trip to complete various classwork activities.

The Khmer curriculum is also important to creating global competencies as East-West considers it vital that students do not forget their own culture and heritage despite studying at an international school. By completing the prescribed studies in morals/civics, history, and the arts, Cambodian students are able to help non-Cambodian students better understand the host country culture and thus integrate in the country.

Field trips are an important part of the East-West program, giving students first-hand experience of topics covered during class time. These have also provided excellent opportunities to solidify global concepts and perspectives in the minds of students. During recent field trips, Grade 11

students undertook a beach cleanup in Sihanoukville, and Grade 10 students experienced volunteered at an elephant sanctuary, learning about elephants and sustainable farming, in Mondulkiri as part of their commitment to being Active Community Members and Responsible World Citizens.

Supporting Evidence

- East-West C.L.E.A.R goals (SLOs)
- The Stories People Tell IPC Unit
- IPC Unit Plan
- GPS Course Plan linking SLO
- Unit Plan Chapter 22 Biology
- Chapter 5: Containment
- Grade 11 Sihanoukville Photo
- Grade 10 Mondulkiri Photo
- Grade 8 Lesson Plan with SLO
- Grade 9 Lesson Plan with SLO

B1.4 Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Prompt: Evaluate the degree of congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Findings

There has been a conscious effort at East-West to ensure congruence between the concepts and skill taught, the academic standards, and the SLOs.

For example, one of our SLOs is for students to be Effective Communicators. This links directly to our Language Arts curricula (both English and Khmer) as students learn to listen and respond in two languages, and to communicate effectively in writing using a wide variety of genre. For example: The Grade 3 ELA curriculum learning outcome for Speaking and Listening is:

- *Use listening and speaking strategies for different purposes.*
  Communicate effectively through listening and speaking.

The Khmer Language Arts curriculum for Speaking and Listening outcomes are:

STRAND	LEARNING OUTCOMES
SPEAKING and LISTENING	Demonstrate effective listening behaviour by: • Asking relevant questions • Following three or four step instructions • Clearly and accurately retelling a spoken short story • Demonstrate understanding of spoken narrative questions by answering comprehension questions Recite short poems or songs for familiar audiences (in class, school, family) using appropriate styles. Prepare and carry out tasks that gather basic information. (e.g. surveys that report information about family members and peers). Work in groups to practice and perform short role plays for a range of purposes, for example: • To demonstrate the use of appropriate manners in school, family and society; • Perform a story. Communicate information about a familiar topic through presentation of a short, clear, talk, using speech at an appropriate volume and pace.

The teachers take both academic standards and SLOs into account when planning their lessons and this ensures that there is a high level of congruence between these and what is being taught. This is often seen in the primary school assemblies when students share their learning in ways that link to the SLOs. IPC unit tasks are directly linked to the academic standards as well as SLOs. As our curriculum is more consistently documented, planning for and implementation of standards-based learning will be more easily recognized.

In the secondary school, use of the Cambridge curriculum and the necessity of ensuring students are prepared for their examinations in grades 10, 11, and 12, ensures congruence between the actual concepts and skills taught and the academic standards. The number of students with passing grades on their exams demonstrates this congruence of actual learning with academic standards. Correlation of the Cambridge curriculum with the SLOs is more of a challenge; however, teachers of English, Mathematics, Social Studies and Science have all shown that the concepts taught can be connected with the SLOs. As students see these connections, they can more easily apply their learning to real life situations. Life Skills classes also help the students to apply the skills that they have learned in other classes to their own lives. These classes can be particularly useful in highlighting the links between the SLOs and the academic standards.

Finally, in Khmer classes, lessons are very closely structured to the academic standards set by MoEYS. This ensures that the Khmer classes prepare the students for the demands of the KNE. Results in the KNE indicated that strong congruence between the curriculum standards, however there is scope for improvement here. Khmer staff have commented that they have found it difficult to incorporate the SLOs into their teaching, particularly in the secondary. This is an area for East-West to focus on in the future.

Supporting Evidence

- Roots, Fruits and Shoots IPC Unit Plan
- English A2 Sample Planning
- Life Skills Composting Poster

B1.5 Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work shows consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students' awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which students are aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.*

Findings

A walkthrough of East-West classrooms consistently shows our students engaged in learning, while self-assessment and reflection processes demonstrate that students are aware of both how they learn and the purpose of learning. In primary, students are consistently presented with a wide variety of learning activities which create awareness of their own learning and its purpose. Each learning task is linked through teachers' planning to the academic standards and the SLOs.

One of the strengths of our Mathematics program in the primary grades is that it teaches for understanding rather than "rote" application of formulae. It does this by teaching students a variety of strategies for computation, allowing students to eventually choose strategies that they find work best for them. One of our grade 4 teachers takes this the next step, by giving students

opportunities to apply the various strategies to problem solving. Working collaboratively in small groups gives students the opportunity to peer teach classmates who may not have fully grasped a concept during prior learning.

The IPC emphasizes inquiry-based learning, but also starts each unit with an introduction to the overall concepts being explored in the unit, and why these are important. Assessment within the IPC involves not only teacher assessment, but also peer and self-assessment, which helps increase student awareness of both what they have learned, how they learned, and what they still need to work on. The IPC Brainwave unit, which is taught in all grades at the start of each academic year, is specifically designed to help children understand their own learning. The learning goals for these units demonstrate this.

Milepost 1 (Kindergarten and Grade 1)

Children will:

1.01   *Know that they can affect the quality of their own learning*

1.02   *Know about some of the recent evidence and research into the brain and learning*

1.03   *Be able to apply these theories to their own learning and reflect on their importance*

Milepost 2 (Grades 2 and 3)

Children will:

2.01   *Know about some of the recent evidence and research into the brain and learning*

2.02   *Know that they can affect the quality of their own learning*

2.03   *Be able to apply these theories to their own learning and reflect on their importance*

Milepost 3 (Grades 4 and 5)

Children will:

3.01   *Know about some of the recent evidence and research into the brain and learning*

3.02   *Know about some of the different areas of the brain and their function*

3.03   *Understand the different ways that they can learn*

3.04   *Understand how they can improve their learning and their attitudes to learning*

3.05   *Understand the importance of cooperation and global awareness in their learning*

Below is an example of the children's rubrics used in the IPC. This one is for Science Learning Goal 3.02a: Be able to conduct scientific investigations posing scientific questions.

Children's Rubric		
I'm Getting Used To It	**I'm Getting Better**	**I'm Really Getting It**
I know that when we investigate in Science, we start by asking some questions which we then see if we can answer. I am beginning to be able to think of questions on my own which we can then investigate, but most of the time my teacher or other people help me.	I know that when we investigate in Science, we start by asking questions which we then see if we can answer. I can now think of a number of questions to ask and most of the time, everyone thinks they are good. Sometimes though, even though the questions are good we can't really carry out the investigations in our class.	I know that an investigation in Science has to begin with some good questions. I am able to think of lots of questions to ask. When I think of them, I use what I have already learned about the issue we are investigating. I also make sure that I ask the kind of questions we can actually investigate.

In primary ELA classes, teachers use rubrics for writing tasks, which not only help students know what is expected of them, but also gets students thinking about how well they have completed a task. All the rubrics provide links to academic learning outcomes. During lessons, teachers also help students make connections with the SLOs using teachable moments.

In secondary, students are consistently presented with situations in class requiring critical analysis and application of thought in different contexts. This is a necessary requirement of many Cambridge courses. A simple recitation of facts is rarely enough to gain the marks needed to achieve a satisfactory grade at IGCSE, AS or A Level. Consequently, students must learn, through their work in class, how to become critical thinkers. Examples of this learning can be seen across all the secondary departments as teachers have used tarsias, group projects, video projects, stop-motion animation, real world situations and many other methods to ensure that students are developing their ability to think critically and in a variety of contexts.

Observations of student learning in secondary classes show that they are aware of their own learning to a high degree and can connect the work they do in class to the curriculum and the SLOs. This is because teachers routinely frame learning in the context of the SLOs and make explicit the purpose and the content of the learning to the students. However, there are still areas for improvement, as although these practices are regularly carried out, there is no documented school-wide policy regarding this and thus it requires diligence on the part of teachers and HoDs, especially in non-academic areas such as the Arts, taught by specialists. A PD session on integrating learning objectives and designing and implementing success criteria could also improve this.

In December 2018, we reintroduced the practice of having students write reflections on their report cards. This is an example of one way we are encouraging students to think about their own learning.

Overall, the evidence suggests, that the students at East-West shows a good understanding of critical analysis and application of thought in different contexts. Also, there is an awareness of the learning that takes place and an understanding of how this learning links to the academic standards and the SLOs.

Supporting Evidence
- Mathematics Lesson photo 1
- Mathematics Lesson Photo 2
- Mathematics Lesson photo 3
- IPC Learning Centers Photo 1
- IPC Learning Centers Photo 2
- IPC Learning Centers Photo 3
- English Charity Leaflet
- History Newspaper
- IPC Brainwave Units
- Photos and videos from Andy's Class Dojo page
    - November 15 – Video of Jamie talking about his learning in the Investigators unit
    - December 18 – Photos of students reflecting on their report cards

B1.6 Accessibility of Curriculum to All Students

Indicator: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students toward achieving the standards.

Prompt: What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all student toward achieving the standards.
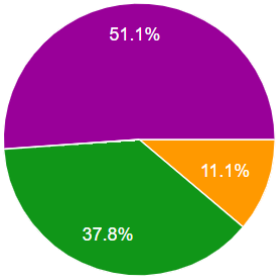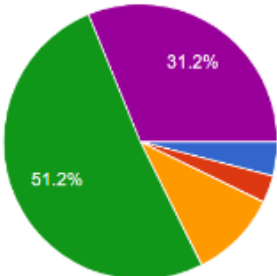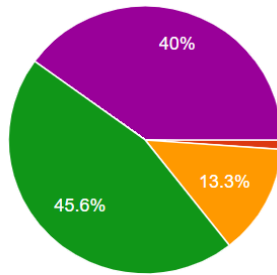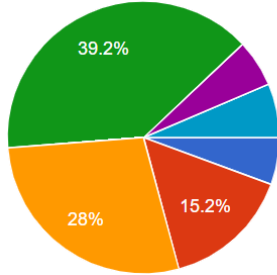
Findings

East-West provides a range of support systems to ensure that the curriculum is accessible to all students. In primary classes, this usually involves teachers planning differentiated lessons to ensure that all students – regardless of language ability or additional support needs – can access the curriculum. An example of this can be seen in Grade 5 Mathematics classes, where students with a lower mathematical ability are grouped together and provided with differentiated instruction and activities to help them access the curriculum being presented to the rest of the class. That grouping changes depending on the topic being taught, based on pre-assessment results. This demonstrates that teachers are focused on the learning needs of the individual students rather than just teaching the curriculum.

Students in Grades 1 to 5 who were enrolled with limited English or who continue to find English difficult are offered extra English Language Support classes after school for one hour. This program, combined with differentiated teaching, has resulted in several students reaching grade level and thus graduating out of the program. In December 2018 an informal review of the "ESL" program resulted in a change of name, to better reflect the support provided, the addition of another teacher, and a change to the structure of the program, especially for students in higher grades. A similar program is offered for students in Grades 1 to 5 who are below grade level in Khmer language. There have also been students graduate out of this program, having reached a standard that allows them to work comfortably at grade level.

Similarly, in secondary school, East-West offers a range of support options for students, in addition to teachers providing differentiated instruction. One example of this is Grades 6, 7, and 8 English classes which have been streamed based on ability, with students who need extra support being given extra ESL classes to help bring their reading and writing skills up to grade level. Students in grades 6 to 12 have also been offered Mathematics lab classes in place of study halls in order to provide the additional support needed. Following an examination of the demographics of the school, as well as past examination results, along with the fact that the IELTS test is almost always taken by our students outside of the school, it was decided to offer an IELTS preparation program as an elective in the 2018-19 academic year. A review of CIE results in the past few years showed noticeable improvement in the Cambridge scores achieved by our students. This suggests that students are both becoming more familiar with the rigor and demands of these courses, and the content is being presented to students in accessible ways.

In April 2018, students were asked whether they believed they were getting the support they needed to be successful, and if a variety of teaching strategies were used. The results of those surveys, shown in the charts below, indicated that there is a good variety of teaching strategies used across the whole school. It also showed that while most primary students felt they get the support they need to be successful, this was not the case in the secondary school.

Grades 3 to 5 (90 responses)	Secondary (125 responses)
My teacher uses different activities to help me learn.	Teachers assign a variety of activities such as presentations, projects, group work and written assignments
51.1% Strongly agree, 37.8% Agree, 11.1% Agree and disagree	31.2% Strongly agree, 51.2% Agree
I get the help I need so I can learn well.	I receive appropriate, personalized support to help ensure my academic success.
40% Strongly agree, 45.6% Agree, 13.3% Agree and disagree	39.2% Agree, 28% Neutral, 15.2% Disagree

These results give a clear indication that there is still work to be done to ensure all students can fully access the curriculum and be successful. One area that was identified is ensuring even more care is taken during the subject selection process to ensure students are placed in classes that match their academic abilities. One way we are already doing this is by examining IGCSE, A and AS level test results alongside the signups for classes to evaluate whether those subjects should be continued in the 2019-20 academic year. The school has made the decision to only offer specialized subjects if teachers, with the necessary qualifications and skills to teach those subjects in a way that is accessible to all learners, can be found.

The KGE curriculum is offered to all students; however, it is primarily Cambodian students who complete this program. To ensure a level of Khmer language is available to all students, we are in the process of developing a KFL curriculum for students in grades 1 to 5. Once complete, it is hoped to extend that through to grade 8. An analysis of KNE results for grades 6 and 9 over the past two year, with 100% of students passing in 2016-17 and 2017-18, suggests that East-West is doing a very good job of providing students with access to the support needed for success with the national curriculum. While results for grade 12 were not as high, they were still higher than the national average.

	East-West Grade 12 Pass Rate	National Grade 12 Pass Rate
2016-17	78%	64%
2017-18	73%	66%

Finally, in non-academically assessed subjects, East-West consistently provides a differentiated teaching environment that allows all students to participate. One excellent example of this is the case of a student with extensive learning support needs. Although not able to participate in the majority of P.E. classes, he was given a role as assistant to the teacher, particularly working with younger children. This highlights a strong example of how East-West strives to create an

accessible curriculum for all students. Ultimately East-West encourages and supports every student to achieve at the highest level he/she is capable of and does not rank students.

Supporting Evidence

- Mathematics Paired Activity
- ESL Student Schedule 2018
- Student Demographic Breakdown
- WASC Past Results Example
- KGE Curriculum in East-West
- KNE Data
- Special Needs student timetables

B1.7 Acceptable Student Achievement

Indicator: 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.

Prompt: What evidence demonstrates a school's identifying and defining performance indicators in order to monitor acceptable student achievement of the academic standards and the schoolwide learner outcomes?

Findings

East-West International School has selected a number of performance indicators against which to measure student progress toward achievement of academic standards. These are different in the primary and secondary schools.

In the primary school, the focus is on students moving forward at a rate that is appropriate for their age and stage of development, including the amount of time that they have been studying in a particular language. For Cambodian students studying Khmer, the performance indicators are those defined in the KGE Curriculum Learning Outcomes. One of the challenges we have found is that we have a number of students transferring to East-West in mid-primary grades who have previously attended schools where the KGE Curriculum was not taught. This has led to those students being placed in KFL classes for Khmer, even though it is their mother tongue and they have fluent spoken Khmer. As we further develop our KFL program, it is hoped that these students, while not necessarily able to undertake the KNE, will be able to read and write confidently in their mother tongue.

The key performance indicators used for ELA are the Reading and Writing Continuums developed by Bonnie Campbell Hill. These continuums allow teachers to report on what children can do, based on various classroom assessment. The main tool for assessing reading in the primary grades is running records, for which we use resources from Learning A-Z. These also allow us to see where students are in terms of expected grade level reading for native English speakers. For assessing writing, we also use Learning A-Z resources, which provide teachers with rubrics against which to measure student writing tasks. Currently we do not have any formal assessment of speaking and listening skills, and this is something which needs further investigation.

For Mathematics, we currently use the learning outcomes defined by the ANC, and the *Stepping Stones* assessment tools (check-ups, interviews, and performance tasks) are used to measure student achievement. This may be modified when we complete the correlation of the ANC and KGE Mathematics curricula. For all other subjects in the primary grades, we use IPC learning outcomes as our performance indicators, with students being allocated a level of Beginning, Developing, or Mastering, based on teacher, peer, and self-assessment rubrics.

In addition to this we are implementing the ACER ISA in the 2018-19 academic year, which will benchmark our Grade 3 to 5 students against standards for reading, writing and mathematical literacy developed from the OECD PISA. Grade 7 students will also undertake the ACER ISA in reading, writing, mathematical and Science literacy. By assessing students at these grades, we avoid conflict with the KNE in Grade 6. We will also be able to address possible deficits in learning before students reach the upper secondary grades.

For students in grades 6 to 8, the British Key Stage 3 subject performance indicators are used as the basis for measuring student progress toward achievement of academic standards, although this has not been followed consistently across all subject. For students in grades 9 to 12, the Cambridge curriculum for each subject is followed. The Cambridge website provides past examination papers, complete with marking schemes for each paper. Secondary teachers are instructed by their departments to make use of these past papers and mark schemes to assess student achievement throughout the year and prepare students for their mid-year mock exams and end-of-year Cambridge examinations. These mark schemes indicate how examiners will mark these key examinations. Other resources exist for specific subjects to indicate student performance.

Secondary students at East-West can choose to complete the KGE Curriculum, which provides performance indicators for each subject. Students who fail to pass their Grade 6, 9 or 12 KNE are required to re-sit those examinations in order to move forward.

In terms of the SLOs, there is clear instruction from the Leadership Team that ensures that teachers make use of the SLOs when planning. Currently we do not have either performance indicators or rubrics for assessing the SLOs, but work has commenced on these with the intent that these will be ready for the start of the 2019-20 academic year. The Curriculum Coordinator and the Secondary Principal attended a workshop at EARCOS Leadership Conference in October 2018 that specifically addressed this area and provided some very useful ideas to help us move forward. The integration of SLOs into both unit and lesson plans is an important step towards ensuring what is being taught is relevant to the outcomes and that students' learning is based around these key principles.

Supporting Evidence
- Middle School (Performance Indicators)
- Semester Report Card Grade 6
- Example Cambridge exam paper and mark scheme
- Gr5 English Writing sample 2017-18
- Gr5 English Writing rubric 2017-18
- Screenshot from English Tracking system IGCSE
- GR11-12 AS Geo Unit plan
- KGE Curriculum Indicators
- Copy of Mathematics and English Unit Plans for Grades 9-11
- Primary Planning Book
- Annotated copy of EARCOS PowerPoint on Assessing SLOs

B1.8 Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Prompt: Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Findings

There is a high level of integration across disciplines in the primary grades, where teachers are encouraged to consider their IPC themes and integrate relevant Mathematics and ELA resources. A key example of this is when Grade 4 classes are working on the *Investigators* unit, which includes a substantial number of scientific experiments, ELA lessons focus on writing up those experiments using an appropriate format. The Grade 4 unit *The Time Tunnel* links strongly with the Mathematics units in developing timelines. When Grade 1 classes are studying *The Stories People Tell*, they work on writing fairy tales in ELA lessons. Foreign and Khmer teachers also work together when planning IPC units so that as many of the Khmer Science and Social Studies learning outcomes are addressed during IPC lessons. There is considerable development of vocabulary in both languages during IPC lessons. Mathematics is also taught bilingually, with teachers being required to use collaborative planning to ensure learning outcomes of both Mathematics curricula are covered. This is not without challenge, as sometimes the Khmer learning outcomes are considerably more advanced than the English learning outcomes and vice-versa, however we are working to address this.

In the secondary school, integration among disciplines was identified as a target for improvement beginning in the 2018-19 academic year. As a result of this, many departments have been making a concerted effort to meet with one another on a more regular basis. One example of this is the teaching of the Russian Revolution in History alongside Animal Farm in English. Another example took place in Grades 6 - 8, when a cross curricular field trip in October 2018 was planned by the Science department but also included aspects of English and Social Studies. The trip took students to Silk Island where they learned about ecology, pollution, protecting the environment and habitat destruction in relation to Science; created their own 'Dirty Beasts' and wrote a poem similar to those they had read in class for English; and looked at environmental and geography related issues such as flooding for Social Studies. Furthermore, Mathematics and ICT can frequently be seen to collaborate as these are two subjects with strong links. The teachers have used the ICT resources to demonstrate complex mathematical ideas and students have then benefitted from the experience of both sets of teachers in explaining and exemplifying these.

In addition to cross-curricular activity, the leadership of East-West is committed to increasing collaboration between the English and Khmer departments in the secondary school. 2018-19 saw the first pilot class for Grade 6 Mathematics being co-planned and co-taught by a foreign teacher and a Khmer teacher. This will be expanded further in the 2019-20 academic year. One of the major barriers to doing this is the language barrier, as many of our higher-level secondary Khmer teachers have limited English. However, we do have a few full-time Khmer teachers whose English is adequate for this type of bilingual collaborative teaching, which we believe will have benefits for both English and Khmer studies.

As cross-curricular activity was a focus for this academic year, several activities have been planned that display East-West's commitment to creating a school which integrates different disciplines. There is ongoing collaboration between the Art and English departments where students from lower secondary grades are illustrating short stories written by students from higher grades. The December "House Day" was a major "Creative Problem-Solving Day" with

all departments working in various combinations to create a variety of tasks for students which will exemplify the large extent of crossover between subjects. These included a code breaking exercise from the combined Mathematics and Music departments, a world map-based scavenger hunt involving the English and Geography departments, and a raft-building activity designed collaboratively by the Science and PE departments.

It is clear that integration of curriculum across disciplines is an area for continued growth, however we believe that substantial progress has been made toward this. The Leadership Team and the teachers are committed to seeing more integrated curriculum and are currently investigating other ways to do this.

Supporting Evidences

- Khmer/English IPC Planning
- English planning – Animal Farm
- Grade 9 IGCSE History Yearly Planning
- Integration of Mathematics and ICT

B1.9 Curricular Review, Revision, and Evaluation

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: Comment on the effectiveness of the school's curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

Findings

When East-West International School opened in September 2006, an experienced curriculum developer from America wrote the school's first curriculum. This standards-based curriculum was founded on the McREL Standards, and internet research on bilingual education and brain studies was applied to the instructional program. Since then the international curriculum across the grade levels has been reviewed and adapted, while the KGE Curriculum is used in parallel with the international curricula.

Initially the school adapted the curriculum each year to reflect the growing number of students and the added grade levels. Now that the school is fully established from Nursery to Grade 12, we are more able to implement the formal curriculum review cycle, defined in the table following, which was previously presented in our progress report.

East-West International School Curriculum Review Cycle		
Year	**Core Subject for Review**	**Specialist Subject for Review**
2018 - 2019	Mathematics	ICT
2019 - 2020	English Language Arts	PE / Swimming
2020 – 2021	Science	Music
2021 – 2022	Humanities	Art
2022 – 2023	Mathematics	ICT
2023 – 2024	English Language Arts	PE / Swimming
2024 – 2025	Sciences	Music
2025 – 2026	Humanities	Art

This systematic review process of both core and specialist subjects will ensure that the curricula are consistently relevant to and meet the needs of the students.

During the 2011-12 academic year a comprehensive revision was done of the ELA Curriculum. The original school curriculum was reviewed by teachers and rewritten into what was hoped to be a more teacher friendly format. The revised curriculum also reflected the school's commitment to using of the *Zoo-phonics*® program. *Zoo-phonics*® continues to be the foundation of our English Language Arts teaching up to 1st grade, along with *Reading A-Z* books (Decodables and Levelled Readers) with a variety of other resources. Apart from *Zoo-phonics*® and *Reading A-Z* resources, selection of materials is largely up to the individual teacher. In 2016, following our mid-term ACS WASC visit, we expanded our use of the *Learning A-Z* resources, adding *Writing A-Z* as the main resource for writing activities including grammar. Licenses for *Reading* and *Writing A-Z* were purchased and are current. Other resources were also made available. A further review of the ELA curriculum is scheduled for the 2019-20 academic year.

The East-West Mathematics curriculum has not formally been reviewed in the primary school, however this is being done during 2018-19. In order to ensure strong coverage of appropriate standards in Mathematics, instruction from Kindergarten to Grade 5 has been based on the use of commercial Mathematics programs. Initially this was *Targeting Mathematics International*. In 2010-11, a teacher brought some concerns about this program to the Principal and suggested some alternative programs. A panel of the Principal, a Grade 1 teacher and a Grade 3 teacher reviewed several other programs and a decision was made to move to the Australian *GO Maths* program, which provided comprehensive lessons plans incorporating recent research in Mathematics instruction. In 2017-18, due to the reliance of *GO Maths* on student journals, which needed to be shipped from overseas, returning teachers were invited to suggest alternative programs and to preview the on-line program *ORIGO Stepping Stones*. On the basis of feedback from teachers and a review by the Primary Principal and Curriculum Coordinator it was decided to go ahead with implementation of *Stepping Stones*, and to correlate this with the KGE Curriculum. In 2018-19 there was a strong emphasis on bilingual Mathematics instruction, covering both the ANC and KGE Curriculums. All students in primary grades have a copy of the Khmer Mathematics textbook for their grade level which is used in conjunction with the *Stepping Stones* resources. The correlation of the two curricula is in progress.

In October 2013, a review of the Social Studies Curriculum was conducted by the sitting Curriculum Coordinator. That involved reviewing the existing themes and standards and rewriting the curriculum. A draft of the revised curriculum was presented to staff in May 2015. It was based around themes, essential questions, and incorporated knowledge, skills, assessment and activity ideas. A final version of the revised curriculum was published to teachers in August 2015. Between August and December 2015, this was reviewed by the Elementary Principal and no further action was taken at the time. In January 2016, a Science Scope and Sequence loosely based on the ANC as well as the themes from the original East-West curriculum document was distributed to staff by the Elementary Principal. Staff then began writing unit plans for both Science and Social Studies based on the August 2015 Social Studies curriculum document, and the Science Scope and Sequence.

By April 2016, it was clear that neither of the Science or Social Studies curriculum documents were meeting the needs of the school for a rigorous, research-based curriculum. As a result, the new Elementary Principal invited staff to preview the IPC as a research-based option that was already being used successfully in other international schools in Phnom Penh. Based on feedback from staff, the IPC was implemented in August 2016. The IPC provides a thematic, inquiry-based approach to learning. There are three components to learning with the IPC. Part 1 is the Subject Learning Goals which cover the content areas of Art, Geography, History, ICT & Computing, Music, Physical Education, Science, Society, and Technology. Language Arts and Mathematics learning outcomes are also provided, but these are not specifically addressed in the IPC units of learning in recognition of the fact that most schools have specific programs for these

content areas. Part 2 is the Personal Goals of Enquiry, Adaptability, Resilience, Morality, Communication, Thoughtfulness, Cooperation, and Respect. These goals have been correlated with our SLOs and are an integral part of learning tasks throughout the units. Part 3 is the International Learning Goals which ensure an emphasis on home country, host country, and the rest of the world.

In September 2018, access to the IPC was extended to sixth grade with the intention that they explore the program and move toward more PBL. Uptake has been limited to a few units in Life Skills classes, but several teachers have expressed an interest in moving toward this type of curriculum for Grades 6 to 8 in 2019-20.

The current Primary Curriculum Coordinator is committed to the curriculum review process, and to involving all teaching staff, both foreign and Khmer, in the process. The development of grading policies for primary grades is also considered a priority, to build on current practices and ensure student learning needs are being met.

The current homework policy for primary grades was recently reviewed by the Primary Principal, and this directly resulted in a PD program on this topic being presented to primary Khmer staff on 7th January 2019, who shared their learning with their co-teachers.

The secondary program follows Cambridge curricula for each subject. Cambridge periodically reviews its curricula, and this is updated in new syllabus and textbooks. Each year, Cambridge also publishes curriculum revisions, which teachers use in unit and lesson planning. Furthermore, each department works at the beginning and throughout each academic year to consistently adapt the program of learning to the needs of the students. One example of this is in English where IGCSE students were tested to see whether submitting a portfolio of work or taking the exam would improve their chances of getting a grade that accurately reflects their ability. As a direct result of this, it was decided to continue having students take the Directed Writing portion of the exam. Similarly, for Global Perspectives& Research at A level, the decision was made to create an online classroom resource that allowed students consistent access to the curriculum. Teachers are also required to submit annual and unit plans to their HoDs to ensure that they are following the Cambridge curricula. The review of the secondary curriculum for Mathematics and ICT was completed as a consultative process involving the Secondary Principal, HoDs and a teacher representative.

Another example of how curriculum review has affected the students is demonstrated in offering of an IELTS preparation course offered to Grade 11 and 12 students in 2018-19. It was noted through student discussions that many East-West students were taking the IELTS test outside of the school, so it was decided from the 2018-19 academic year to offer a preparation class to help those students. The initial uptake for this class was high, which highlights the positive effect of this particular review.

In the Khmer classes, the curriculum is set by MoEYS and is reviewed annually to ensure teaching is meeting the standards designated by the government. This process involves both the full-time and part time Khmer staff.

Supporting Evidence
- Curricular Review Schedule
- Primary ELA Curriculum
- Cambridge Documentation
- WASC Google Classroom Example
- Unit plan
- IELTS sign up numbers

B1.10 Collaborative Work

Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Prompt: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

Findings

Primary English and the Khmer teachers within a grade level collaborate regularly on both the IPC and Mathematics curricula to ensure lessons and units are taught in ways that are meaningful for students. Each grade level has a scheduled weekly IPC planning meeting, to facilitate collaborative planning, and to ensure that the Khmer curriculum learning outcomes are integrated into the IPC units when possible. One of the benefits of using the IPC curriculum is that, while there are enough activities/tasks provided to ensure adequate coverage of all learning outcomes, there is also flexibility for teachers to modify or replace activities to best meet the needs of learners. Mathematics planning is also done collaboratively as the Khmer curriculum is integrated with *Stepping Stones*. At some grade levels, there is collaboration across both classes for Mathematics to facilitate greater differentiation to meet the needs of students who are performing at different levels. With several IPC units, there has also been collaboration across the divisions of the school when similar content is being taught in primary and secondary grades. Year plans are also developed collaboratively in primary grade levels to ensure complete coverage of the curriculum. There is also some multi-grade planning done at the start of each year, as there is one Brainwave unit for each Milepost, necessitating collaborative planning to ensure all learning outcomes are addressed, but across both grade levels without repetition of learning activities. As ELA is integrated with IPC units to some extent, there is also a level of collaborative planning in that area as well. Khmer teachers in the primary grades are encouraged to share resources and planning, although with the focus being on covering the KGE curriculum through use of the textbook this is something of a challenge.

In Grades 6 to 8, lessons, units and courses have been loosely based around the British Key Stage 3 curricula. Teachers have responsibility for creating a year plan in collaboration with the HoDs to ensure that the middle school curriculum adequately prepares the students for the demands of high school. During the 2018-19 academic year, a working group was established to formalize the middle school curriculum across all departments to ensure there is congruence throughout. The middle school curriculum working group includes teachers from each department working collaboratively to help design a curriculum which meets the needs of the students and is also tailored toward the unique challenges presented at East-West. This process is ongoing and is expected to be completed by the end of the 2018-19 academic year.

In Grades 9 - 12, collaboration is used by teachers to inform lessons and units. The courses for most high school classes follow the Cambridge curricula and these are updated each year by Cambridge. The curricula are taken by individual teachers and used to design the scheme of work for the year. This is an area where we are looking to put in more concrete systems for collaboration across departments. The units in the high school are based around the Cambridge Curricula, however, within departments, teachers collaborate to ensure that the teaching and learning is streamlined across the school. Within each grade, teachers converse and share materials. This allows teachers to be confident that the students in both classes of a grade level are receiving the same content. For refining lessons, the high school teachers have taken part in a CPD session where teachers of similar subjects and grades observed one another and used these lessons as formative feedback. This allowed the teachers to share examples of good practice and to share ideas in an informal setting.

The KGE Curriculum is set by MoEYS and the teachers follow this closely to ensure students are prepared for their exams which take place at the end of Grades 6, 9 and 12. There is currently

little collaboration between the KGE and the English curriculum, particularly in the high school, and this has been highlighted throughout the WASC process as a possible area for improvement. In the 2018-19 academic year, the school is trialing a program whereby Grade 6 Mathematics is co-taught by the Khmer and English teachers. This has been very successful, and we plan to extend it to other subjects and grade levels in the coming years, to build a greater sense of collaboration between the two.

Supporting Evidence

- Screenshot from the English Server highlighting sharing of resources
- Screenshot showing two teachers' planning books highlighting collaboration (IGCSE – 9)
- Khmer/English IPC planning
- Annual Plan Science Grades 6-8
- Peer Observation and Feedback Form
- Math department minutes demonstrating collaboration.

B1.11 Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Prompt: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.

Findings

East-West acknowledges that this in an area which needs further development. The staff handbook contains policies and procedures relating to homework and use of technology. These apply across the school and help ensure all students have appropriate learning experiences. Grading policies have been developed at department level in secondary and a separate policy is in place for primary grades. The process for assessing the curriculum by all stakeholders in an area of ongoing development, especially in terms of involving students, parents and other stakeholders. The Board began assessing the curriculum in January 2019, although Board approval was required for the implementation of the IPC for the primary school in August 2016. The PTO will be an important avenue for involving parents in curriculum review processes.

Prior to the arrival of the current Secondary Principal, all graduating students were required to pursue the Cambridge Advanced International Certificate of Education (AICE) Diploma. This was due, in part, to the issue of East-West International School only having accreditation through to Grade 10. The Leadership wanted to ensure students had a qualification that would facilitate their entry into universities and colleges. Unfortunately, this led to students being enrolled in a course load that was, for many, unsustainable. One mandatory course, AS English Language, is quite difficult for native English speakers, and proved far to be for too rigorous for most of our bilingual students. It was also found that some students required a GPA for entrance to university, while others only required their Cambridge Exams scores. As a result, in the 2017-18 academic year, the school re-examined its grading policy to ensure it met the needs of students and could be consistently applied across the secondary school. A course grade system was reintroduced in addition to the Cambridge grades. Students are given a letter grade from A to F (like many US schools) in semester report cards, which can be used alongside the Cambridge grade (more recognized in British based universities and colleges). This was done to make it easier for students to adequately represent their abilities to possible universities. This system will be re-evaluated again by the Senior Leadership Team and HoDs in the 2019-20 academic year to ensure it is meeting the needs of stakeholders.

It was also decided to introduce an East-West International School Diploma, with clearly documented graduation requirements. This is currently being developed and will provide suitable pathways for those students who find academics challenging as well as the more usual academic options. In the meantime, upon completion of their studies at East-West, students are awarded a high school graduation diploma by the school.

The Cambridge curriculum, currently used in high school classes, has clearly defined course completion requirements. These are regularly assessed and re-evaluated by Cambridge. Cambridge decisions are communicated through curriculum documents, which the HoDs share with their teachers. This is effective as it allows only the information that is necessary for each class teacher to be passed down and allows the teachers to implement any new curriculum policies into their teaching.

The A-F grading scale mentioned above is also used for Grades 6 – 8 students as they prepare for the increasing academic demands of high school. Teacher judgement informs decisions about students' abilities as they continue into the high school. Feedback from teachers is evaluated each year by the school Leadership Team and the HoDs to ensure that the middle school courses provide a solid foundation for high school, thus creating a coherent course for learners throughout their secondary school experience.

The KGE curriculum is set by the MoEYS and there is little opportunity for East-West to modify this, however it is evaluated each year by the KGE Coordinator. Our implementation of the curriculum is effective as it thoroughly prepares Cambodian students for their national exams in grades 6, 9, and 12. Satisfactorily passing the Grade 12 exams gives Cambodian students the qualifications necessary to attend a university in Cambodia if they wish to do so. In recent years, East-West Students have performed well in their national exams with 100% pass rates in Grades 6 and 9 and higher than the national average pass rates in Grade 12.

Supporting Evidence

- Staff Handbook
- Student Agreement
- East-West Grading Policy
- Cambridge Documentation
- School Diploma
- IPC Course Outline
- Primary Curriculum
- KEG Curriculum Photos
- MoEYS KGE Curriculum

Additional Online Instruction Prompt: *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings

We do not have any outsourced curriculum.

Supporting Evidence

Nil required

B1.12 Articulation and Follow-up Studies

Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

Prompt: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings

Like many international schools, maintaining contact with East-West alumni is challenging in the highly mobile community that we are a part of, however we have taken steps to improve this. Until recently there has been little interaction with students after they leave the school as the majority move overseas. Some other possible reasons for this include:

- earlier graduates had not been at East-West long and so were not as connected to the school,
- correct info/email addresses were not always obtained and
- there is no dedicated college counselor.

During the 2017-18 academic year, the Head of Pastoral Care attempted to contact alumni and was able to determine that several of our graduates had indeed gone on to further studies internationally. The results of this study are shown in the table below.

Class of 2015	Class of 2016	Class of 2017	Class of 2018
• Cornell College, New Zealand • Dongguk University, South Korea • Australia	• Canberra Institute of Technology, Australia • Griffith University, Australia • Raffles International College, Cambodia • Shepard University, USA • London College of Music, Cambodia • University of Victoria, Canada	• Hanyang University, South Korea • Limkokwing University, Cambodia • University of Technology Sydney, Australia • Monash University of Melbourne, Australia • Royal University of Phnom Penh, Cambodia	• Swinburne University of Technology, Australia • La Trobe University, Australia • University of Melbourne, Australia • Harrisburg Community College, Pennsylvania, USA

In 2018-19, the school established an alumni mailing list, which will help maintain contact with students after they leave the school. This will allow us to conduct follow-up studies to determine the effectiveness of their preparation for pursuing further education, entering the workforce, or meeting their personal goals. Similarly, it provides a way for the school to keep in contact with students and up-date them about developments in the school.

In addition to our graduates, we have had a number of students leave the school partway through secondary school to attend schools in Australia, New Zealand, Singapore and the United States of America, as well as having students transfer to other international schools in the region. Reports from these students indicate that they have been well prepared for their new schools and have been academically successful. Two of our students who transferred to a school in New Zealand were going to be placed in lower grades that their age indicated. Their parent requested that this be reconsidered and following completion of entrance exams they were placed in the age appropriate classes, and one went on to be Dux of the school.

Supporting Evidence

- Mailchimp Stats
- College and University Visits to East-West
- College Fair Evidence
- Email re transferred student
- Email from past parent

B2. *How Students Learn Criterion*

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements 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.

> **Online Programs: iNACOL Standard H: Equity and Access:** A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

B2.1 Research-based Knowledge

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

Findings

East-West International School administrators and teachers are committed to remaining current in research-based professional knowledge and to applying that knowledge to improve teaching and learning.

Secondary teachers have access to the Cambridge Support Hub which provides various support resources for teaching the Cambridge curriculum. In addition to this, several teachers have completed Cambridge PD on-line courses.

Primary teachers have access to *Mathedology*, a library of PD videos on contemporary primary school Mathematics as part of our *Stepping Stones* subscription. They also have access to a range of webinars as part of the IPC program. These can be viewed at any time, making it easy for staff to independently undertake this form of PD.

Another way administrators and teachers remain current in educational resource is by monitoring communication from professional organizations such as:

- ASCD
- AITSL – Australian Institute for Teaching and School Leadership
- NASSP – National Association of Secondary School Principals
- MindShift
- International Literacy Association

Monitoring this type of communication recently led the Curriculum Coordinator to view an ASCD webinar on rethinking homework, and then shared the link for this webinar with the rest of the Senior Leadership Team. The Secondary Principal shares her learning with staff through a monthly newsletter to staff covering a variety of current best practices.

The Director currently monitors several education focused Twitter feeds as another way of keeping abreast with current educational research.

Several staff also participated recently in The Ditch That Textbook Digital Summit.

Another way of providing teachers with access to current research on literacy practice was having teachers complete a summer reading task. During the summer break before the 2018-19 academic year, after a review of reading level data by the Curriculum Coordinator and Primary Principal, primary classroom teachers were asked to read *The Daily 5: Fostering Literacy Independence in the Elementary Grades Second Edition* following successful implementation of this model in a Grade 4 classroom in 2016-17. While implementation was optional, several teachers have done so, and have reported excellent results, especially in terms of student progress in reading.

In March 2018, the Director and the Curriculum Coordinator attended a 21st Century Leadership workshop. Many of the things learned during that workshop have been shared with the rest of the Leadership Team and are being progressively implemented. During the 2018-19 academic year the school sent several representatives to the EARCOS Leadership Conference in Kuala Lumpur and to the GESS conference in Jakarta. The knowledge gained at these events has been passed on to staff through meetings and in-house PD sessions.

In the secondary school, peer observations, where teachers of the same subject observe and provide feedback on teaching methodology and planning, are an important tool in for helping ensure teachers are implementing research-based instructional methodology. The feedback provided is valuable both to assess the professional knowledge and to improve teaching and learning.

Similarly, the Principals conduct a series of observations throughout the year with the entire staff. The HoDs also conduct observations. These are designed not to be a test for teachers to pass or fail, but rather as a learning opportunity, so that teachers can benefit from the advice/knowledge of more experienced others. As a result, both HODs and the school Principals have been able to identify areas where more PD is necessary and to help the teachers fulfill their potential.

Supporting Evidence

- Cambridge Website
- Cambridge Support for Teachers Video
- Critical Thinking and Philosophy of Assessment PD
- Observation and Feedback Form
- East-West Observation by Secondary Principal
- HOD Comments – observation
- GESS Certificate

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings

East-West International School only uses online instruction to a limited extent. The nature of the school emphasizes classroom instruction on campus. However, during the 2018-19 academic year, Google Classrooms was used for an AS Level Global Perspectives & Research class due to timetable complications. All the teachers involved in the course and the online instruction had not used Google Classrooms before, so it was a learning experience for the teachers as well as students. The teachers became more comfortable with the online environment as the course progressed. Teacher technology competencies were not assessed, however the teachers involved in the course remarked that the virtual learning environment was beneficial and more enjoyable as they understood the website's myriad applications.

Supporting Evidence

- Nil required

B2.2 Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Prompt: Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

Findings

East-West teachers are committed to engaging all students in learning that is consistent with both the academic standards and the SLOs. The implementation of UbD planning processes, has helped teachers develop unit plans that are engaging for all students.

In the secondary school, during the past two years, there has been considerable emphasis placed on the provision of student-centered lessons and PBL in order increase the level of student engagement. The SLOs are integrated into the planning process throughout the school, with documentation of this integration being expected in both unit and lesson planning. For example, in the Humanities department, there is evidence of explicit reference to assessment of school goals in various student projects. In the English department, formative assessments were used early in the academic year to ensure new and returning pupils were placed accurately within the correct classes. In the Science department, lab reports now make explicit reference to the C.L.E.A.R. school goals. In the Humanities department, meetings were frequently held to collaborate on how best to work the SLOs into the formative assessment process.

In the primary grades, from Kindergarten to Grade 5, the UbD process is used to plan all IPC units. By thinking first about learning outcomes and essential questions, teachers have developed units that engage students in research, critical thinking, and application of their knowledge. As units are planned, teachers also consider the SLOs and which of these can be explicitly taught/developed during each unit. IPC units each involve a Knowledge Harvest section, during which time teachers use a variety of strategies to determine students' prior knowledge of a topic and questions they would like answered. This has led to high levels of student engagement in learning consistent with both the academic Learner Outcomes and the SLOs.

In primary Mathematics classes, the *Stepping Stones* program guides teachers through explicit lessons plans. Many lessons, especially in the lower grades, recommend the use of manipulatives which usually results in greater engagement of learners. Local planning for integration of the Khmer Mathematics curriculum with *Stepping Stones* has led to students developing a strong mathematical vocabulary in both languages. Teachers are encouraged to use a combination of pre-assessment, formative assessment and summative assessment to ensure their planning meets the needs of students. For example, when part of a class performs particularly well on a pre-assessment, teachers can plan challenging extension or problem-solving activities for those students while still ensuring the rest of the class is able to access the necessary curriculum. Pre-assessment may also indicate that a content area was missed in the previous grade level (this happens occasionally due to time limitations), and so teachers may modify their planning to ensure foundations are laid for student success in grade level content. Formative assessment during Mathematics classes is used by teachers to identify areas where it is possible to move forward more quickly than originally planned, or alternatively, where additional practice is needed for some or all students.

In some primary ELA classes teachers use the *Daily 5* and *CAFE* structure and strategies to plan for and provide differentiated reading instruction. Using the "one to five" method, students rate and discuss their understanding of the lesson with their peers and the teacher. The teacher then uses this information to plan his/her next mini-lesson.

There are several areas where East-West can continue to develop its planning processes. One of these would be to extend UbD planning, in a simplified format, to ELA and Mathematics in the primary grades. Another area for improvement would be to have a formal policy for formative assessment for each subject, which should then be incorporated into the planning processes across the board, including the Khmer program.

Supporting Evidence

- Grade 9_iGCSE_History_Unit_Plan_I
- SLOs in Social Studies Project Assessment
- Formative and Summative Assessment used in discussions about class placement
- Science Lab Report Formative Assessment
- Humanities Meeting on
- SLOs in Assessment
- Mathematics Summative Assessment in primary
- Mathematics Formative Assessment in secondary
- IPC Unit Plan

B2.3 Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Prompt: Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. Include examples of the selection of the <u>instructional approaches</u> based on the learning purpose(s) desired.

Findings

In the primary school there is a high degree of professional collaboration at East-West. With every primary classroom having both a Khmer teacher and a foreign teacher, working together to ensure that the students receive transferable knowledge and can adequately express their learning in both languages and various contexts. This dual teacher environment also facilitates collaboration on certain projects, to improve curricular design, learning, and teaching. This is particularly true for IPC units and Mathematics, both of which are taught bilingually. In addition to the two teachers within a classroom working together, grade level teachers often work as a team of four, allowing classes to be merged and split in a greater variety of ways. This requires the grade teachers to collaborate and share planning which also creates additional opportunities for reflection on curriculum design and the co-operative creation of better and more varied learning opportunities for students.

Another example of collaboration in the primary school is in the work done with ICT teachers. Primary classroom teachers work with ICT teachers help students develop their research skills. This involves students not only learning to locate information, but also to think critically as they learn how to assess a source's validity.

A further example can be seen in the collaboration between the classroom teachers and the Art teachers for the Grade 5 IPC project on the Ancient Greeks. The students created sculptures and mosaics, with the support of the Art Department to solidify what they had learned and to apply their knowledge in a creative context.

In the secondary school, there is also a great deal of collaboration between teachers to ensure that the curriculum and the students' work is including all the desired areas. Firstly, there are monthly departmental meetings that allow teachers to share ideas and to be kept up to date with the running of the department. Secondly, teachers of the same grade often meet informally to discuss the progress of their students and the impact of the curriculum. These informal discussions often feed into unit planning and differentiation strategies. Many teachers also work alongside others who are teaching the grade above or below to ensure that they are adequately preparing their students for the demands of the coming year. This can be seen through the unit planning sheets that teachers use as we can see a correlation between two teachers with the same grade. For example, in Grade 9 English, the two class teachers consistently created worksheets, tests and learning experiences together to ensure that the students were all receiving the same learning experiences and to improve learning and teaching in these classes.

The establishment of the school file server in the 2017-18 academic year, along with the provision of school laptop computers for all teachers, has also facilitated greater collaboration, especially among secondary teachers. Teachers can upload lesson plans and resources to the server where they can be accessed by anyone. As a result, we have now seen an informal resource sharing culture start to grow at East-West whereby teachers do not need to begin by asking for resources from their colleagues but can first check the server for their availability. School e-mail addresses have also made sharing of resources and ideas easier. The idea behind this type of collaboration is that it will reduce the workload for teachers, but also, that it will benefit the students' learning through the sharing of tried and trusted resources.

In addition to collaboration within the divisions of the school, there is increasing collaboration across the divisions.

Supporting Evidence

- Khmer/English IPC planning
- ICT Research Skills Gr5.2018
- IPC Ancient Greeks Project
- Weekly Gr5 planning Khmer/English
- Monthly Meetings
- Unit Plans overlapping
- Screenshot of resources on the server
- Screenshot of sharing of resources

B2.4 Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt: Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Findings

Continuous PD is vital in any profession, and East-West has made substantial progress in the ensuring a wide range of PD opportunities that enhance the curriculum and improve learning are available for all teaching staff. While in-house PD still forms a substantial part of East-West's PD program, the format of this has changed. One innovation in August 2018 was the introduction of a method of facilitating the simplest form of PD, peer observation, through the Pineapple Board. The Pineapple Board, located in the school canteen, allows teachers to record the day and time of an interesting or innovative lesson, thus opening their classroom for other

teachers to pop in and informally observe a lesson or even part of a lesson. Both primary and secondary teachers use the Pineapple Board, and this has helped foster stronger connections between the two schools as secondary teachers have the opportunity to observe primary teachers and vice-versa. With no formal write-ups required, teachers are free to simply observe and then reflect on whether what they saw could work in their own classrooms.

During the 2016-17 academic year, the Interim Director presented a seminar for secondary teachers that highlighted the positive features of active/student centered learning. Teachers then paired up and carried out reciprocal observations to see examples of active learning strategies in practice. This resulted in professional learning where teachers were actively encouraged to share examples of good practice but not placed under the added pressure of a formal observation from management.

Also, in the secondary school, a number of teachers completed online PD courses offered by CIE. These were funded from departmental budgets and allowed the HoDs to provide teachers with any extra support needed in taking on the challenge of teaching an exam class. The uptake numbers for these PD courses show a strong desire from teachers to ensure they are adequately prepared for the courses they are teaching, however, the effectiveness of these courses will most likely only be seen when we compare exam results over the coming years.

For the primary grades, East-West has provided in-house PD courses including an introduction to the expanded *Learning A-Z* resources, an introduction to the new *Stepping Stones* Mathematics program, an overview of *Stepping Stones* assessment, a facilitated webinar on IPC assessment for learning, and an introduction to *Class Dojo*. Primary teachers also have unlimited access to *Mathedology*, a series of PD videos on contemporary Mathematics teaching. These short (10 – 20-minute) videos help teachers understand the strategies and thinking used in the program. Primary teachers are also encouraged to take advantage of the IPC Webinar library, so they can be better equipped to plan and teach their IPC units in ways that are meaningful to all learners.

Another initiative for the 2018-19 academic year is a whole school book study of the George Couros book, *The Innovator's Mindset: Empowering Learning, Unleash Talent, and Lead a Culture of Creativity,* that uses blended learning with an online Google Community, e-mail, and face-to-face meetings for discussion and sharing. The book is used as a jumping off point for regular discussions on how innovation can be enacted in the school. Although too early to judge the effectiveness of this, it clearly shows that the school's teachers and management are willing to engage with PD in new and interesting ways.

A free online learning opportunity, which teachers were encouraged to join, was the December 2018 Ditch That Textbook Digital Summit. Teachers were also invited to attend a face-to-face networking event in Phnom Penh called PubPDAsia enabling them to network with and learn from teachers from other International Schools in Phnom Penh.

In 2018, several staff have attended international conferences. The first of these saw three teachers attend the Global Educational Supplies and Solutions (GESS) Exhibition and Conference in Indonesia. This showcased the latest educational products and services and allowed the teachers to listen to presentations from international experts and local practitioners as they shared their expertise. Members of the Senior Leadership team attended the EARCOS 2018 Leadership Conference, and it is our intention to apply for EARCOS membership once our ACS-WASC accreditation is renewed to facilitate teachers attending the EARCOS Teachers Conference each year.

Supporting Evidence

- Observation and Feedback form
- Suicide Prevention Certificates
- Counseling Schedule
- Making Educators Partners in Youth Suicide Prevention
- First Aid Training Manual
- Pineapple Chart
- Cambridge PD Training Certificates
- Intro AS/A English Language Certificate

- Primary PD
- IM Book Study
- GESS Certificate

B2.5 Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Prompt: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.

Findings

East-West International School teachers strengthen student understanding and achievement of learning outcomes, including targeted global competencies, by using a variety of instructional strategies selected to match the learning purpose(s), thus engaging students at a high level of learning.

Grade 4 students use learning centers in Mathematics to strengthen their learning. One example was when students were studying 2D and 3D shapes. Table 1 used toothpicks and Blu Tack to create 2D shapes and then combined them to create 3D shapes; Table 2 created animals from tangrams; Table 3 used the teacher's laptop to play shape-related educational games; and Table 4 cut out nets to make 3D shapes. The teacher simply supervised and allowed the students to figure out ways to do these activities. Through this variety of learning tasks, students were both meeting the academic standards of the Mathematics curriculum and demonstrating their ability to be Creative Problem Solvers.

In the AS Level Global Perspectives & Research class, students created a video to demonstrate their learning. In doing this, they showed their ability to collect, evaluate and use information from different sources as they combined these to create the final video project. The PBL process also helped the students understand global issues that are a vital component of the course. In secondary Mathematics students are given real world problems where the solution requires them to use the principles they have been learning about in class. This allows the students to work collaboratively to apply their learning to creatively solve a real-life issue.

In Grade 3 students learned about magnetism, forces and gravity by exploring the different forces in both theoretical and practical settings. They then demonstrated their learning through diagrams and pictures. Some students found this challenging, and their completion of the task is a great example of how our students learn to stick with a task until it is complete, as well as meeting the academic standards for that unit of learning.

In AS Geography, students demonstrated their ability to organize and take responsibility for their own learning by identifying aspects of the course they would like to explore in more depth. This helped students better reach the required academic standards, as the areas of the course that students felt they needed most support with were given extra attention. Students' reflective essays for English exemplify both sticking with a task until it is completed and using mistakes as learning opportunities. Students submitted practice essays, which were then marked by the teachers before being rewritten by the students. This allowed the students to reflect on their mistakes and learn from them, thus embedding the SLO of becoming a Lifelong Learner into their academic performance.

East-West students are becoming Effective Communicators through a wide variety of learning activities. In Grade 2, students worked together, alongside their teachers, to create an open letter about food health to East-West. This was then displayed outside their classroom, alongside their pictures and the food pyramids they had created. In completing this assignment, students learned how to work together and how to communicate in more than one medium, while also learning about nutrition. Students in the secondary Business Studies class demonstrated their ability to express their thoughts, ideas and knowledge in writing and other ways through persuasive writing brochures. These allowed the students to explore the way that language is used in a real-life context and helped ground their learning. A poetry competition, run by the English department, encouraged students to express themselves through poetry and was a huge success. All these tasks have direct connections with academic learning standards.

Students are encouraged through a variety of instructional strategies to engage with the community as a whole. In Grade 4, students published creative writing pieces that allowed them to co-operate with other students within the classroom setting, but also to introduce and learn to value different points of view. Their stories explored areas of personal interest that were then shared with the class, allowing all students to benefit from the specific interests of their classmates. In the middle school, students were asked to interview their grandparents or an older neighbor to gather information on what Cambodia was like when those people were younger. This encouraged the students to value others and their different points of view. In History, students had to work cooperatively with peers in and out of the classroom to produce a visual essay that highlighted the various learning outcomes they had been working on in class.

Grade 5 students recently completed a unit on climate change, in which they learned how to "take responsibility for shared guardianship of our world". This was achieved through a number of instructional strategies with links to the ELA, Mathematics and KGE curricula. Some of the instructional strategies used included: designing and building a wind turbine; creating a poster of a shared carbon cycle; and working in groups to investigate renewable energy resources. Through this unit, students met the academic standards of the IPC and increased their knowledge of how to make the world a better place.

Another example of how East-West encourages students to become responsible world citizens is participation in the Model UN. This program allows students to strive to create a better and more peaceful world and gives them valuable experience communicating with students from other schools and backgrounds. In the 2018-19 academic year, this was also backed up by a mock Model UN, which was held at East-West, that allowed the students to fine tune their approaches in a less stressful environment. This kind of challenging instructional strategy shows how learning can be taken out of the classroom but still be connected to the academic standards as students learn and teach one another about real world issues. Similarly, the Science department hosts an annual Science Fair. This helps students to take responsibility for the shared guardianship of the planet as they create eco-friendly products in class that are then displayed to the whole school. This same idea can be seen in Life Skills classes, where students have been learning composting skills.

These examples are simply a snapshot of the numerous and varied instructional strategies that teachers use at East-West. However, it is clear from this sample that the range and variety of activities helps to keep students engaged in their learning.

Supporting Evidence

- Mathematics Learning Centers
- Grade 3 Forces
- Grade 2 Food Letter
- Grade 4 Writing China
- Grade 4 Writing Siem Reap

- Grade 4 Writing Boat at the Beach
- Climate Control IPC Unit
- AS GPR video report
- Performance Task AFDA Mean Median Mode Graphs
- AS GPR Reflective Paper
- English Essays
- English Persuasive Brochures
- Poetry Competition
- Interviews over 60s edition
- IGCSE History Visual Essay Project
- Model UN
- Science Fair Videos

Additional Online Instruction Prompts: Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings

All primary students are allocated an account in the online Reading and Writing program RAZ-Kids. Teachers and parents can monitor student progress online. The range of reports available allow teachers to identify specific learning needs for both individual students and the whole class. The screenshot below shows the initial screen which teachers can use to get an overview of student activity and areas of strength and weakness.

RAZ-PLUS DASHBOARD

The dashboard provides a quick overview of student performance and usage in the classroom.

Showing: Last 30 Days ▼ Showing data from **December 22, 2018** to **January 20, 2019**
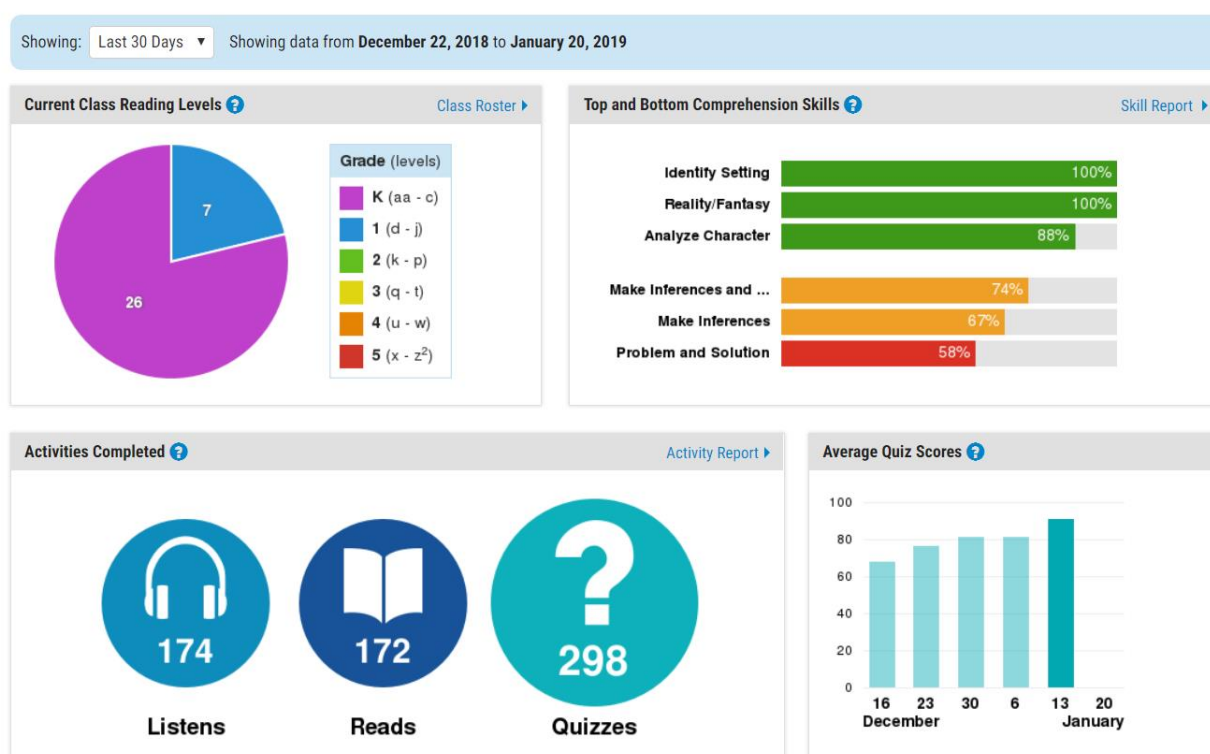
From this screen, teachers can choose to investigate further using the Skill Report, which is available for both Comprehension Skills and CCSS. Using the example below, a teacher could quickly identify that "Fact or Opinion" and "Making Inferences" are areas that his/her students find challenging, and so use this to provide focused instruction on those topics.
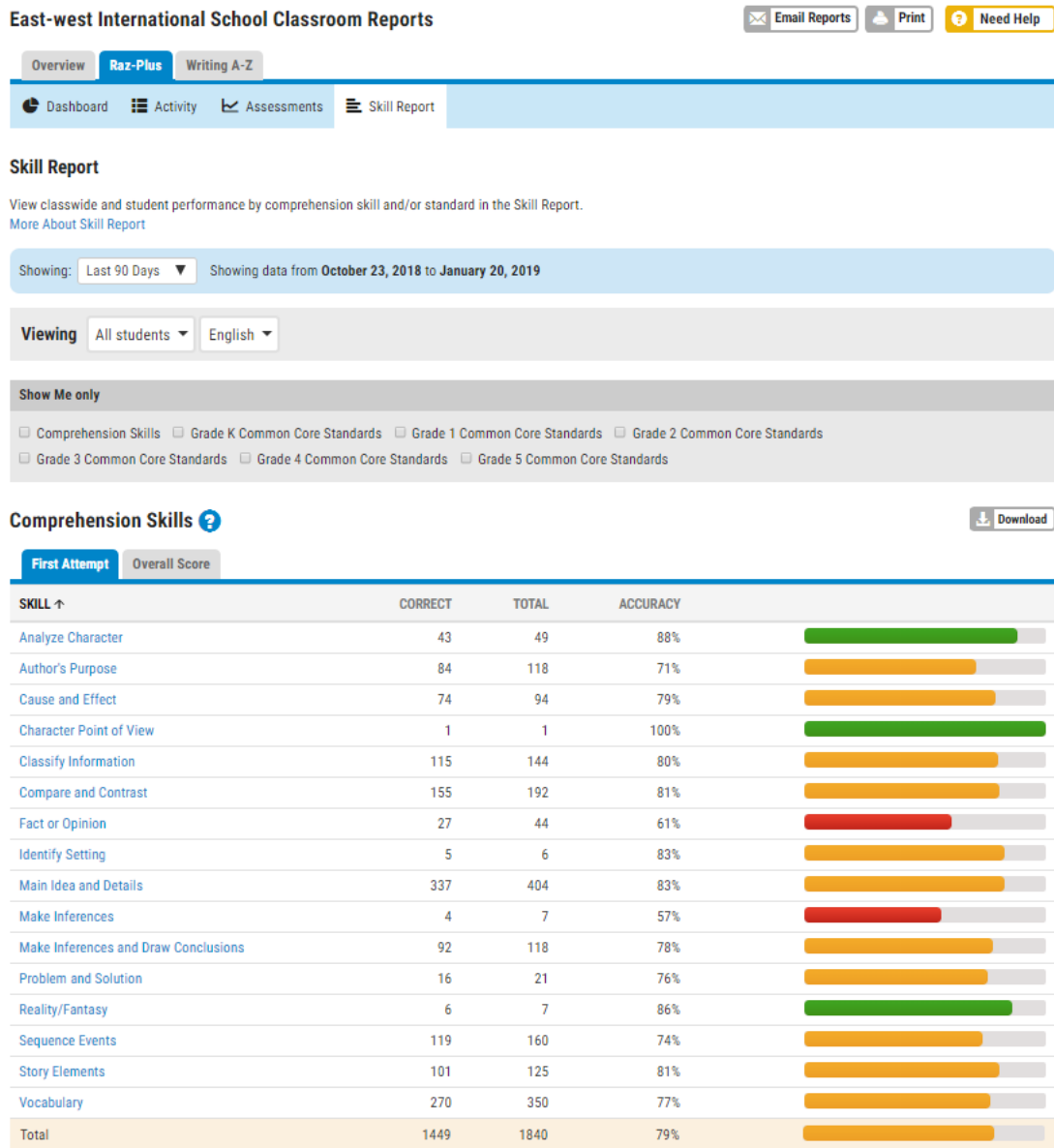
It is also possible to narrow the data by student groups, as shown in the screenshots below.
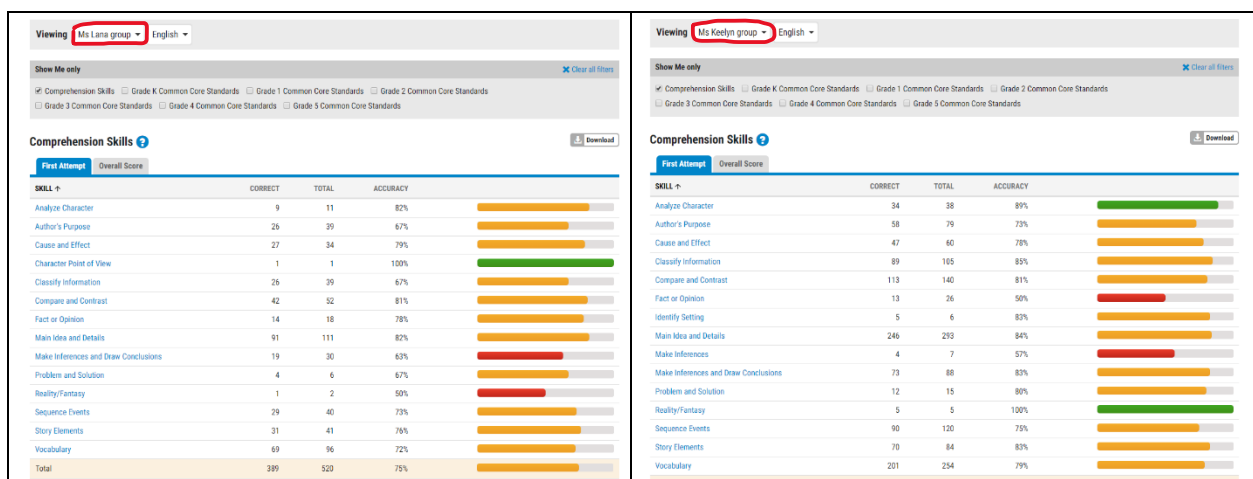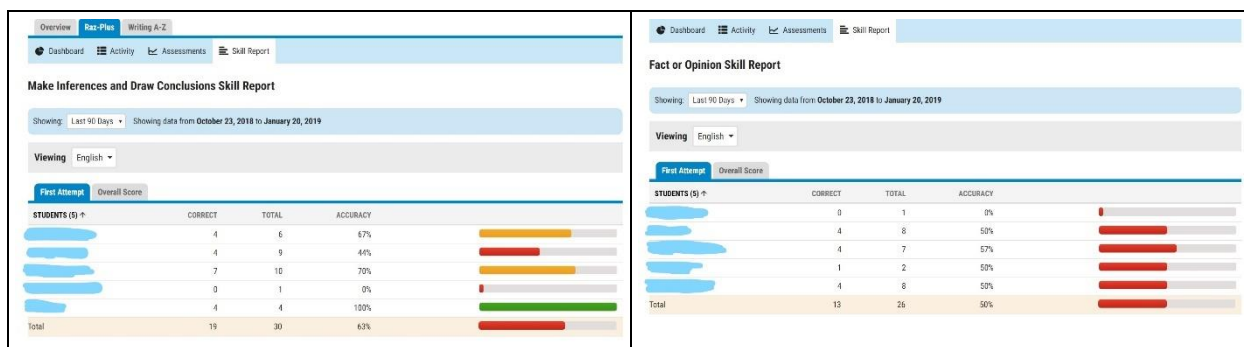
From this screen it is possible to drill down each skill to see which students are finding that skill challenging. For example, in the first screenshot, it is easily seen that one student is very competent in that comprehension skill, two are developing it well, while two have real difficulty with it, where as in the second screenshot, all students are having difficulty with the skill. Based on that data, a teacher might decide to work with a smaller group of students, or with individuals.

Currently there is no specific asynchronous online instruction happening at East-West, therefore there is no need to evaluate the effectiveness of timelines and pacing guides for completing coursework for this.

Supporting Evidence

- Grade 1 Comprehension Skills csv file

B2.6 Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt: Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

Findings

East-West has made considerable advances in the integration of technology within the school. Most teachers now have school provided laptops and projectors in their classrooms, internet connections are available through both the server and the school Wi-Fi network, and the school library catalogue is accessible online. A file server was purchased to facilitate access to the shared resources and to help develop better data storage practices. Three ICT labs have been set up, and student from Kindergarten to Grade 8 have regular ICT lessons. Primary ICT lessons are specifically designed to help students develop the technological skills required for lifelong learning, and the IPC ICT units are used to ensure there is a strong and comprehensive program. A detailed summary of the learning tasks can be found in the evidence for this section. As mentioned previously, primary teachers are encouraged to work with the ICT teachers to integrate technology tasks in other content areas, and this has been done successfully. Several primary teachers are using Class Dojo as part of the classroom management strategy and for communication with parents and the wider school community. Other examples of integration of technology in primary classrooms include:

- Projection of virtual manipulatives and student learning activities in *Stepping Stones*
- Using RAZ-Kids books across the curriculum
- Using Writing A-Z's online writing videos and tools
- Projection of *Write Rights* and *Daily Language Review* worksheets to facilitate cooperative learning of grammar
- Projection of videos for IPC units
- Regular additional sessions in the second primary ICT lab for RAZ-Kids, helping differentiate reading instruction for all students

The middle school ICT curriculum focuses more on Computer Science theory, while high school students, who choose to study ICT as a subject learn about computer system components, input and output devices, storage devices and media and networks. High school students also investigate the effects of using ICT, safety and security in technology, ICT applications, and website authoring.

Many secondary teachers provide opportunities for students to use technology in class for various projects and assignments and teachers have also commented in focus group meetings that they utilize software applications such as Kahoot! and Edmodo when planning and delivering lessons. Teachers use their laptops and data projectors to make the lessons interesting as well interactive. Many students use either laptops or cellular phones in the classrooms with applications ranging from using an online dictionary to research for debate projects to creating blogs, videos and slides. Two classrooms have SMART boards installed which make the lessons more interactive, with both teacher and students using them during the lesson. The students also use simulation software in some of the Science classes, working in groups to help them better understand some of the more difficult concepts. Students also use scientific calculators during most Science and Mathematics classes that help simplify complicated calculations.

The school network provides free unlimited data at a reasonable speeds to teachers, while Wi-Fi access is available to both teachers and students. Students make good use of this facility on campus researching their projects, completing homework, downloading copies of textbooks and other necessary online materials. They also make effective use of social media, creating groups, sharing information about the proceedings of the school and sharing academic material online. Some students are also asked to submit their course work or homework online. By the end of January 2019, an online booking system will be available for teachers to book the ICT laboratories when they are not being used by ICT classes.

Full-time Khmer teachers, who were provided with school laptops in August 2018, are beginning to make an effective use of technology while teaching their curriculum, despite not having dedicated data projectors in their classrooms. A workshop was held in January 2019 to assist primary Khmer teachers in more effective use of their laptop computers, and further PD in this area will be provided in the future. Currently Khmer lessons include PowerPoint presentations, showing educational videos and documentaries on the topics being discussed in the class, and using e-books. Purchasing data projectors for the primary Khmer classrooms is currently being investigated by the ICT department. Use of technology by Khmer teachers is noted as an area for further development.

Supporting Evidence
- Teacher's Laptop
- Wi-Fi Connection
- Online School Library
- Screenshot of resources on the Server
- ICT Labs
- ICT Curriculum Document
- Kahoot Example
- Projector Photo
- SMART Boards
- Simulation Software Lessons
- Simulation Software
- Email of coursework to teacher
- Student Presentation example
- Summary of IPC ICT learning tasks.

B2.7 Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings

Critical and creative thinking, problem solving, knowledge attainment and application of learning are at the core of the IPC curriculum. Using the UbD planning process helps teachers identify core knowledge that is required, skills that need to be developed, and how both knowledge and skills will be used to develop understanding. As their culminating performance task for the Grade 5 unit *Climate Control*, students created large-scale posters that reflected on climate change and global warming. This task challenged students to think creatively about how they would present their learning. They also had to critically analyze all the information received throughout the unit to decide what was most important and needed to be included on their final poster, thereby demonstrating their understanding of the knowledge they acquired during the unit. In Grade 9 English, students produced video presentations as a culminating project for a personal reading study. This project allowed the students to creatively showcase what they felt were the most important aspects of the books they had chosen to read. It also allowed them to exercise their critical thinking skills as they analyzed the theme and main discussion points of their chosen book.

In primary Art class, the students have had to come up with various creative ways of expressing themselves. This often involves the teacher leaving a selection of supplies and objects out for the students who then decide how best to present their vision. This can be seen in the use of hands in Grade 1, blocks in Grade 3, and various other implements. This encourages students to think outside of the box and to work out how they will create what they want with the supplies provided. Students' problem-solving skills can be also seen through the work done in secondary Science classes. At the end of each unit students must produce a project that demonstrates their understanding of the academic content. Students are offered a variety of options and must work out which best fit their needs. In doing this they are demonstrating problem solving skills. Some examples of completed tasks included making a clay diagram of the digestive system and a *Beauty and the Beast* clock that displayed the different concepts studied. Similarly, in Mathematics, students are routinely asked to solve difficult, relevant, real-life problems.

Throughout the primary school, summative assessments are used to gauge how much knowledge students have attained. These assessments take a range of forms, including unit check-ups and quarterly tests, performance tasks, and interviews in the *Stepping Stones* program for Mathematics, running records and writing tasks for ELA, and performance tasks created by teachers for the IPC curriculum. Formative assessment is also used to ensure knowledge acquisition is happening throughout the learning program. While there is a strong emphasis on 21st century teaching and learning, East-West primary teachers do still use formal tests, on occasion, to gauge whether students have acquired and retained the desired knowledge. In Global Perspectives classes in Grade 9,10,11 and 12, students have weekly debates that are judged using a rubric based on communication, presentation styles and use of arguments and counterarguments. This allows students to demonstrate the knowledge that they have learned in class and gives the teacher a chance to observe that knowledge in practice.

As part of the IPC, students have been collecting used plastic water bottles to create greenhouses. This shows how students are applying what they had been learning about recycling. They are actively participating in recycling and reusing, rather than simply learning about it theoretically. Grade 10 English students worked in groups to write a persuasive letter for a charity. They then used ICT skills to create an attractive, colorful letter, which would convince people to donate to

their charity. In this way the students applied skills learned in both English and ICT to create their finished product.

These are just a few examples of how work produced by students at East-West consistently demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Supporting Evidence

- B2.7.1 Climate Change Poster
- B2.7.2 Art Pictures
- B2.7.3 Assessment examples 3rd grade
- B2.7.4 English Video PowerPoint Screenshot
- B2.7.5 Science Greenhouse Project
- B2.7.6 Performance Task AFDA
- B2.7.7 Global Perspectives & Research Debate Rubric
- B2.7.8 English Charity Leaflet
- B2.7.9 Secondary Student Survey Results

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings

There are two key areas at East-West International School where students work online. The first is in the secondary school in the A2 level Global Perspectives & Research course which requires students to work independently on a 5,000-word research essay. This work is completed over several months and includes the maintenance of a detailed research log. The log is checked and commented on weekly, assessing each student's ability to analyze and evaluate information. Feedback is provided to students via email. This has proven effective.

In the primary classes, students can use the *Kids A-Z* portal to record oral readings online, complete quizzes (both multiple choice and short answer), and write both fiction and non-fiction pieces. Teachers can then review these and provide feedback (using rubrics for both writing and retelling and making individual comments) through the online interface. This has proven effective in helping students independently improve their reading and writing skills.

Supporting Evidence

- Online Research Log Sample
- Running Records
- RAZ-Kids Writing Task with Feedback

B2.8 Student Understanding of Learning Expectations

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.*

Findings

Below are results of the April 2018 student surveys in which students were asked either if they knew what they needed to learn (primary) or if they understood the English curriculum and its purpose (secondary). The results for Kindergarten to Grade 2 students are indicative of their developmental stage, since some students, especially in Kindergarten, would not be

developmentally ready for this level of thinking. Grade 3 to 5 results were very positive, with only 1 student disagreeing with the statement and 85.6% agreeing. With 12 out of 90 students both agreeing and disagreeing, it could be surmised that some students understand what they need to learn in some subjects but not all, or that they have some understanding but not complete understanding of what they need to learn. Secondary responses are also very positive with 75 percent of students understanding the curriculum and its purpose. It would be interesting to explore these responses further with the remaining 25 percent to see if they can suggest ways teachers can better ensure their understanding of what they need to learn.

Kindergraten to Grade 2	Grades 3 to 5
6. I know what I need to learn. 24 responses	10. I know what I need to learn. 90 responses

Secondary
22. I understand the English-language curriculum and its purpose. 125 responses
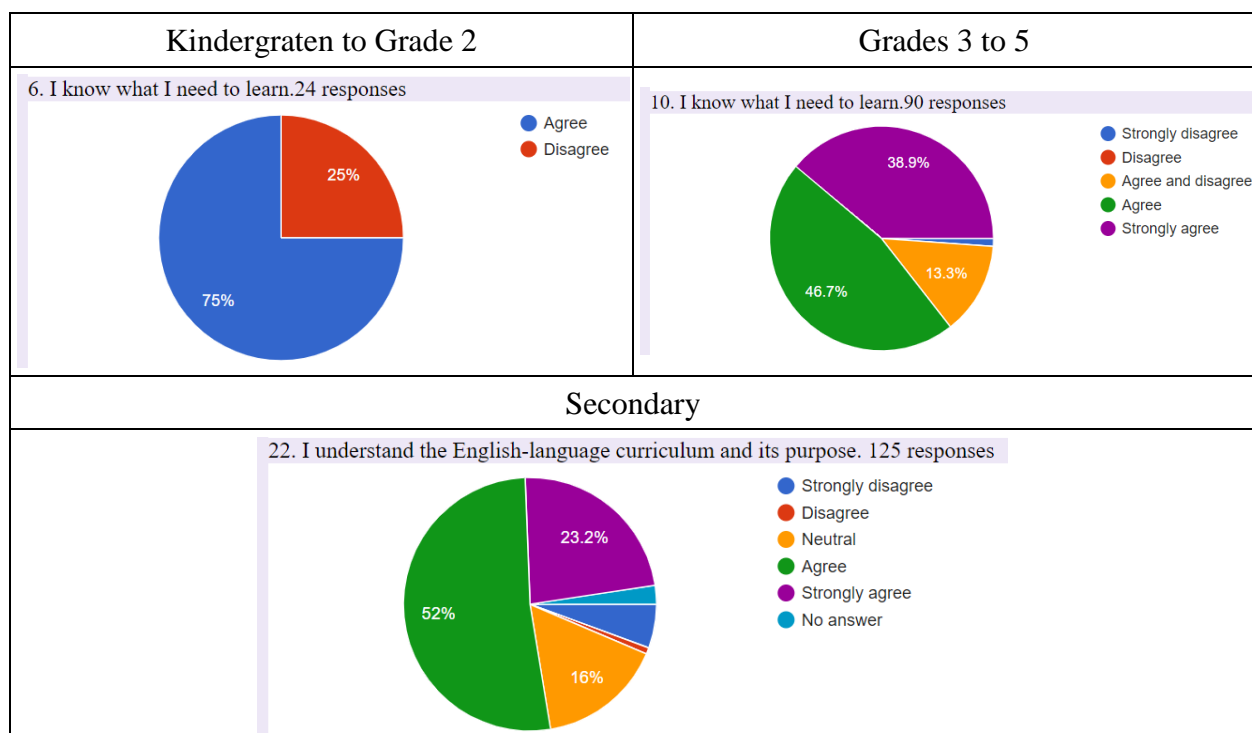
At the start of each IPC unit, primary teachers are required to outline for students the Big Idea of the unit and then to Explain the Theme. This information is provided in every unit in student friendly language. When undertaking skills-based activities, rubrics are provided on the IPC website. Teachers use these rubrics to explain what skills being developed are, and how they will be assessed. There are rubrics for both students (self and peer assessment) and for teachers. There is also Learning Advice for teachers to help move students from Beginning to Developing to Mastering. Sharing the rubrics at the start of a unit allows discussion of any questions students may have. Students keep their rubric for the remainder of the unit. This allows the student to refer to the description of the skill being developed if they are confused or begin to stray from the true objective of a task. The rubrics are simpler for students in Kindergarten and Grade 1, so their effectiveness relies on the teacher's explanation. The rubrics for grades 2 to 5 are more detailed leading to less confusion and greater understanding of the learning outcomes.

The primary Mathematics program, *Stepping Stones*, provides a set of assessments for each module taught, as well as quarterly assessments. The teachers use some of these assessments as a pre-assessment, which is then repeated several weeks later. Upon completion of the pre-assessment, the students are briefed on what the new unit will be about. Students are encouraged to ask questions about the content, especially any areas that are new to then. The students are also encouraged to comment on the things they found easy during this pre-test. By exposing students to tasks they should be able to complete easily at end of the unit, they are motivated to strive for that goal. Where pre-assessment indicates some higher-achieving students are already competent in the core content, teachers are able at add additional challenging material during the unit, to add more rigor. This has proven to be an effective method of communicating desired learning outcomes.

When introducing a new assessment item, secondary teachers use samples of previous student work to show acceptable products. They also show students work that is below the standard required. Students have a chance to assess the differences between the two samples, following which the class will discuss what should and shouldn't be done in the assignment. This method is effective because it gives students a clear picture of what is deemed acceptable and what is not. It also allows the teacher and students to have open dialogue about what is expected of them and how they can achieve their goals.

To help student preparing for Cambridge examinations understand was is required, teachers use questions related to a unit of study from past exam papers. These questions are given to the students to introduce them to the topic of study and to give them an idea of expected reasoning levels within the unit. Once the students have given the questions some thought and discussed them amongst themselves, the teacher gives a more in-depth explanation of the tie between the Cambridge papers and the student's upcoming assignment. Exposing the students to these types of questions expands students' thinking. It does so by forcing them to think about how the type of thinking and vocabulary required for their exams. Equally, it prepares them for the lesson at hand. The overarching expectation is clearly communicated. Mock exams are also used to help prepare students for their summative exams, with teachers providing specific feedback to help students better understand the CIE requirements.

After interviewing several specialty teachers, it was found that modelling was commonly used to communicate the expected performance level of major assignments as well as daily ones. Once the teacher clearly explains what the student should do to execute their assignment properly, the teacher models a key portion of the same assignment for the students. This modelling gives the students a chance to see one of the more challenging parts of the assignment performed step by step. The effectiveness of this strategy varies from teacher to teacher and, while not perfect, does help the majority of students obtain a closer look of the challenging portions of their task.

Within the Khmer curriculum, teachers begin each lesson with a review. This review may cover what the students have learned in a previous year, or a previous lesson from the current term. The teacher uses this to gauge the students' level of understanding. From this, the students are informed on whether the curricula expectations are higher or on par with the students' abilities. The teacher then takes the time to gives an overview of the particular lesson that is to be taught.

Teachers of East-West are constantly striving to engage students at deeper levels of knowledge and understanding. One way we could improve in this area is to have teachers state explicitly at the start of each lesson or unit of work exactly what the learning outcomes for that lesson, task or unit of work are, and how these are linked to the SLOs. This would be in keeping with best practice and would ensure students knew what they need to learn and have a purpose for that learning.

Supporting Evidence

- IPC Primary Rubric
- *Stepping Stones* assessments
- Grade 2 sample of student work
- Example Cambridge Past Paper with sample answers at different levels
- Khmer Review Book
- Big Idea and Explaining the Theme pages – IPC – Mileposts 1, 2, and 3

B2.9 Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings

A quick poll of Grade 10 to 12 students revealed some interesting information about this indicator. The results of the poll are displayed in the charts below and indicate that there is room for improvement, both in preparation of students for life after school, and for ensuring students understand the expected level of performance required of them. While time did not permit a series of in-depth interviews or focus groups, these are options that we could use in the future to further explore this topic. It would also be useful to explore this question with our alumni 12 months after graduation.

Would you agree that the learning experiences you have at East-West prepare you for college, career, and life? (56 responses)	Do you generally know the expected standard for your work based on the standards and SLOs? (58 responses)
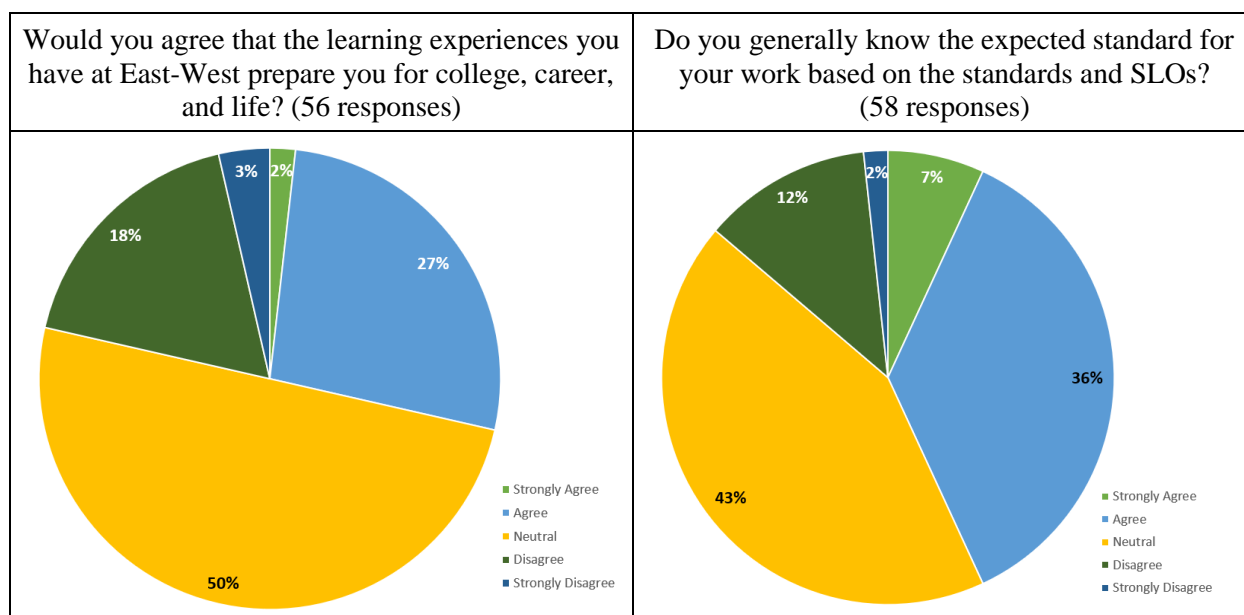
We also conducted student polls to discern how well the SLOs are known throughout the school and how well students thought they were being used in class. The results in the primary school were particularly encouraging with all students responding that they knew the school goals and saw them used in lessons either very well, well or average. Indeed, around 50% of primary students indicated they had a strong knowledge of the SLOs. This suggests that the SLOs are effectively taught in the primary school, but still leaves room for improvement in terms of making this teaching explicit to the students. Similarly, the students were also polled on how well their teacher included them in the class decision making and how helpful they found interactions with their teacher. When asked if their teacher included them in the class discussions around 66% of students said their teacher included them very well. This reflects that the students seem to feel that communication with teachers is a positive and helpful experience.

Overall the secondary students seem less knowledgeable about the SLOs and how they are used in lessons, with only around 24% responding that they knew them either well or very well. This is perhaps a reflection of the change in teaching style between primary and secondary, but it could also be an area for secondary teachers to work on, particularly as it can be seen from teachers' unit plans that the SLOs are thought about and incorporated into the planning of the lessons. Teachers may also need to be more explicit about these to the students. To help improve

secondary students' knowledge and understanding of the SLOs, the school is currently reintroducing regular assemblies in the secondary school. These previously existed as an awards opportunity based on the SLOs and it is hoped that by reinstating them the secondary students will gain a greater familiarity and engagement with the SLOs. On a more positive note, the majority of secondary students felt very included in class discussions and this again perhaps reflects the nature of a secondary classroom where, in general terms, independent inquiry and class discussion are more prevalent. Similarly, 73% felt that these discussions were either helpful or very helpful. This suggests that the amount and quality of student-teacher interaction in the secondary school is, on the whole, a positive experience for the students.

Supporting Evidence

- Students Short Questionnaire
- Example secondary lesson plan with SLOs

B2.10 Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

Findings

East-West International School teachers use a wide variety of instructional approaches including inquiry-based learning, PBL, direct instruction, small group work, learning centers, discussion, games, PowerPoint presentations, multi-media presentations, demonstrations, and practical activities. Differentiation of both learning activities and assessment tasks is the expected norm at East-West, although it is an area that some teachers have indicated they would like to receive more PD in. This will happen.

The charts below show teacher and student perceptions in relation to this indicator. Interestingly only 70% of teachers agreed that they adjusted their expectations of students according to student needs. This is clearly something we believe can be improved. More than 80% of secondary students agreed that teachers use a variety of assignments, however only 60% agreed that technology was implemented in these assignments. Almost 89% of Grade 3 – 5 students agreed that their teachers use a variety of activities to help them learn, with the remaining students both agreeing and disagreeing with the statement. The fact that no student outright disagreed or strongly disagreed indicates that there are indeed a variety of learning activities happening within primary classrooms.

Teachers April 2018	**Secondary Students April 2018**
Teachers adjust their expectations of each student, according to their assessment of each student's unique strengths and needs.	Teachers assign a variety of activities such as presentations, projects, group work, and written assignments.
64 responses	125 responses

Primary April 2018 My teacher uses different activities to help me learn. 90 responses	**Secondary April 2018** Teachers implement technology in a variety of assignments. 125 responses
51.1% Strongly agree 37.8% Agree 11.1% Agree and disagree Legend: Strongly disagree, Disagree, Agree and disagree, Agree, Strongly agree	50.4% Agree 27.2% Neutral 9.6% Strongly agree 8% Disagree Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, No answer

Examples of this differentiation can be seen throughout the school. Below is a selection of examples from both primary and secondary classrooms.

In primary Mathematics lessons, the use of differentiated learning stations allows students to explore at their own abilities and to learn from each other as well as the teacher. One of our grade three teachers reported the following ways of catering for a variety of learning styles within Mathematics lessons.

> *First, I use auditory and visual when I am explaining a new concept on the board or using Stepping Stones. This time it is teacher driven, with some Socratic method to get the students thinking. After the initial teaching we change into centers where kinesthetic learners are given many different manipulates to practice the math concept. This might involve counting cubes or games that are engaging while reviewing the previously taught material. When applicable we apply math to real world practice, for example using different size containers to guess how much liquid then hold and then measuring using a variety of different sized measuring cups to determine the exact answer. Students who need to read and write to help them retain information also benefit from the teacher driven center where we work on the Stepping Stone math pages in a group to complete the answers.*

In a secondary school Mathematics class, there are similar elements and unique elements to the teaching and learning process. A higher-level Mathematics teacher reports the following approach.

> *When we were exploring different polynomial function families the visual and auditory components of the lesson were driven by the SMART Board. We used the board to look at the different function families and their end-behavior. We used these visuals to help look for patterns and develop rules for functions with unfamiliar exponents. However, I also used kinesthetic strategies through the use of polynomial calisthenics. For this activity, students used their arms to model the different function families we were discussing. Since that point, when we talk in class about how certain functions will look, I have students use their arms to model these shapes.*

A Kindergarten teacher reports the following:

> *In Kindergarten we use differentiated activities for every subject, especially ELA. Generally, we use centers to achieve this. Centers allow us to split the class into level groups, with each group completing a different task till they have completed all tasks. While the activities vary, the list below will give an idea of the variety of activities offered.*
>
> - *Table center 1 - Build sight words of the week with magnetic letters then write sight words using color pencils or some days, shaving foam.*

- *Table center 2 – Using a magnifying glass to hunt for sight words of the week in our class reading books and record findings.*
- *Table center 3 – A game-based activity of sight word bingo, slap the board, find and match the sight word.*
- *Table center 4 – Independent reading of sight word books.*

One of our grade two teachers reports on how he uses the differentiated materials available on the Learning A-Z website to develop writing skills.

> *When working on different writing genres, we often use graphic organizers to help us. Depending on the students writing ability, I may use the Beginner, Early Developing, or Developing teaching aids provided by Writing A-Z. This allows the students to receive the same main idea of the lesson regardless of their ability. It also allows the student to write at individually appropriate levels, while still providing rigorous assignments.*

From one of secondary ESL classes, comes the following example of integration of technology to provide age appropriate/reading level appropriate content.

> *In the Grade 9 ESL class, we sometimes use online reading comprehension classes at Readworks.org. These are popular with the students. Readworks develops background knowledge across subjects to support reading comprehension, enables differentiation amongst students, explains academic vocabulary clearly, focuses closely on text structure and syntax, and allows students to work in groups and learn from each other.*

From one of our secondary English teachers come this description.

> *In IGCSE, AS and A level English I use a variety of approaches to help students access the curriculum and understand the topics we are working on. These include individual, pair, and group work on a variety of tasks aimed to stimulate different learning styles such as poster making, essays, group discussions, debates, teacher-led discussions, and independent research.*

Moving back to primary, the IPC curriculum frequently offers students a chance to take their learning outside the classroom. From the grade 3 classes comes this example.

> *Students had to create a "pipe" by passing water from one person to another to fill a bucket at the end. The start stood for the water accumulation area and the bucket at the end was the house. The activity was designed to show how challenging it is to move water from one place to another. Students were given an assortment of containers to help them move the water, many of which were small and/or had holes. This was to show what could happen if the pipes were not cared for properly. The 2nd time the students did the task we added obstacles such as chairs that stood for mountains, or one of the teachers would just randomly jump into a line and yell pollution to show that the pipes sometimes get blocked if we are not taking care of the water properly. The students loved this lesson and it led to great conversations about the difficulty of moving water as well as water being heavy and how it would feel if they had to carry it from a well to their homes.*

From the ICT department comes this example.

> *In Grade 4 and 5 ICT lessons, students explored the topic Keeping Personal Information Safe and e-safety. We watched videos using YouTube. The video Jigsaw: for 8-10 year olds was produced by The Child Exploitation and Online Protection Centre. The video gave students a clearer understanding of what personal information is and why it is important to keep it safe. They also learned what an avatar is and why we use them. They create a list of appropriate questions to ask someone which does not reveal any personal information about a person and created their own avatars on buildyourwildself.com. We went on looking into social media platforms and the importance of privacy settings when using any social media platform that may contain information or images about yourself such as Facebook, Instagram, etc. We also had two profiles written by children, and the students were asked to identify the personal information given in the profiles, as well as give a reason why that information is considered private. At the end of the unit, the students had a clear understanding of what information is considered personal/private information and why.*

A secondary geography teacher uses a Geography Bee activity, which can also integrate technology through optional use of Kahoots! A description of how this interactive activity works can be found in the evidence for this indicator along with details of the Global Perspectives – Middle East – Pick a project task.

Finally, our prekindergarten teacher highlights the use of music, senses and movement in this description of her teaching practice.

> *As a Pre-K teacher one method I find useful to instill information is through song. Young children love repetitive songs and absorb the information in a song more easily than if they are just told the information. Young children learn best through their senses; therefore, my teaching is very tactile, and I incorporate language and mathematics into fun games that involve everyone. Getting children up and moving while participating helps them learn greatly. Before doing a worksheet I always explain it, do a demonstration and briefly explain it again just so everyone is clear. When children are at different levels, I give the children at a higher-level harder questions and the children at a lower level easier questions, both on the same subject and in such a way that they don't realize I've split them by ability. I never carry on a lesson for too long, I look for visual cues from children to see if they are getting restless or distracted and I am always prepared with a backup lesson or brain break. As a teacher it is important to be constantly observing the children. If I find a child is struggling with content, I will casually call them over and do some work with them. I*

don't make it a big deal, so they don't feel singled out. If I sense that a child with a low level of English doesn't fully understand or is pretending to understand, I get my teaching assistant to translate to make sure there is no confusion.

Supporting Evidence

- East-West Observation by Secondary Principal
- Peer Observation and Feedback
- Staff Handbook
- Secondary Student Survey Results
- Teacher Survey Results
- Differentiated Mathematics Stations
- Boot Camp Schedule
- Geography Bee instruction sheet
- Global Perspectives – Pick a project task sheet.

B2.11 Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

Findings

Teachers at East-West are encouraged and supported to ensure students access a wide variety of learning resources as they develop the 21st century skills required to become Lifelong Learners. As a bilingual school, with a substantial number of students from cultural backgrounds other than Khmer, students at East-West regularly have opportunity to consider resources and information from a variety of cultures and languages.

In the primary grades, textbooks are not used, except as resource tools for research and in the Khmer program where we have no choice. Even in the Khmer program, our primary Khmer teachers use a wide variety of learning activities to ensure students use resources beyond the textbook.

The primary ELA program does not have text books. Students use a variety of materials, mostly from the Zoo-phonics® program or Learning A-Z. Games are regularly used to help students build their vocabulary, word recognition, and spelling skills, while dictionaries and thesauruses are easily available to students in grade 3 to 5 classrooms. Grade 2 classrooms also use dictionaries in building students word knowledge. The implementation of the *Daily 5* and *CAFE* framework in some primary classrooms ensures students are reading a wide variety of "Good Fit" books while focusing on developing their reading strategies. Many Reading A-Z books have been printed and are used regularly in classrooms, especially the lower grades.

Two school libraries, one for primary and the other for secondary, provide additional resources for students to use for research and reading. The primary library is used regularly as students have scheduled class times there and it is also popular at recess. Over the past two years we have added substantially to the library collections through the Scholastic Book Club program, giving students access to new and emerging authors as well as old favorites. Primary teachers are encouraged to borrow a "mini-library" of books to have in their classrooms so that a variety of reading materials are available to students between library lessons.

The primary Mathematics program, *Stepping Stones*, also does not have a textbook. While it is scripted and includes downloadable worksheets to support student learning, it also includes many opportunities for hands-on learning using a wide variety of Mathematics manipulatives. There are also many online manipulatives which can be integrated into the lessons, and teachers have the flexibility to add additional learning activities so that all students' learning needs are met. Our bank of Mathematics manipulatives is expanding and will continue to do so as budget permits.

The IPC places great emphasis on inquiry-based learning where students use a wide variety of resources to research topics, including library, internet, and primary sources. Occasionally Science textbooks will be used, but as a source for research rather than the primary learning source. Teachers also incorporate videos and interactive websites into student learning. One example of this is during the Grade 4 *Investigators* unit where students use a game on the Interpol website to learn how Interpol works. Also, during the *Investigators* unit, students undertake several experiments as they develop the skills necessary to design and conduct their own independent investigation. This process is common in many of the IPC units. As a truly international curriculum, the IPC units regularly give opportunity for students to learn about and from different cultures and languages. An example of this is the Kindergarten unit *We Are What We Eat* which includes a Society task where children find out about the part played by food in various festivals from the host and home countries. Additionally, many of the IPC performance tasks are collaborative, enabling students to further develop the 4Cs of 21st century skills (Collaboration, Communication, Creativity and Critical Thinking).

Field trips are important part of the learning program at East-West International School, in both primary and secondary grades. Up to Grade 4, field trips are limited to single-day trips, however these provide students with the opportunity to take their learning out of the classroom and into the real world. Every year student in grades 5 to 12 have the opportunity to join an extended field trip that provides both learning opportunities for students and opportunities for working collaboratively. These trips are additional to subject-specific field trips, such as the history field trip to Vietnam. Attendance on field trips is high, indicating that students enjoy these opportunities to take their learning outside classroom. A table of field trips can be found in section D2.2 which focuses on the use of community resources for learning.

While we have a secondary library, it is by no means as popular as the primary library. In a student survey, just over 50% of secondary students said they did not use the library. This contrasts strongly with the 13% who said they did not think the library was useful. There are a few possible reasons for the reduced use of the library by secondary students. One of these could be the lack of class time set aside for this, while another might be the increased social options for recess and lunch. This indicates that while students see the library as a useful resource, they do not regularly access it. Already plans are being developed by the Leadership Team and the Librarian to repurpose the secondary library into a 21st century hub of learning, subject to budgetary constraints, which we hope will result in greater engagement of students with the learning space.

The use of technology at East-West has greatly expanded since our original self-study. The addition of projectors in every classroom, laptop computers for teachers, document cameras, and SMART boards are helping to move East-West closer to being a 21st century center of learning. East-West also has three computer laboratories that can be booked by teachers for class research activities when they are not occupied by ICT classes. With 25 workstations in each of the two main laboratories, and 15 workstations in the third lab, students can work independently or collaboratively. Several primary classes are regularly using the third computer lab during one of their ELA blocks for students to access the online reading program RAZ-Kids. This allows them to work on developing their reading skills using texts that are at their independent or instructional reading level.

One way technology is being used to facilitate communication and collaboration is in the Global Perspectives & Research course. When one class was left with only two students, due to scheduling conflicts, teachers worked together to create an online classroom, posting content and activities in the virtual community and allowing students to comment and interact on that platform. Through this initiative, students are exposed to different points of view despite not physically being able to be in the same classroom together or even at the same time.

Secondary teachers are encouraged to use resources beyond the textbook to facilitate active learning. Examples include photosynthesis experiments in middle school Science, and the use of the internet by Business students to research local businesses in Phnom Penh.

It is clear from this evidence that students at East-West have many opportunities to access learning beyond the limits of the textbook. The Leadership Team and staff are committed to ensuring students develop the skills to become Lifelong Learners, which definitely involves accessing resources beyond the limits of textbooks.

Supporting Evidence

- Library
- ICT Labs
- Grade 6 Field Trip to Kratie
- Grade 9 Field Trip to Kampot
- Grade 12 Field Trip to Bangkok
- Secondary Student Survey Results
- Lesson Observation featuring different learning strategies
- Student Library Survey
- Field Trip Attendance Numbers
- ICT Room sign-up email
- Teacher planning showing resources
- East-West Observation by Secondary Principal
- HOD comments - observation
- Google Classroom

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings

No response is needed for this prompt, as our online instruction is part of a blended learning course where students and teachers interact fact-to-face as well as through the Google Classroom environment.

Supporting Evidence

Not applicable.

B3. How Assessment is Used Criterion — Reporting and Accountability Processes

The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

B3.1 Professionally Acceptable Assessment Process

Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Prompt: Evaluate the effectiveness of the assessment processes.

Findings

The collection, disaggregation, analysis and reporting of school performance data is an area which is currently being improved at East-West International School. One key strategy for this the development of a school-wide database which will include collection of school performance data in a way that facilitates disaggregation and analysis, as well as streamlining reporting processes.

In the primary grades, while no external assessment was done prior to the 2018-19 academic year, a number of assessment processes have been in place to ensure student performance is measured. During the 2015-16 academic year Microsoft Word documents were set up to track reading level data for grade 1 to 5 students. This was continued in 2016-17. In 2017-18 the Curriculum Coordinator, realizing the need to be able to see a student's progress from year to year, merged this data into spreadsheets which can then be added to and sorted by teacher each year. This enabled the primary leadership to review student progress over several years and identify students who may need either extension work or additional support. Unfortunately, there has been no similar tracking of students' writing, speaking and listening progress, however we do have portfolio folders which ensure primary student assessment data is passed on to the next grade level. These portfolio folders contain the English Reading and Writing Continuums, running records, and individual Mathematics tracking sheets. In addition to the running records used to assess reading levels and behaviors, primary classroom teachers use a range of other assessment tools for ELA. These include spelling tests, oral presentations, and writing tasks. For consistency of grading across the primary grades, writing tasks are assessed using the rubrics provided in the *Writing A-Z* program. The use of these rubrics, which are transferred to the next grade level along with writing samples, allow teachers to monitor each student's writing development over time. These processes have proven effective for day to day teaching and learning processes, however there is a need for more consistent documentation of assessment to enable better disaggregation and analysis of the data.

With Mathematics, the situation was similar. Teachers were expected to use the *Go Maths* program's *Go Check* books to monitor student progress and to record this on a single page record sheet which is passed on in the student portfolio folder (see photos above). Teachers were also expected to maintain their own grade books (usually hard copy), which they then used to inform reporting to parents. This, however, did not allow for disaggregation and analysis of data or reporting to stakeholders such as the school Leadership Team, the Board, and the owner of the school. The current Curriculum Coordinator set up a spreadsheet to monitor Mathematics data for her Grade 4 class over time (see evidence), however this was not normal practice across the school. The new *Stepping Stones* Mathematics program provides module and quarterly assessment tasks along with spreadsheets for tracking assessment data at learning outcome level, and these have been implemented from Kindergarten to Grade 5. The assessment tasks include checkups, performance tasks and interviews and are proving an effective way to determine student progress. The spreadsheets are grade level specific and the primary Leadership Team is considering how to manage this data so that student tracking from one grade level to the next is possible. One option being considered is the inclusion of summaries of this data in the school-wide database.

Assessment of other subjects in the primary grades is integrated into learning through the IPC planning process. Rubrics provided as part of the IPC program are used to track key skills, while other learning goals are assessed through a variety of both formative and summative assessment items, including, but not limited to, quizzes, writing tasks, oral presentations and performance tasks. The skill rubrics are also included in the portfolio folders which are passed up to the next grade level. Outcomes of these assessments are documented by teachers in their grade books to provide data for reporting to parents. These various assessment items have helped teachers determine the effectiveness of the teaching program as well as providing evidence of student learning.

For primary students, written reports are issued to parents twice a year, and face-to-face reporting is also provided twice a year at Parent-Teacher Conferences. Primary written reports are reviewed by the Primary Principal, Curriculum Coordinator and Director. Other results can be shared with the Leadership Team when requested. As mentioned in the first paragraph,

implementation of the school-wide database will greatly improve the school's capacity for collection, disaggregation, and analysis of student performance.

The need for external standardized assessment of students and the data that assessment will provide has been recognized by the current Senior Leadership Team. We will conduct our first round of ACER ISA testing in February 2019. We will assess students in Grades 3, 5, and 7, and they will undertake the full range of assessments online. This will provide the school with English (reading and writing), Mathematics, and Science (Grade 7 only) data, which can be used both for reporting and for program development.

The secondary assessment process is currently under review and being reformed. Currently internal assessment processes in the secondary school varies from subject to subject. They include informed grading of classwork, homework, and internal examinations, alongside a holistic grade from the teacher based on behavior, effort, and participation. This allows teachers to accurately track each student's progress and report on this to the appropriate stakeholders: other teachers, management, parents, and students. This has proven relatively effective; however, this is room for more standardization of practices. One issue noted in the current review was that data from CIE results in previous years was not stored electronically in one place for previous years, making this data difficult to access. From the 2017-18 academic year, all exam data is being stored on the school server. This means that teachers and the Leadership Team can now easily access past exam data to inform their assessment of a student's ongoing performance. Another issue that has been noted with the CIE results is that no feedback is provided to students on why they received a particular score. This is concerning as it does not facilitate student growth through learning from their mistakes.

Like the primary school, a report card that reports on a student's progress in each of the subjects they are studying is prepared twice yearly in the secondary school. These reports are written by the classroom teachers and checked by the HoDs, the Secondary Principal and the Director. The grades included on the reports are based on internal assessments rather than the external Cambridge exams which are reported separately. There is a now a standard East-West grading scale, like that used in the Cambodian and the American systems, which was put in place for course grades to ensure consistency across the different subjects. The main reason for this is that it was found that parents were misinterpreting the predicted Cambridge grades, which can appear considerably lower than might be expected.
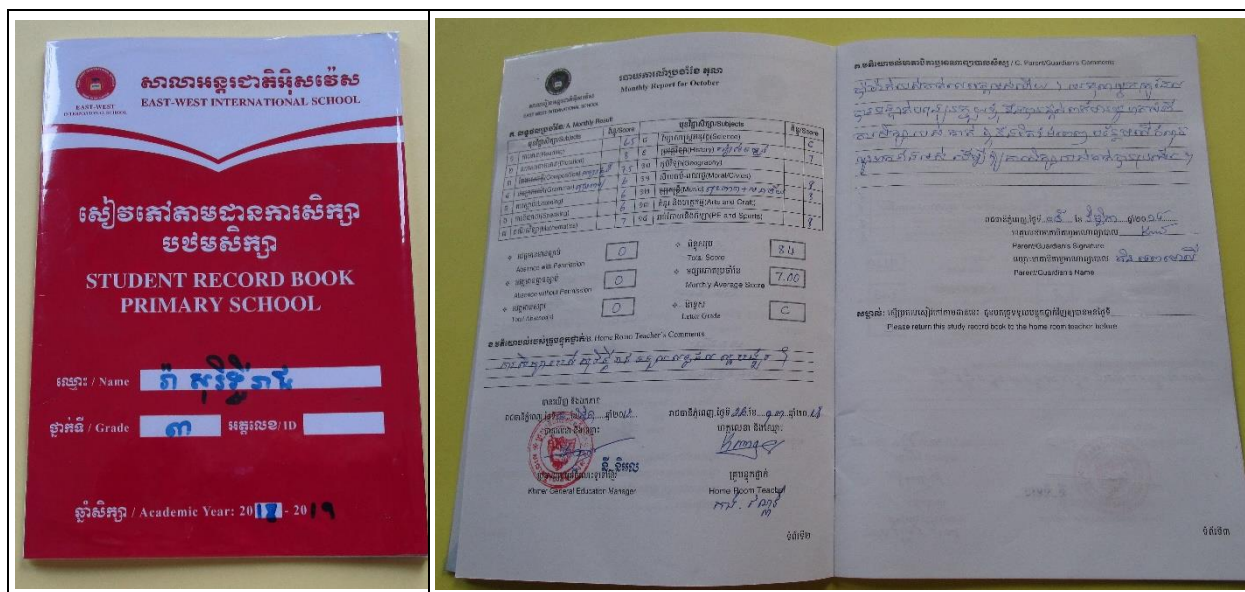
The KGE program requires both tracking of assessment data and ranking of students. Each student has an individual record book, the data from which is transferred to a whole school records held by the KGE Coordinator. Individual record books are sent to parents each month.

Primary teachers are now submitting their data electronically, and secondary data is digitized by the KGE Coordinator. These records allow the KGE Coordinator to monitor students' progress both during the year and over the period of their enrollment at East-West. They also facilitate reporting to the Leadership Team, the Board, parents, and other stakeholders (including the MoEYS).

Survey results from April 2018 indicated that 82.5% of parents are satisfied with the current reporting processes, while a further 8.8% were neutral. Of the remaining 8.7% more than half did not answer the question, and none strongly disagreed. This would indicate that, at least for parents, we are doing well in reporting assessment data.

26. I am happy with the way EWIS informs me of my child's progress. 80 responses
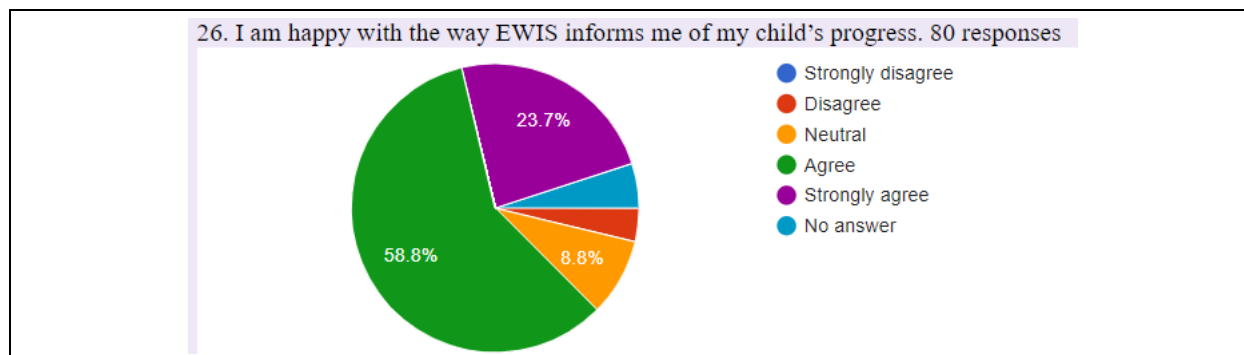
Supporting Evidence

- Grade 8 Tests Levels Academic
- East-West Grading Policy
- Parent Survey Results
- Semester Report Card Grade 6
- Gr11-12 AS GPR example of scaffolding in deconstructing documents
- ACER tests
- Running Record Tracking Spreadsheet
- Grade 4 *Go Maths* Data Collection 2012-13 to 2016-17
- Sample *Stepping Stones* Assessment Record sheet
- Primary Report Card template
- KGE Reporting E-mail.

B3.2 Basis for Determination of Performance Levels

Indicator: The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

Prompt: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Findings

1 Needs Assistance	2 Developing	3 Satisfactory	4 Good
Has not yet achieved the skills for the grade	Is making progress in achieving the skills for the grade.	Is almost achieving the skills for the grade.	Is achieving the skills for the grade

The chart above shows the grading scale used for reporting to parents in the primary school. The students are graded on both academic progress and effort. This allows recognition of a student who is doing the best that he/she is capable of, but who may not be working at grade level due to other factors such as limited language or a lack of foundational skills. In this way, the focus is on

how students are achieving relative to their own ability. In arriving at grades for report cards the following principles are applied:

- A student should be given a 4 if the student is doing all that is expected of him/her at grade level. That does not necessarily mean they are getting 100%.

- A useful guide when working from percentages is: 85 - 100% = 4, 65 - 84.9 = 3, 50-64.9% = 2, 0-49.9% = 1. (This is most applicable in Mathematics)

- Students who are achieving more than expected should be given a 4 and their excellence mentioned in the comments.

- There are not many students who will be given a 1. If a 1 is given, the reasons need to be explained clearly in the comments. It could be that the student is not achieving because of language difficulties. This should be stated as well as the comment that the expectation is that as language increases so will competency in the subject.

A student's grade is based on a variety of assessment items, both formative and summative. For writing tasks, we use rubrics provided by *Writing A-Z*, which place students as Beginning, Early Developing, Developing, and Fluent. Reading is assessed using Running Records as well as other in class tools, which are selected by the teachers.

For IPC, a wide range of formative and summative assessments are used, including teacher observations, inquiry-based learning activities, performance tasks, and student peer- and self-assessment using rubrics with the descriptors below:

Teacher	Student
Beginning	I'm getting used to it
Developing	I'm getting better
Mastering	I'm really getting it

Primary teachers are expected to collaborate with other teachers at the same grade level to ensure consistent grading practices are applied across the grade level. In Mathematics, teachers have been asked to develop master grading sheets for all *Stepping Stones* assessment items to ensure consistent grading practices also occur from year to year. This will also facilitate communication about any units were unable to be taught during an academic year.

In the primary grades, the underlying principle applied at East-West is that students should be kept in their age appropriate class whenever possible. This sometimes means that students move to a higher grade even when they have not achieved the academic standards of their current grade. This is a deliberate choice based on the social-emotional needs of each student. The classroom teacher is the leader in whether each student should progress to the next grade. When a teacher believes a student should not move to the next grade, the evidence supporting this is first discussed with the Primary Principal and then with parents. In keeping with research, we believe that any retentions should be done taking into consideration the needs of the whole child, and preferably in the early grades.

In the secondary school, students' grades are determined in a variety of ways. Each HoD agrees with his/her staff how best to assess students' classroom performance. This is usually a combination of formative/summative assessments, homework and classwork/participation. Each HoD ensures the marking process is standardized across his/her department. These scores then form the basis of students' report cards. These scores differ from the grades for the Cambridge examinations that students take in Grades 10, 11 and 12. The reasons for providing students with two separate grades – one course grade and one Cambridge grade – followed discussions with the PTO. It was noted that the Cambodian parents had a different perception of the Cambridge results than the what was intended. Despite assurances in comments that a C was a good passing grade with CIE, it was generally seen as a low grade by the Cambodian parents. For this reason,

the course grade was re-introduced, resulting in greater understanding of students' achievements by their parents.

One area of difficultly for East-West has been ensuring students are marked consistently across different subjects. This was noted as an area for improvement during Leadership Team meetings at the end of the 2017-18 academic year. Consequently, for the 2018-19 academic year, standardized rubrics were distributed to all teachers and the Secondary Principal has been working alongside the HoDs to ensure there is greater consistency across the school in terms of the grade being given.

In addition to this, development of a rubric for assessing the SLOs across the curriculum and across the whole school will be a critical task for completion in the 2019-20 academic year.

Supporting Evidence

- Primary Report Card
- Reading A-Z rubric
- Running Record Kids A-Z
- IPC Assessment Rubric Example
- Humanities Assessment Standards
- Mathematics Class Mark book
- Student Grade Report
- East-West Grading Policy

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings

No response is needed for this prompt, as our online instruction is part of a blended learning course where students and teachers interact fact-to-face as well as through the Google Classroom environment.

Supporting Evidence

- Not applicable.

B3.3 Modifications based on Assessment Results

Indicator: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Prompt: Comment on how assessment results have caused modifications in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.

Findings

East-West International School is committed to using assessment results to modify the school program, implement PD activities, and make decisions about resource allocations. This is an area where we have room for growth as we implement both our school database and ACER ISA testing. The school database will facilitate the review of data at a school-wide level so we can make more informed decisions about the learning program, PD activities, and resource allocations. The results of the ACER ISA testing will also be used to inform future decisions.

In the secondary school, results of CIE at the end of the 2016-17 academic year suggested that some teachers would benefit from extra Cambridge PD. As a result, several secondary teachers undertook Cambridge training courses. We believe these contributed to the improved assessment results for the 2017-18 academic year. Similarly, a review of the CIE results from 2017-18 resulted in reevaluation of the subjects offered to students for the next year. One example of this was a low pass rate at AS English Language, which resulted in a change to the number of students for whom this course is recommended. As an alternative, IELTS preparation courses are offered. This also allows students to focus on the A/AS level subjects that they believe are best suited to their needs. Similarly, to try and ensure students are effectively prepared for future years, additional ESL and Mathematics classes have been scheduled for students identified as needing additional English or Mathematics support. Furthermore, because of the assessment results from the 2017-18 CIE series, it was decided by the Senior Leadership Team to not offer AS Business Studies or A2 Chemistry for the 2019-20 academic year.

In the primary grades, a review of reading levels led to a decision to purchase enough *RAZ-Kids* licenses for every student to have access to this award-winning online reading program. Previously we had enough licenses for the print version (*Reading A-Z*) and parents were required to pay for access to the on-line version.

Each year, primary teachers review the IPC units taught and reflect on both the unit teaching process and the learning outcomes achieved. Depending on the results of these reviews, changes can be made to the program of units. The Curriculum Coordinator facilitates these changes, ensuring comprehensive coverage of the curriculum is maintained. For the 2018-19 year, several changes were made to the units selected, with significant attention being paid to the content of the KGE curriculum further aligning the IPC and KGE curricula.

Additionally, the school regularly reviews KNE results. As a result of this review, significant changes were made to the master schedule for secondary students for the 2018-19 academic year, providing both additional class time and more consecutive Khmer lessons.

Supporting Evidence

- IPC Unit Reflection
- Reading A-Z subscription
- Learning A-Z Running Record
- Cambridge PD Training Certificates
- WASC Past Results Example
- 2017-18 and 2018-19 master schedules to show changes

Additional Online Instruction Prompt: Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings

No response is needed for this prompt, as our online instruction is part of a blended learning course where students and teachers interact fact-to-face as well as through the Google Classroom environment.

Supporting Evidence

- Not applicable

B3.4 Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

Findings

East-West International School is currently developing its systems for monitoring students' progress toward meeting both academic standards and the SLOs.

Currently there is no formal assessment of the SLOs, although these is considerable informal assessment of them in both the primary and secondary school. This is recognized as an area for improvement. Primary students do receive a grade in their report cards for each of the SLO areas, however these grades are currently subjective, based on classroom teacher perceptions. There is no similar system in secondary due to students having multiple teachers within each grade. An SLO section will be added to the secondary report cards for reporting this data to parents, so it will become crucial that teachers are adequately assessing and monitoring this. Judging from the lessons plans and unit plans of secondary teachers, it appears that the SLOs are currently being integrated into student learning. The Secondary Principal and a secondary teacher are currently developing a rubric which will be used across the school to monitor progress against the SLOs. It is hoped this will be ready for implementation with the start of the 2019-20 academic year, along with the school database.

From the 2017-18 academic year, a standard assessment process was implemented in the preschool classes to evaluate students' progress against academic standards. Comparison of students within and across Preschool 1 and Preschool 2 indicated different levels of progress in terms of recognizing letters, numbers, shapes and colors. The variation noted was within acceptable ranges for children at this stage of development. This report form, which is completed for each student as part of the assessment process, is passed on to the next grade to facilitate ongoing monitoring of student progress. This proved very effective and is being continued.

In the primary school four different systems are used to monitor students' progress toward meeting academic standards. Until recently these were print-based, and contained in a portfolio folder, which made monitoring at a school-wide level difficult. For reading and writing, continuums are used, acknowledging the fact that children develop at different rates. The continuums enable teachers to see progress over time and allow teachers to know what incoming students can do at the start of an academic year. The intention is that these currently paper-based records will be incorporated into the school database, which will allow better monitoring by the Leadership Team and the Board. In addition to the print continuums, teachers record the results of running records in a spreadsheet on the school fileserver which can be accessed by both the Curriculum Coordinator and the Primary Principal to monitor student reading levels. For Mathematics, as mentioned previously we have recently moved to grade level spreadsheets

which are stored on the school file server and can therefore be monitored by the Curriculum Coordinator and the Primary Principal. Currently there is no school-wide monitoring of students' progress toward academic standards for subjects covered by the IPC, although records are kept and transferred within the portfolio folders. We know this needs to be developed and hope to implement a system before commencement of the 2019-20 academic year.

Monitoring student progress in the secondary school is happening at subject level. Most subjects use a continuous tracking system to ensure that student growth is appropriately monitored. These systems involve tracking student achievement on formally assessed work throughout the year. These results are then used to provide feedback to the appropriate stakeholders.

One example of this is the Geography pre-exam review process for Grade 11 and 12 AS level students, which includes a system that assists the students to review and monitor their own progress before an exam by answering questions presented in a PowerPoint presentation. This effectively helps them to see the level they are currently at in terms of academic standards, and how they can improve. Similarly, when students reach exam levels, they are given mock exams to assess their preparation for the final CIE exams. These exams are then used formatively by class teachers to gauge which areas of the curriculum need further attention. This ensures that the students have adequately achieved the academic standards before sitting the final exam.

As was stated at the start of this section, considerable monitoring of student progress is occurring across the school, however there is a need to consolidate the data so it can be reviewed and analyzed by the Leadership Team members. Development of these systems are in progress and should be implemented with the start of the 2018-19 academic year.

Supporting Evidence

- PS2 sample of assessment progress
- Running Record Grade 5
- Evidence of Tracking in Primary
- Running Record Tracking Sheet
- GR11-12 AS Geo pre-exam Review
- Mock exam results
- Screenshot from English Tracking system
- GPS course plan linking SLOs
- Example secondary lesson plan with SLOs

B3.5 Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, parents, etc.) about student progress toward achieving schoolwide learner outcomes, i.e., global competencies.

Findings

East-West International School employs a range of strategies for informing the Board, parents, and other stakeholders about student progress toward the academic standards and the SLOs and thus global competencies.

Keeping parents informed about their children's progress toward the academic standards and SLOs is an area which parents have indicated that we do in a way that is satisfactory for them. There are three main tools used for this. These are report cards, Parent-Teacher Conferences, and

KGE individual observation books. Report cards are sent to parents twice a year for all Early Years to Grade 12 students. During 2017-18 we trailed a system where parents had to collect report cards from the office, in order to ensure they received the reports; however, this was not particularly well received by parents, and we therefore in December 2018 we returned to our previous system of sending the reports home with students on the last day of school. The reports are sent in English. For the primary grades, a translation of the headings and important information is included, and all parents are given the option of requesting a Khmer translation if they desire this. Very few parents have requested translations since this system was implemented.

The second tool used is our Parent-Teacher Conferences. These are held twice a year, usually in October and March. These provide a good opportunity for teachers and parents to meet and discuss students' progress and related concerns. From Early Years to grade 5, teachers allocate appointment times for parents to meet. This is very effective as the number of parents attending is high (84% in October 2018). Attendance at Parent-Teacher Conferences for parents of secondary students is a little more difficult due to the number of teachers an individual parent might need to meet with, however we still had an average of 47% attendance in October 2018. Consideration is being given to ways that the process for secondary Parent-Teacher Conferences can be improved to make it easier for parents, while still maintaining confidentiality for each student.

The third tool used is in our KGE program from Grades 1 to 12. Khmer teachers track progress in an individual observation book for each student (see photos in B3.1). Teachers report all the monthly tests with totals and ranges. These are sent home monthly and parents must sign to indicate that they have read the report. Teachers and parents can communicate with space for comments on the report, making communication and progress reporting even more effective.

The East-West International School Board meets three times a year. As the Board is new, most meetings to date have been focused on internal Board procedures, appointment and appraisal of the Director, Primary and Secondary Principals, and immediate school issues such as the budget. Evaluation of student performance and progress is on the agenda for the January 2019 Board meeting and will remain there. While the Board have not worked specifically with student progress towards academic standards, they have made some decisions in response to student academic needs. They approved changes to the Secondary schedule so that East-West can offer more consecutive hours for the secondary Khmer program. Similarly, they addressed the request by parents to begin a full-day Prekindergarten program to help our students be better prepared academically and socially for Kindergarten.

East-West also keeps stakeholders informed of progress toward academic standards and SLOs through the school Facebook page, where regular posts are made, in appropriate ways, about the activities and achievements of our students. This informal tool is especially useful for giving recognition of outstanding achievements.

Finally, but no less importantly, students are regularly kept informed of their progress through their daily interactions with teachers as well as feedback on assessment items and on a more formal basis through their report cards. From the student surveys, it can be shown, that 97% of students find these conversations help their learning (from average to very well).

The effectiveness of these combined strategies can best be seen in the results of the parent and student surveys conducted in April 2018. These results indicate that we still have room to improve in the area of informing stakeholders about progress toward achievement of academic standards and SLOs. We would welcome suggestions from the visiting team on ways we can do this.

Kindergarten to Grade 2 I know when I have done my work well. 24 responses	Grades 3 to 5Grades 3 to 5 I know when I have done my work well. 90 responses
Secondary I am happy with the way the school informs me of my progress. 125 responses	Parents East-West regularly communicates students' achievement to parents and the community 64 responses
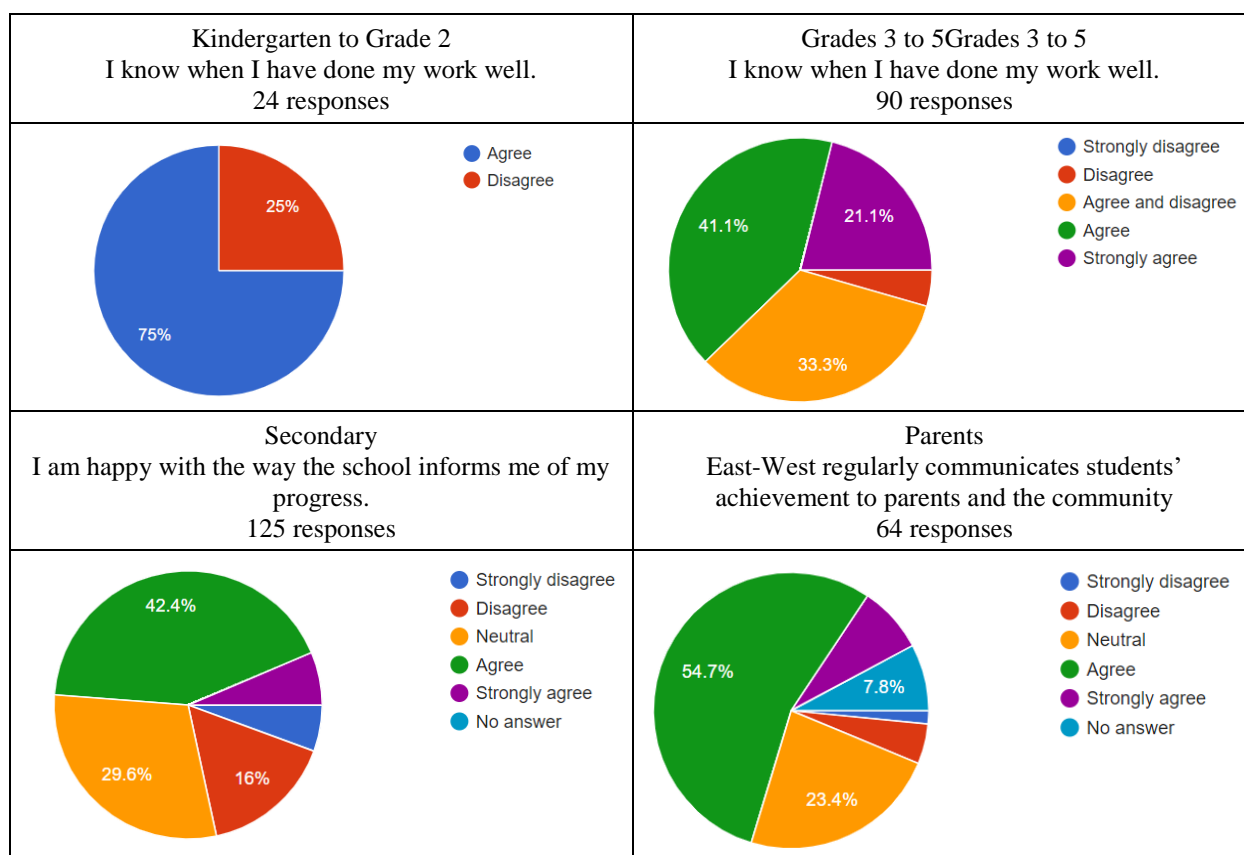
Supporting Evidence

- PTC Summary Reports
- Board Meeting Schedule
- Student Grade Report
- Student Short Questionnaire

B3.6 Security Systems

Indicator: The school employs security systems that maintain the integrity of the assessment process.

Prompt: *Evaluate the selection of and the use of proctors, the security systems for text documents, and the means to maintain the integrity of the assessments.*

Findings

East-West International School complies with the rigid requirements laid out by CIE, the body whose courses the school teaches. These requirements include guidelines for internal teacher-assessed exams, the secure receiving and dispatch of examination papers, the criteria for creating the school's 'secure location' for exam storage, the selection and training of invigilators, and the process to be followed if any malpractice does take place. When official CIE exams are received, they are placed in the exam safe in their sealed packages, ensuring they cannot be tampered with before the exam. CIE is a recognized examining body worldwide and their requirements and practices are accepted globally. The school's Cambridge Exam Officer assigns proctors during Cambridge exams, and provides training for all proctors. This ensures that proctors are fully trained and knowledgeable about their role. This has proven an effective system so far.

In February 2019 students in Grades 3, 5 and 7 will take the ACER ISA. These tests are being undertaken online and all ACER requirements will be met.

In the KGE system, year 12 KNE are taken externally and are assessed and proctored by the MoEYS. Grade 6 and 9 examinations are conducted on campus, under the conditions set by the MoEYS.

Supporting Evidence

- Photos of safe and cage
- Exam security pages from CIE handbook.

B4. How Assessment is Used Criterion — Classroom Assessment Strategies

Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are 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.

B4.1 Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

Findings

Throughout the primary grades, teachers use a range of assessment strategies, both formative and summative, to measure student progress towards acquiring specified skills or achieving goals.

From Kindergarten to Grade 5, teachers use the formative and summative assessment tools provided as part of the ORIGO *Stepping Stones* program. Formative assessments include observations, discussions, journal pages, and portfolios. Summative assessments provided for individual modules included check-ups, interviews, and performance tasks. In addition to module assessments, quarterly tests are provided which can include both interviews and written tests. Where the teacher modifies the sequencing of content, they have been shown how to use the assessment tools provided to create assessments which match the content taught. All *Stepping Stones* assessment tools are linked directly to the ANC Mathematics, which will allow easy mapping to the East-West International School primary Mathematics Curriculum once this is finalized.

Also, across the primary school, teachers use a range of assessment in the ELA program. Core assessments for all grades include sight words assessments and running records. For Grades 1 to 5, writing tasks are assessed using the Writing A-Z rubrics, which place students as Beginning, Early Developing, Developing and Fluent. In addition to this, teachers use a range of formative assessments, including classroom observation, questioning, participation, and completion of classwork. One Grade 3 teacher reports that she often asks students to review previous learning at the start of a lesson. By pulling a name out of a jar and calling on that student she can adjust the questions asked based on her knowledge of each student's capabilities. Speaking and listening skills are assessed both formatively, through holistic observation of every day interactions, and summatively, through formal oral presentations.

Assessment is built into each IPC unit during the UbD planning process. These usually include a variety of recording activities built into each task, and larger project-based performance tasks. Each IPC unit also has the option of a major Exit Point, during which students showcase their learning for a wider audience. The IPC includes a comprehensive range of skills assessment rubrics for self- and peer-assessment by students and teacher assessment. These can be incorporated into rubrics that are specifically designed for performance tasks.

As primary teachers integrate the SLOs into their daily lesson planning and unit planning as well as using teachable moments that arise during the day, they are constantly monitoring student progress toward the SLOs and therefore global competencies. When the process of developing rubrics for the SLOs is complete, these will be able to be integrated into more formal assessment plans.

Similarly, in the secondary school, a range of assessment strategies are used.

The English department uses a wide variety of assessment strategies from traditional essays to video presentations to creation of large-scale posters. This blending of multiple forms of assessment allows the teachers to accurately measure the students' progress regardless of their preferred learning style. Furthermore, by using more creative strategies, it ensures that students are prepared for the demands of life after school as they have learned how to express their knowledge in a variety of forms.

Teachers of Mathematics also use a range of informal assessment including (but not limited to) homework marking, comprehension checks via questioning of students, and successful completion of tasks (e.g. exercises, plenary activities, etc.). This formative assessment of students' understanding provides feedback to teachers in terms of the amount of time needed to ensure most students have grasped essential concepts. Formal assessment includes tests based on a bank of questions directly from the CIE past paper examinations. The tests are marked strictly according to the CIE marking scheme standards.

In the Science department, assessment is done through PBL tasks, such as posters, presentations, experiments and write-ups. In addition, formal exams are given at various points throughout the academic year. These formal assessments are directly aligned with the syllabus for each grade and are used to ensure the progress of each student towards achieving the necessary knowledge and skills.

Humanities classes typically starts with a baseline assessment to learn where the students are at the beginning of the year. Planning decisions are typically made after that (we have a meeting about yearly and unit planning around beginning of Sept). Formative assessments as feedback are carried out routinely, and summative assessments are as follows: 50% tests, 25% projects, 15% HW, 10% Classwork/participation. Bonus points can be awarded by teachers for various SLO components built into the lessons by individual teachers. For students in grades 10 to 12, there are also the summative end-of-year CIE.

In the PE department, teachers undertake formative assessment through observation of student participation in class activities. Half yearly summative assessments are also completed. To ensure assessments are appropriate for learners, PE teachers are constantly adjusting and modifying different types of exercises such as push-ups and knee push-ups, or just decline push-ups. The PE department also use the beep test, for which they have a quantitative scale that indicates the appropriate levels for different age groups of students.

The music department conduct both practical and theory classes. During the semester, music teachers constantly monitor student progress during classes to ensure correct techniques are being used. Feedback is also provided on work completed during theory lessons to help students make the necessary progress. At the end of each semester, students area assessed on their performance progress. Students also complete London College of Music theory papers as an external assessment. Each assessment is assigned based on individual student's capability.

The ICT Department also use both formal and informal assessment for the students. These include both tests and projects. In this way, they monitor the extent to which students understand concepts and what they are able to do on the computers.

On examination of the evidence provided, it can clearly be seen that teachers at East-West make use of appropriate assessment strategies to measures students' progress towards acquiring a

specific body of skills and knowledge. One area for improvement could be the more frequent and explicit embedding of assessment of global competencies. This is an area the school is working on, as it is felt that although the global competencies are being taught and assessed in the school through the SLOs there is a need for a school-wide set of rubrics to ensure consistency. A plan is in place for development of such a rubric.

Supporting Evidence

- *Stepping Stones* Foundation Formative Assessment – Journals and Portfolios
- *Stepping Stones* Grade 1 Formative Assessment – Observations and Discussions
- *Stepping Stones* Grade 2 Summative Assessment – Interviews
- *Stepping Stones* Grade 3 Summative Assessment – Quarterly Test Overview
- *Stepping Stones* Grade 3 Summative Assessment – Quarterly Test
- *Stepping Stones* Grade 4 Assessment Overview
- *Stepping Stones* Grade 4 Summative Assessment – Check-ups
- *Stepping Stones* Grade 5 Summative Assessment – Performance Task
- Performance Task (*The Stories People Tell*)
- Assessment Examples 3rd Grade
- Grade 4 Mathematics
- Running Records Kids A-Z
- English Essay Example
- English Video PowerPoint Screenshot
- English Wall Display
- Chapter 4 Test
- Science Project Example
- Biology AS Quiz Ch 1
- Revolution Bingo Card
- AS GPR Test
- HS Assessment
- Chapter 3 and 4 IT Test

B4.2 Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

Findings

Examination of a range of student work and completed assessment items clearly demonstrates that East-West International School students are achieving both academic standards and the SLOs. This evidence comes from both formative and summative assessment items as well as photographs and videos of student participation in class. The SLOs are well known among primary students as teachers regularly integrate them into their lessons. Some secondary students still remain unsure about the SLOs, however secondary teachers are increasingly integrating these into their lesson and unit planning. Following are a range of examples which demonstrate how students are achieving both academic standards and the SLOs.

Our first example comes from a Grade 3 Mathematics class, where students were divided into groups each with a different problem linked the concept being taught (3D shapes) to solve. The students had to discover the problem on their own and then work out how to solve it. This resulted in the children working on both identifying the problem as well as developing their problem-solving skills.

In A-Level English Language classes, students are consistently challenged to be creative problem solvers. An example of this can be seen in the presentations they gave on *Social Issues in Language*, where students were given a one word jumping off point (gender or class or race), and from there had to research and present a presentation on the Sociolinguistic issues that raised by that topic. Students had to demonstrate higher order thinking skills and collect, evaluate and use information from different sources. This project was directly linked to the CIE academic standards for the course and provided the students with a broader knowledge of these sociolinguistic issues.

Grade 5 students demonstrated their achievement of becoming Lifelong Learners in their planning, preparation, and presentation of a monthly assembly for Grade 3, 4, and 5 students. In doing this, students demonstrated their ability to organize and take responsibility for their own learning and to stick with a task until it is completed. The students created ten clues for a Murder Mystery, each one of which was a puzzle to be solved. This then became an interactive game of *Cluedo* for the assembly participants.

In secondary History classes, students create 'visual essays' by collecting a variety of sources connected with an issue that has been discussed in class and then analyzing these sources using a visual format. These visual essays allow students to organize and take responsibility for their own learning, creating a visual aid that will help them remember the key points they have been covering.

One of the ways Grade 5 students develop their communication skills is through their individual learning goals. These are commented on in writing or orally by the teacher daily and tracked using a card on the front of their notebook. This allows the students to learn how to express their thoughts, ideas and knowledge in writing, while also working on their ability to respond to the feedback given by the teacher.

Grade 6 English students demonstrated their knowledge of a course text and their fulfillment of the SLO to be effective communicators through their illustrations and notes on their favorite characters in 'Holes'. To complete this task, students had to work in groups showing their ability to listen and respond appropriately to others. They then displayed their learning through an illustration and in writing, developing their ability to express thoughts, ideas and knowledge in writing and other ways.

An example of how students worked collaboratively is seen in after-school stop-animation projects. Grade 4 and 5 students collaborated with Grade 9 and 10 English classes to produce the final project. The Grade 9 and 10 English classes helped with the storyline and script, while the Grade 4 and 5 students completed the creation of setting and characters, as well as the actual production of the final video. The result was an extremely collaborative project where students were encouraged to work cooperatively with peers in and out of the classroom.

As part of the field trips taken by each year group in December, one day is usually spent helping the local community or volunteering in some way. Students then reflect on this when they come back to school. The result of this is that the students are given an active learning experience and are also able to participate actively in community life at school and outside school.

In Grade 5, students created prototype seeders as part of an IPC unit. Another part of the assessment involved creating infomercials for their projects. As well as the academic standards being addressed, this gave students an opportunity to show how they are striving to create a better and more peaceful world.

Grade 6 and 7 Science students have explored various ways to protect the environment. They then applied their learning by creating posters for super heroes who would help to save the world. The posters highlighted both what the students had been studying in class and allowed them to explore the SLO of striving to create a better and more peaceful world. A similar Science project saw Grade 8 students creating PowerPoint presentations about pollination, parts of a flower, roots and the impact on people's health.

As these snapshots highlight students at East-West regularly engage in a range of work and assessments that challenge them to demonstrate their achievement of the academic standards and the SLOs.

Supporting Evidence

- Mathematics Problem Based Stations
- Personal Targets in Grade 5
- Camera and Stop Motion Project
- Image of a Seeder
- A Level English Presentations
- IGCSE History Visual Essay Project
- Grade Holes Characters
- Grade 10 Volunteering at EVP
- Grade 11 Trash Beach Pickup
- Science Super Hero Poster
- Student Short Questionnaire
- Grade 8 Lesson Plan with SLOs
- Google Classroom
- Readworks.org
- RAZ-Kids

Additional Online Instruction Prompt: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings

While East-West does not have any classes which operate completely online, our teachers do use a range of online assessment tools. These include RAZ-Kids for online running records and writing projects in the primary grades and Google Classrooms for a Global Perspectives & Research class. Further information about assessment using RAZ-Kids can be found in B2.5 and B2.7, and further information about the Global Perspectives & Research class can be found in A2.4, B1.2, B2.1 and B2.7.

Supporting Evidence

- No additional evidence required

B4.3 Modification/Decisions based on Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings

Data collection is an area which is slowly developing at East-West International School. Considerable investment has been made in the development of a school-wide database which will facilitate the collection and analysis of data so it can be used to guide changes and decisions about curriculum, instruction, PD activities, and resource allocation. At the same time, most teachers currently use data in their daily, week, unit, and yearly planning processes to ensure the curriculum and instruction are relevant to, and at the correct level for the students they are teaching.

In the primary school, data is currently collected on both reading levels and Mathematics assessments. Teachers are required to record data from their running records in a spreadsheet which can be accessed by the Curriculum Coordinator and Primary Principal A review of this data toward the end of the 2017-18 academic year, which indicated that many students were reading 1 – 2 years below their grade level, led to the decision to purchase sufficient RAZ-Kids licenses for every child in the primary school to access this program. It also led to the decision to purchase copies of *The Daily 5: Fostering Literacy Independence in the Elementary Grades (2nd edition)* and *The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction* books for all primary classroom teachers with the intent of having teachers explore a way to incorporate increased reading and writing practice into their classrooms. A portfolio of assessment data is collected by each class teacher, which is then passed on to the next grade teacher so he/she can tailor instruction to the needs of the students. With the practice of mixing classes each year so students learn to work with a variety of classmates during their years at East-West, these portfolios make transmission of data easier for teachers, especially when teachers leave the school at the end of an academic year. It is also beneficial for the transition from primary school to secondary school, where it facilitates communication of information from a single classroom to multiple subject specific teachers.

With the implementation of the *Stepping Stones* program in 2018-19, primary classroom teachers have begun recording Mathematics assessment data in a central place. This data is currently used to drive modifications to the instructional processes to ensure these best meet the needs of students. It will also be used later in the year as part of the curriculum review, and for identification of PD needs and resource allocation.

It has been identified that there is a need for further PD for primary teachers in how to use assessment data to drive instructional decisions, as well as ensuring there is greater standardization of the data collection processes so that results can be interpreted accurately. It has been requested that facility for consistent collection of data for ELA, Mathematics, and the IPC is incorporated into the school database. It is also intended that when the results of the ACER ISA testing being conducted in February 2019 are received, PD will be provided to teachers of the classes participating in testing to ensure the data obtained from this testing is effectively used for instructional planning, curriculum decision making, and further resource allocation.

In the secondary school, two main forms of assessment data are available to teachers. Each department receives a breakdown of the CIE exam results from the exams coordinator, which is

then disseminated by HoDs to various stakeholders. This allows departments to analyze how well students are performing across different exam levels and adjust their instruction accordingly. This level of data analysis is extremely useful as it allows teachers to provide the best quality of education to ensure that students receive the grades they want/deserve. The review of CIE data also allows the Secondary Principal, in collaboration with the HoDs, to make decisions about which courses should and should not be offered on the curriculum. An example of how this has been used effectively is in English, where an IELTS preparation course was introduced in the 2018-19 academic year in response to previous years' exam results. It was noticed that several students were struggling with the A Level classes but were too advanced for the English as Second Language class. Therefore, a new class was created to cater for these students.

The analysis of continuous assessment results throughout the academic year allows teachers to alter their instruction and to, if necessary, move students to another class. This is most frequently seen in English and Mathematics, where there are two levels of instruction. In English, students can be placed in either English as a First Language classes or English as a Second Language classes. These classes are offered from Grade 6 through to IGCSE (Grades 9 & 10) and thus provide students with lower English ability a better chance of passing their examinations. In Mathematics there are core and extended classes. These serve the same function. The constant analysis of classroom assessment results allows class teachers, in collaboration with HODs, to ensure that students are placed in the right section and have the best chance of reaching their full potential.

Another result of reviewing the results from the 2017-18 CIE was the decision to cease offering AS Business Studies. This highlights a major change to the school's curriculum through examination of assessment data. Also, as a result of the review of CIE data, secondary teachers were offered the opportunity to undertake Cambridge online training, as it was felt that greater familiarization with the course could only improve assessment data. This was funded by the school through both the PD budget and department budgets.

In terms of resources, assessment data has been analyzed to ensure that department budgets are being spent on the correct materials. As a result, the school has purchased new textbooks, alongside SMART Boards and additional online resources (e.g. Kaboodle) to help with the instruction of students.

As with the primary school, the implementation of the school database will facilitate both better collection of assessment data and easier analysis of that data. There is also a need to standardize assessment procedures within and across departments. East-West is aware of these growth areas and will continue to ensure progress is made in this area, as well as ensuring the existing use of assessment data continues.

Supporting Evidence

- Running Record Primary example
- Transition Notes
- English Component Results
- IELTS sign up numbers
- Planning Book with Assessment results
- Primary PD
- Cambridge PD Training Certificates

B4.4 Teacher Feedback to Students

Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

Prompt: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?

Findings

To determine whether teachers provided timely, specific and descriptive feedback that supports students in achieving learning targets, academic standards and the SLOs, we included a question on this topic in the surveys conducted in April 2018. The questions varied according to the age of the students, and teachers were also asked for their perception on this topic. The results of those surveys are shown in the charts below.
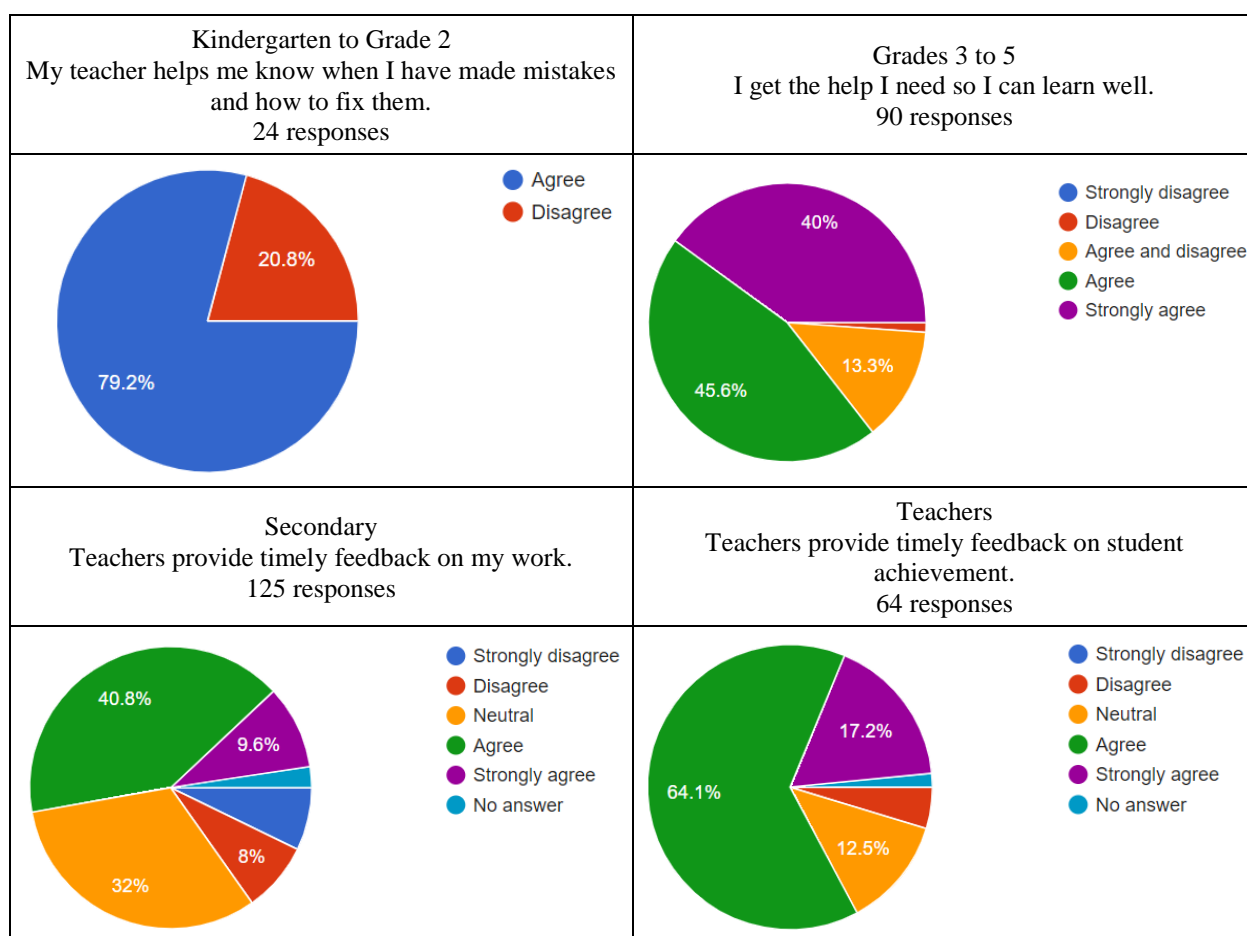
A review of this data indicates that, for the most part, primary students feel that they get the feedback they need so they can learn well. Interestingly, only 81.3% of teachers were confident that students received timely feedback, with a further 12.5% being neutral on this question, leaving just 6% who disagreed with this statement. In the secondary school, the story is somewhat different with only 50.4% of students agreeing or strongly agreeing that teachers provide timely feedback on their work. Interestingly a further 32% of students (40 out of 125) gave a neutral response on this question. That could be interpreted that the students felt that some teachers did this, but not all, or that feedback was provided, but not necessarily in a timely way. By looking at it from the opposite perspective, only 15.2% (19 out of 125) students specifically indicated that teachers did not provide "timely feedback" on their work. What the secondary student and teacher survey question did not provide evidence of, is whether that "timely" feedback was also effective.

Throughout the academic year, teachers give both written and oral feedback to the students. This feedback includes:

- Written comments on draft work
- Grades and written comments on completed assignments
- Rubrics and comments on RAZ-Kids Writing online projects
- Consolidated feedback on completed work – giving the whole class the benefit of knowing mistakes others made without identifying who made the mistakes
- Oral feedback and encouragement given to students while moving around the classroom as they are working
- Oral feedback on draft work during individual conferences with students
- Oral feedback on running records given at the end of the assessment
- Oral feedback during class discussions
- Interactive feedback using online tools such as Google Classrooms

By tailoring the feedback to individual students, each student can develop greater understanding of what the teacher is looking for and how it relates to the academic standards. The use of individual conferences allows teachers to give detailed explanations when needed and to answer any questions a student may have. Teachers are encouraged to return tests, papers or comment cards at the beginning of classes to allow students opportunity to ask questions about these and for relevant discussions of results (in general terms) to be held.

Some teachers in the primary grades are adept at using teachable moments to both give feedback about a learning task and make connections with the SLOs. For example, when students in Grade 1 have are having difficulty solving a Mathematics problem, their teacher might say to them, "How can we be creative problem solvers to work this out?" This could lead to students suggesting they could get the cubes out, or they could draw a picture, or they could act out the problem.

As much of the feedback provided is oral, this cannot be presented as physical evidence, however it is often more timely than written feedback. We look forward to the visiting team observing this type of feedback occurring during their visit to our school.

Supporting Evidence

- Teacher feedback on an essay
- Teacher feedback using comments on PowerPoint presentation
- Teaching feedback on essay using different color pens to highlight positives and negatives
- Grade 3 teacher feedback on multiple drafts of a student writing project
- Grade 4 teacher feedback on student writing task using Writing A-Z online writing feature.
- Secondary Student Survey Results
- Student Grade Report

Category B: Standards-based Student Learning:
Summary, Strengths, and Growth Needs
Summary (including comments about the critical student learning needs)

East-West has made significant progress regarding curriculum and student learning in recent years. Improvements in primary include the implementation of the IPC and the *Stepping Stones* program. IPC promotes inquiry-based learning and reflection, while both programs address the need for a comprehensive, research-based curriculum. Our use of ACER-ISA assessments, starting in 2019, will help give us a better picture of how well our students are achieving.

East-West has made great strides in terms of developing 21st century best practices with all our teaching staff. In addition to support from Cambridge, teachers have been encouraged to seek more online learning opportunities. We have also implemented more ways for teachers to learn from each other at school with our Pineapple Board, book studies, and more PD offered by leadership. The importance of PD is reflected in the substantial amount allocated for this in the school budget.

Our secondary students do exceptionally well in classes such as Global Perspectives & Research, which offer them the chance to interact with issues affecting their world. It is therefore important to note the correlation between real world application and student performance. The creation of the position of STEAM Coordinator will allow us to continue improving in the area of secondary curriculum, including integrating the Khmer and English-language programs, aligning cross-curricular objectives among all disciplines irrespective of language, and helping write middle school curriculum. The addition of student reflection in the report cards has allowed students to be more aware of their own learning.

In both primary and secondary, our Khmer program has clearly defined standards that are aligned with the curriculum published by the MoEYS.

Further progress can be made regarding student assessment in both primary and secondary. Teachers are incorporating SLOs into lesson plans more regularly, but school policy could be improved in this area. In addition, we can still improve our assessment of the SLOs. In secondary, graduation requirements need to be documented and shared with all stakeholders. This will become possible once a decision has been finalized regarding the base curriculum.

The school relies on textbooks minimally and uses them as one of an array of resources to deliver the educational program. Substantial progress has been made with technology integration, including upgrades to the school's network and Wi-Fi, the addition of a school server, upgraded computer labs in new rooms, the introduction of SMART Boards into classrooms, and school laptops and emails being used by all full-time staff. We would like to see continued improvements in how teachers do their lesson planning and assessment, including extending the use of UbD planning to all areas.

We have put procedures in place to make better use of the data we already collect and intend to more proactive in the collection, disaggregation, analysis and reporting of school performance data. The ACER-ISA test will provide us with a good picture of how our students in upper primary and middle school are doing. We recognize the need to help our teachers better understand how to collect and use the data to improve teaching methods. Although strides have been made to improve standardization in terms of assessment, grading and report in secondary, we are hoping to make further improvements across subject levels to ensure fairness and consistency.

Category B: Standards-based Student Learning: Areas of Strength

1. Implementation of the IPC

2. Integration of SLOs into everyday teaching

3. Implementation of ACER-ISA Testing in Grades 3, 5 and 7

4. Increased allocation for professional development in the school budget, and an increased promotion of free, online professional development

5. Creation of the STEAM Coordinator position to assist with middle school curriculum, Khmer/English integration and subject integration

6. Khmer General Education curriculum and clearly defined standards

7. Substantial investment in technology integration and improvements

8. Renewed focus on inquiry-based learning with ample time for reflection

Category B: Standards-based Student Learning: Areas of Growth

1. Integration of Khmer and English curricula in secondary

2. Creation of a real, vibrant middle school curriculum

3. Creation of school policy to assist with assessment of SLOs

4. Creation of concrete graduation requirements

5. Continued growth for teachers in lesson planning, assessment and collection/use of data to improve teaching methods.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion — Personal and Academic

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

C1.1 Adequate Personalized Support

Indicator: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

Prompt: Evaluate the availability and the adequacy of services, including intervention and referral services, to support students in such areas as health, career and personal counseling, and academic assistance. Determine if there is appropriate application of assessment tools and processes for determining interventions.

Findings

East-West International School has always been student-centered, and over the past six years has made substantial progress in ensuring the students are supported with the necessary services. This hasn't been easy, as until recently there were very few support services available in Cambodia, and none with a specific educational focus.

In terms of student health, East-West now employs a full-time, qualified nurse who is on campus during school hours and attends all home games. A small clinic room has been established and equipped with the necessary first-aid supplies to assist students in the event of minor accidents or illness. A bank of student and staff allergies has been established and is available to all staff on the file server for ease of access in the event of an emergency. Incident reports are completed whenever minor accidents occur and processes are in place for the recording of "near misses". Parents are asked to complete a new medical information form each year and this information will be added to the school database once this is operational. We also have clear guidelines in the Parent Handbook indicating to parents when students should be kept home from school or will be sent home. These guidelines are in place to help limit the spread of infectious disease on campus and so that parents are aware of the importance that we place on caring for the whole child.

The inclusion of Physical Education (PE) as a core activity for all students reflects the school's belief that physical activity is important for our students' physical and mental health and

development. In 2018 we added an additional Physical Education class for each class in Grades 3 to 5, and optional Physical Education classes for non-Cambodian secondary students during the first period of the day. These have been well received. To help ensure the safety and wellbeing of our students First Aid training (including CPR and the use of AEDs) has been provided for 48 staff, including all Physical Education staff, members of the Leadership Team, and a mixture of other primary, secondary and specialist staff. It is our intention to ensure all staff are trained over the next two years, and then to maintain that level of training. Three of the PE staff are qualified AustSwim Teachers of Swimming and Water Safety, and one more is in the process of completing this qualification. A minimum of three staff are required at all swimming lessons with one person designated as a "spotter" constantly alert for any student who may get into trouble. While a full-time lifeguard is not employed, East-West is considering some options for improving this area. Pool maintenance and water quality monitoring procedures have significantly improved, and there are plans to further improve these over the coming year. The Director attended the 2018 conference of the Asia Schools Institute for Safety and Security and plans to implement several additional safety measures during the current and next academic year.

East-West offers career counselling for Grade 12 students through life skills classes. This gives opportunity for students to seek guidance when needed. College visits providing information for secondary students are welcomed, and the school has facilitated attendance at off-campus university fairs held at other local international schools. Our senior students have also visited universities in Thailand and Malaysia during their mid-year field trips. Hiring a qualified college and career Guidance Counselor is considered a priority to help ensure students have access to the best services we can offer in this area. Students indicated in March 2018 that this is an area in which we could improve, however it should be noted that more than half of the responses to this survey were students in grades 6 through 8, who have traditionally had less opportunities in this area.

The school brings in external experts to inform the students about job possibilities and the skills required for them.
125 responses - Secondary
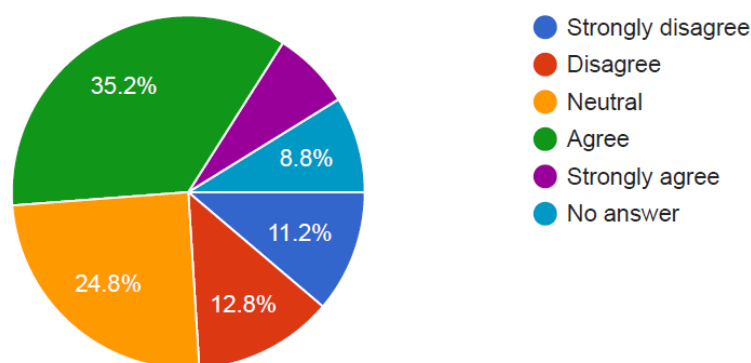
Services for student support in social and emotional areas is something which has developed over recent years. Since 2010, the school has operated a life skills program usually run by a trained counselor in conjunction with other staff. With the departure of our previous school counselor at the end of the 2016-17 academic year, it was decided to establish the position of Head of Pastoral Care. With changes in leadership, this evolved into the current position of Student Support Specialist in the 2018-19 academic year. A Crisis Management Team of six staff members has been established to ensure that rapid response is possible to any crisis. If a crisis arises on campus, a lockdown procedure can be implemented quickly and easily to contain the situation and reduce the potential impact on other staff and students, as well as preserve the dignity and privacy of those involved as far as possible. Communication during these events is through the Telegram app, facilitating rapid response at any time – both on and off campus.

As a school we are very aware of the fact that mental health issues are often overlooked here in Asia, and certainly have very strong negative stigma attached to them. Consequently, the Leadership Team decided to make students' mental health and well-being a core focus for the 2018-19 academic year. The school started a tolerance club with the aim of creating an environment where students feel safe and comfortable discussing issues like gender, bullying, and abuse, between themselves as well as with faculty members. All staff have completed a two-hour on-line suicide prevention course, and secondary staff facilitated and participated in an assembly aimed at helping students to better manage stress. The Director has raised the issue of student mental health with leaders of local international schools. This has led to ideas being shared between the schools, including PD opportunities, the facilitation of a plan to re-introduce mindfulness into life at East-West, and the beginnings of a collaborative effort between local international schools to help support students' wellbeing.

A standard student referral form for both behavioral and academic matters has been developed and staff are encouraged to both speak to a Principal and/or student support specialist and submit a referral. Action taken as a result of these referrals is dependent on the type and severity of issues raised and is tailored to the needs of the student or staff member involved. This may involve meeting with the Principal, meeting with parents, behavior contracts, or referral to the Mobile Educational Testing Unit (METU) to access additional resources. This organization has been operating since 2017, providing a range of services including psychological assessment and therapy including ongoing counseling, speech and language assessment and therapy, and educational assessment. Prior to this we used the services of Indigo International for both speech/language and occupational therapy. For various reasons this service was less than satisfactory, and it is also no longer available.

The reality is that the atmosphere of the school is such that there are very few discipline issues, with most students wanting to be at school, to do the right thing, and to learn. The model used by the school for behavior management is Positive Behavior Support (PBS), also known as Positive Behavior Intervention Strategies (PBIS). In 2017-18, primary teachers were required to submit a grade level behavior management plan based on these principles. Secondary students are required to sign an essential agreement which provides the foundation from which misbehavior is managed.

While East-West does not have a specific department or specialist teacher for students with additional learning needs, we do make every effort to ensure all students are able to learn to the best of their ability. During the enrollment process students are assessed to determine their need for additional services, especially English Language Support. This assessment includes a review of past report cards/transcripts and any other documentation provided by parents. For those students requiring additional English Language Support a number of options are available. Initially students may be placed in a grade level one year lower than the age appropriate class until they reach a level of English where they can learn well at grade level. Several students have later skipped a class when attaining adequate levels of English. In the primary grades, students may be required to attend the after school English Language Support program for one hour, four days a week. These classes are also opened to other students whose teachers recommend additional English Language Support. In the secondary school, students may be placed in ESL classes rather than mainstream English classes and non-Cambodian students may be required to take additional ESL classes when their peers are studying Khmer language. In the past two years we have also offered an extra Khmer program for students in the primary grades needing additional instruction to be successful at grade level. Where necessary, the Curriculum Coordinator, who has a Graduate Certificate in Inclusive Education, will work with specific students identified as needing additional support. All teachers are encouraged to differentiate both their instruction and assessment tasks so that all students can participate successfully at their own level of development. The Secondary Principal and HoDs have made every effort to ensure students are placed in classes in which they can be successful. Students who struggle with

a particular subject may be encouraged to undertake individual tutoring, which a number of staff offer on a private basis. Both the Primary and Secondary Principals assist in matching these students with tutors when requested.

Over the years a few students with special needs have been accepted, and these students have been offered personalized programs with a one-on-one teaching assistant in mainstream classrooms wherever possible. At times these students will also work in the library with their teaching assistant. These students may also receive additional services from METU or other allied health professionals where necessary. The school is currently considering a range of options to best meet the learning needs of students in the secondary school for whom a full academic program is not practical. This includes offering non-exam programs so that these students can continue learning in a way that best meets their needs.

Supporting Evidence

- Staff Handbook (E/HC)
- Student Referral Form (E)
- Secondary Essential Agreement (E)
- METU Information and Referral Forms (E)
- Individual timetables (Mishya)
- College visit schedule (E)
- College brochures (E)
- Grade 12 field trip photos (E)
- Certifications (E)
- AustSwim Certification (E)
- ASISS PPT Presentations (E)
- Suicide Prevention course completion certificate (E)
- Student health forms (E)
- Primary student incentive program (E)
- Mindfulness Implementation Plan (E)
- Secondary Library Mandala activity with Grade 6 students. (E)

Additional Online Instruction Prompt: *Comment on the availability, adequacy, and appropriateness of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings

As the only online instruction offered is a solution to timetabling challenges and small classes, no further support services are necessary.

Supporting Evidence

N/A

C1.2 Strategies Used for Student Growth/Development.

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings

Classes at East-West are kept relatively small, with few classes exceeding 20 students. This enables teachers to more easily differentiate instruction to best meet student needs. With the move to 21st century approaches to teaching and learning and the increasing availability and integration of technology in the classrooms, we are seeing teachers offering alternative instructional strategies and varied assessment options to better meet student needs. For example, when class sizes proved too small for effectively teaching an AS-level Global Perspectives & Research class (where students need to be exposed to and interact with a myriad of viewpoints), humanities teachers decided to use Google Classrooms so that students in one class could interact with those in other classes, regardless of scheduling difficulties. Students taking the course, as well as the teachers designing and facilitating it, have responded favorably to this development. Teachers at East-West have a high degree of autonomy in how they teach and are encouraged to create new learning experiences for students making use of newly available technology. For example, students in a Grade 6 Social Studies class designed, created, and edited a series of interactive videos as part of their PBL about Ancient Greek and Roman civilizations.

Throughout the school, teachers are encouraged to differentiate instruction based on the needs of the individual learners. One example of how the leadership have facilitated this is the primary Mathematics program which provides all teachers with access to materials for Kindergarten to Grade 6, thus allowing teachers to access material necessary for either supporting students who are struggling with a concept or extending students who are excelling. The use of the Learning A-Z reading and writing resources throughout the primary grades also enable teachers to ensure instruction and learning tasks are differentiated to meet the needs of individual learners, while still meeting rigorous academic standards.

Secondary   **Grades 3-5**
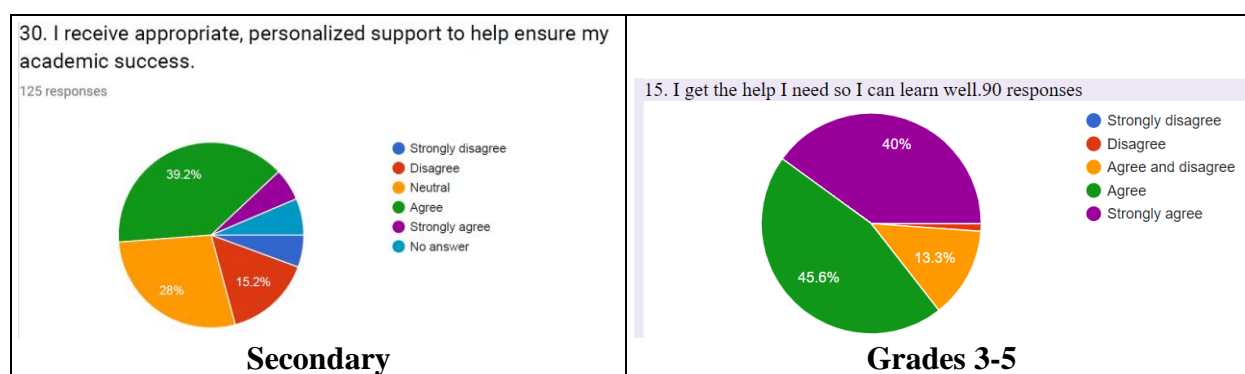
The images above show the difference in student perception of academic support between primary and secondary students. Clearly the majority of Grade 3-5 students receive the support they need, whereas less than half of the secondary students responding feel this way. This is an area for further growth.

One area which was highlighted in both formal and informal discussions with teachers as well as through analysis of student essays and tests is the need to improve written English skills,

especially for secondary students. Given that the majority of East-West students have a first language other than English, it has been suggested that there is a need for a specialist English as an Additional Language (EAL) teacher to support those students who struggle with writing. In 2018 a cross-curricular academic writing workshop was held to help address the need to improve written English communication skills generally, however some staff feel that more is needed, particularly in teaching writing skills. One way the school has helped address this is the introduction of a coursework component into some CIE subjects, so students are able to be assessed in a way which is academically rigorous thereby reducing some of the pressure of high-stakes examinations. In addition to this, the school has begun offering non- CIE courses for those students who struggle with the language barriers or academic demands of A-level courses. The school leadership believes that these non-CIE, yet still academically rigorous, courses will be an effective way for students to access and progress through an alternative standards-based curriculum. Further to this, A-level courses for which no prerequisite IGCSE course is offered (thus building foundational knowledge, skills, and understanding) will not be offered past the end of the current academic year.

It has also been identified that there is limited continuity between upper primary and lower secondary classes, both in terms of the curriculum taught and the teaching strategies used. The appointment of a STEAM Coordinator, whose responsibilities included facilitation of the links between primary and secondary, could be useful in ensuring student needs are met. Currently there is a Curriculum Coordinator for the primary school, while the secondary HoDs undertake this role for their own subject areas, working in conjunction with the Secondary Principal and the Student Support Specialist.

In 2018-19 training was provided to all teachers on PBL and Alternative Assessments. Several teachers have moved to use this approach with very positive response from students.

Supporting Evidence

- Screenshot of GPR Google Classrooms module (E)
- Interactive Grade 6 project on ancient civilizations (E)
- Smartboard usage in classroom (E)
- Photo of the use of interactive web apps in classroom (E)

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings

As the only online instruction offered is a solution to timetabling challenges and small classes, with no students completing all their studies online, no additional orientation, induction, monitoring or support are necessary. In fact, the one online course offered was specifically developed as an online program to ensure students had the opportunities for interaction necessary for success in that particular course.

Supporting Evidence

- Google Classroom student comments screenshot (E)

C1.3 Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Prompt: Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings

The school leadership and staff ensure that support services and related activities have a direct relationship to student involvement in learning by requiring that all activities are linked directly with our SLOs. This includes field trips and sporting events as well as special events taking place on campus. Many of these activities involve students in being Responsible World Citizens as well as developing the four Cs of 21st century learning (Critical thinking, Collaboration, Communication, and Creativity). It is through these types of activities that students who struggle with language or other academic barriers can demonstrate their knowledge, skills and understanding of core learning.

In the primary grades, the Curriculum Coordinator provides some additional support to students identified as needing more help than the classroom teacher can give. These students are usually identified and referred by the classroom teacher but can also be identified during a review of student data such as running records and Mathematics assessment scores. The Coordinator assesses the students in the identified areas and develops an instructional program based on that assessment. The support can be provided to individuals or small groups and can take place in the Coordinator's office or the student's classroom. The instructional programs are continuously evaluated and tailored to meet the specific learning needs of the students involved. Where necessary, the Curriculum Coordinator assists teachers in the development of individual education plans for those students who require these.

In the secondary school, HoDs hold periodic meetings where issues such as underperforming students might be discussed in order to raise the appropriate level of attention to these matters by all staff. For example, during the 2017-18 academic year middle school teachers met to discuss strategies to address the behavior of several middle school students. These teachers continued to meet informally throughout the rest of the academic year to reflect on the strategies employed and created an online database to share any academic or behavioral issues that arose daily.

Occasionally students will be enrolled at East-West who have little or no English. This is a clear barrier to their learning in classes where English is the primary language of instruction. In order to assist these students, additional English Language Support classes and/or external tutoring may be recommended in order for them to be successful in a rigorous academic program. If these students were not identified at enrollment a referral form is completed and submitted to the Secondary Principal and Student Support Specialist for further action. As noted earlier, the school does not currently employ an EAL specialist to support these students.

Supporting Evidence

- Leadership Meeting agenda document (E)
- English Department assessment document (E)
- Primary afterschool ESL registration (E)
- Databank of academic/behavioral issues (E)

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings

In the primary school a deliberate decision was made this year (2018-19) to ensure all students had access to the online student component of Learning A-Z's website. All teachers were also given the opportunity to sign up for ICT lab time (outside of ICT classes) to ensure every student can access this internet-based resource for the development of reading skills.

Supporting Evidence

- RAZ-Kids screenshots (E)

C1.4 Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?

Findings

East-West International School's SLOs were recently correlated with the school's definition of global competencies, providing evidence that our SLOs are clearly aimed at developing global competence. When the SLOs were reviewed in 2017-18 the acronym C.L.E.A.R. was developed to facilitate greater understanding and recall of the SLOs by staff and students alike. Considerable effort was expended to ensure both curricular and co-curricular activities were linked to the SLOs, and staff are required to incorporate these into unit planning. Students designed projects based on the explicit components of the school goals, and artwork highlighting such projects can be found throughout the campus, ensuring the SLOs are seen every day. In the secondary school, teachers were encouraged to highlight one or two goals that were addressed by a lesson and to assess student progress towards the goals based on this.

Outside the classroom, East-West organizes 3- to 5-day field trips in December each year for students in Grades 6 to 12. A similar trip for Grade 5 students will take place in February. An integral part of these trips is opportunities for our students to be both active community members and responsible world citizens. On the field trips, students and staff give back to the community they are visiting by organizing beach cleanups, donating needed items to local schools, and holding round-table discussions on a range of topics from better ways to assist local communities to planning how to accomplish future goals. East-West students are already demonstrating their potential to be lifelong learners who apply their learning in the real world. While the field trips are usually fun, they also extend student learning outside the classroom.

Secondary school students have the opportunity to participate in a Model United Nations conference at another local school. Model United Nations conferences are held in various countries throughout the world and are very prestigious events. The opportunity to connect and network with students and teachers from other schools across the Southeast Asia region has been an invaluable experience for students and teacher chaperones alike. It has also allowed East-West to join a global community of learning institutions that host these types of forums and opens the door for the school to join conferences in other locations in the future.

Other examples of co-curricular activities being linked to the SLOs include the following:

- When the high school girls volleyball team was invited to compete in a regional tournament in Bangkok, the Athletic Department organized its own fundraisers in order to finance the travelling costs. Some of the girls baked several hundred cupcakes and cookies in this endeavor, demonstrating their ability to be creative problems solvers.

- At the beginning of the 2017-18 academic year, East-West inaugurated its own "House" competition. Students are placed in one of four houses and, throughout the year, participate in various events such as athletic games, trivia quizzes, and traditional Khmer New Year games. Students can earn points for their house based on academic, athletic, or extracurricular success in line with the SLOs. However, they can also forfeit points for violations of school rules, such as bringing onto campus prohibited items like plastic and Styrofoam. The house games are widely viewed as healthy competition and highly enjoyable. The games also foster a greater sense of school community, particularly for new students, who may make new friends whom they otherwise might not have interacted with.

- The Student Council, which has in previous years had a minimal role in school affairs, has also worked to integrate the SLOs when planning activities for the year. The Student Council's budget increase was highly appreciated by students who participate and the Council's increased presence around school has allowed student to take ownership of their school life.

In the primary school, some of the IPC units involve students, with their teachers, making connections with other schools around the world. This helps them gain a greater understanding of how things are both the same and different depending on where people live. This also helps students develop a bigger picture of how their actions today impact other people both in their own communities and around the world.

The other major component of extra-curricular activities is the after-school activities program. This program has four terms, and staff are encouraged to offer activities which they themselves enjoy so that students can experience those activities as well. These programs are usually well-attended by primary students. Parents surveyed in March 2018 overwhelmingly agreed that the school's afterschool activities were designed to meet the needs of students, and more than 60% of Grade 3 to 5 students agreed with this.

The school's after-school activities and clubs are designe to meet the needs of students.
Parents (80 responses)

I like the choices given for after-school activities.
Grades 3 – 5 (90 responses)

Students have sufficient opportunities to be involve in co-curricular activities.
Secondary (125 responses)
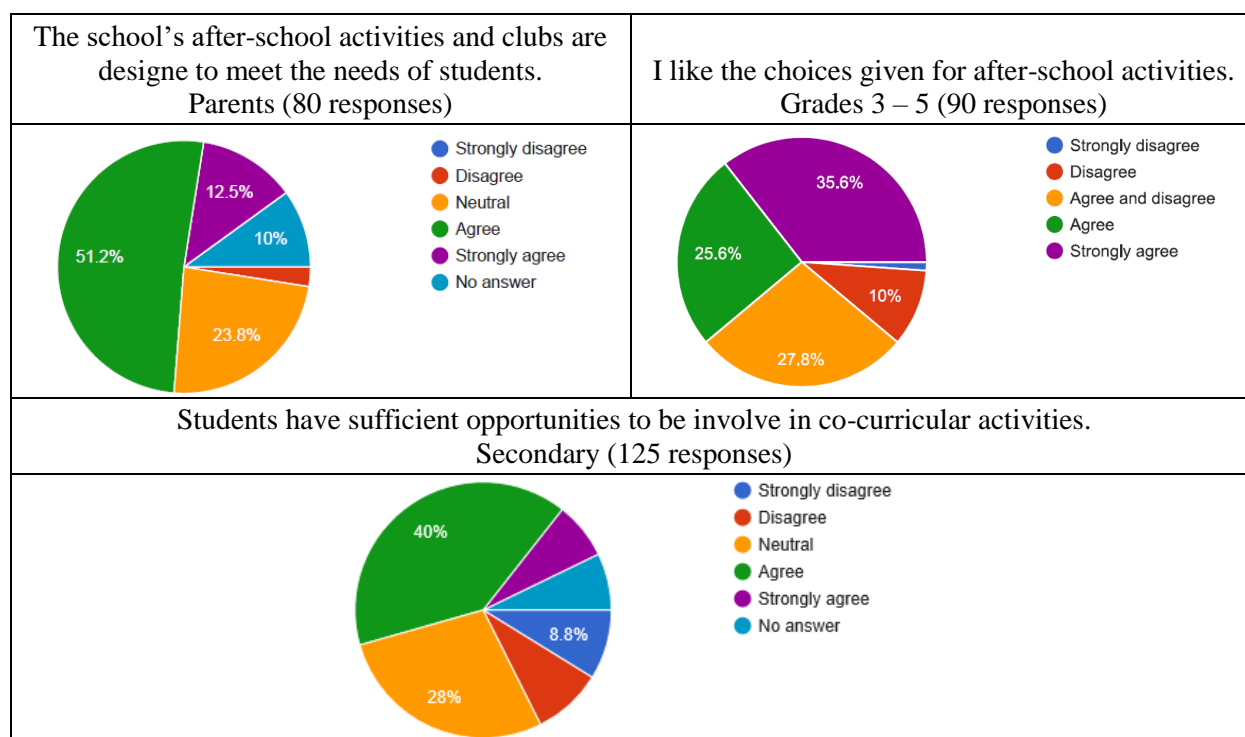
As can been seen from the above chart, secondary students were move ambivalent toward after-school activities. It is more challenging to attract participation from secondary students who are often involved in either sporting teams and/or extra tutoring outside of school. However, the Drama Club and Glee Club (music) are running well, providing a creative outlet for a number of students, with performances open to the wider community.

Supporting Evidence

- Beach cleanup on field trip (E)
- Model UN Photos (E)
- Cupcake fundraiser flyer photo (E)
- House competition photos (E)
- Student Council election posters (E)
- Primary look and listen lesson plan (E)
- After school sports photos (E)
- School play photos (E)
- Unit plan with SLOs (E)
- Field Trip proposal with SLOs.

Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.

Findings

We do not have any online-only students at East-West. Any students who participate in any sort of online learning at school are full-time, on-campus students.

Supporting Evidence

- Nil required

C1.5 Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings

The school regularly reviews student involvement in both curricular and co-curricular activities. Teachers are encouraged to reflect on lessons and act on those reflections to improve curricular engagement.

In terms of co-curricular and extra-curricular involvement, recent survey results indicate that more than 60% of primary students like the choices given for after school activities (see chart in section C1.4).

Some activities such as dodgeball and football tend to be more popular than others. The activities offered are chosen by the teachers based on student and teacher mutual interest. If enrollments for an activity indicate that student interest is low, teachers offering the activity can be asked to offer something else which will generate more interest. Student involvement is tracked through sign-up lists, which are kept by the office. Swimming, arts and craft, dancing, clay animation, and fruit art are just some of the activities offered. In addition to this, students in grades 3 to 5 have the opportunity to participate in a range of sporting events offered by the Young Athletes of Phnom Penh program. This includes a half-day track and field event as well as after school

games. Student participation is voluntary, but the percentage of students attending the track and field day increases each year as reports of a fun day are passed on to those not attending, such that in 2018-19 almost all students in grades 3 to 5 attended. One very positive outcome of these days has been seeing East-West students make extra effort to ensure students from schools with very small attendance numbers are welcomed into their groups.

After School Program Participation 2018-19

Term 1		Term 2		Term 3 Summary	
Stop Motion Animation (Gr 4-6)	10	Football (K -2)	8	Ball Games (3 - 5)	6
Football (K -3)	9	Drama (3 - 5)	8	Climbing (1 -5)	2
Art & Craft (K - 2)	5	Climbing (1 - 5)	6	Drama (3 - 5)	9
Swimming (K - 2)	7	Art & Craft (K - 2)	7	Swimming (K -2)	11
Fruit Art (3 - 5)	10	Fitness Club (K - 3)	8	Math Games (3 - 5)	6
Chess (4 - 8)	4	Swimming (K - 2	9	Football (3 - 5)	9
Swimming (3 - 9)	12	Mandarin Beginners (2 - 6)	15	Quiz Club (2 - 5)	4
Kenyan Pop Song Dance (3 - 5)	4	Badminton (2 - 5)	7	Reading Club (2 - 5)	6
Khmer Dance (K - 2)	4	Board Games (1 - 4)	13	Art & Craft (K - 3)	11
Painting Basic (1 - 4)	9			Dodgeball (1 - 5)	14
Badminton (3 - 5)	10			Badminton (2 - 5)	4
				Yoga	13

The secondary school provides students with opportunities to participate in team sports, in addition to non-athletic activities. Sports currently offered by East-West to both boys and girls include volleyball, basketball, swimming, and football. The Athletic Department keeps track of student participation through a variety of forms, contracts, and other documents. Over recent years we have seen Cambodian parents become more willing to allow their children to participate in sports as awareness increases of the benefits of participation and confidence is built in the attention paid to the safety of students.

Grade 12 students' participation in the aforementioned Model UN conference, attended at another local international school, is mandatory if taking A-Level Global Perspectives & Research, making it easy to track how many students are involved. Other examples of after-school activities in the past for secondary students have been: drama club, chess club, and glee club. Some co-curricular activities are very popular, such as a recent camping trip to Kirirom National Park, as well as a field trip to the war museum in Saigon, both of which were quickly sold out to capacity.

Most secondary students informally agree that students have sufficient opportunities to be involved in co-curricular activities, however, when asked in surveys about whether the school's after-school activities are designed to meet their needs, an equal number of students agreed and disagreed. Informal follow-up discussions with students led to many secondary students indicating that they had to take extra classes (such as Khmer and Chinese language instruction) outside of school hours.

Parents responded very positively in surveys on the question of whether their children have sufficient opportunities to get involved in co-curricular activities. Parents similarly agreed that after-school activities were designed to meet the needs of students.

Students have sufficient opportunities to be involved in East-West co-curricular activities
Parents (80 responses)
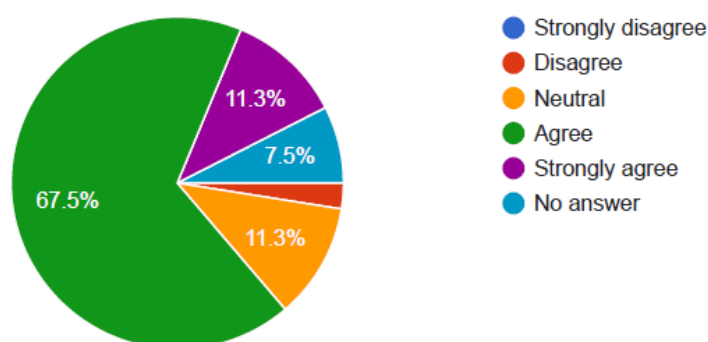
Currently there is limited data for evaluation of the level of student use of support services with the referral process being implemented late in the 2017-18 academic year. The Secondary Principal and the Student Support Specialist maintain a file for each referral. Teachers are usually aware of the students who are utilizing support services, but not to the extent that it is useful information when monitoring these students in class. The implementation of a schoolwide database, which is currently being developed, will facilitate monitoring of students using support services, and the impact these services are having on their involvement. The database will also assist teachers in knowing whether a student is out of class because they are accessing support services.

Supporting Evidence

- After school program sign-up sheets (E)
- Photographic evidence of participation in various programs.
- Copy of after school activity offerings 2018 (E)
- Photo of school play (E)
- PE Department student/parent contracts (E)
- PE sports events calendar (E)
- Afternoon program letter to parents (E)
- Student survey results (E)
- Parent survey results (E)
- Teacher reflection forms (E)

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings

We do not have any online-only students at East-West. Any students who participate in any sort of online learning at school are full-time, on-campus students.

Supporting Evidence

- Nil required

C1.6 Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings

During informal discussions with students in various classes, many secondary students indicated that they have seen considerable progress over the recent years as the school seeks to provide the support services necessary for both current learning needs and future goal setting.

When asked whether the school brings in external experts to inform students about job possibilities and the skills required for them, more secondary students agreed rather than disagreed, although this was not an overwhelming majority. When responding to the survey question of whether the school provides adequate support and resources for applications for universities and scholarships, around 45% of secondary students agreed. While fewer disagreed, this is an area for further development. With that in mind, the school's management has made hiring an experienced career and Guidance Counselor a priority moving forward to better meet students' needs and interests in this regard.

Nearly all students who commented on the school in discussions remarked that the teachers at East-West are the school's best asset. Students indicated that the teachers are approachable, friendly, and fair, helping to craft the positive environment which underpins the school on a daily basis. A majority of secondary students agreed that they could easily communicate with the Director, Principals, and the school management team. Students also commented that they understand the Student Support Specialist's role in helping them with any problems pertaining to their well-being as students. Primary students overwhelmingly agreed in school surveys that they know how to get help if they have a problem at school.

I know how to get help if I have a problem at school.
Grades 3 – 5 (90 responses)

- Strongly disagree
- Disagree
- Agree and disagree
- Agree
- Strongly agree

42.2%
32.2%
22.2%
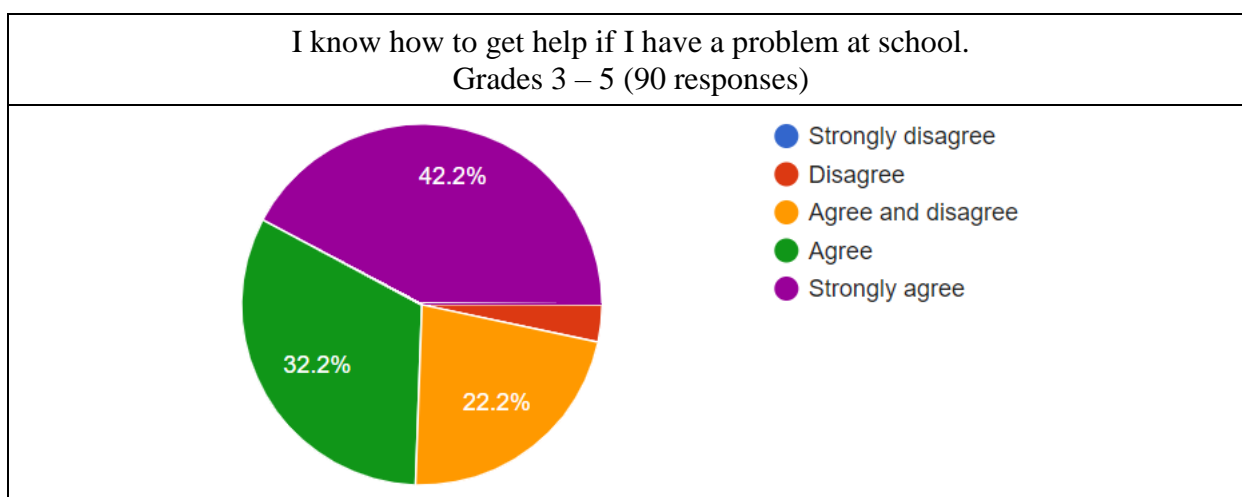
Secondary students commented that being able to sit for CIE papers was important to them, and they appreciated that they can now choose which courses to take. Students understood that the Secondary Principal was available to help with course choices, and many secondary students agreed that they understood the requirements for graduation when asked on school surveys.

Most Cambodian students, particularly in the secondary school, feel that the time provided for Khmer classes is not enough. Some students only get to study one period per week of a particular subject taught in Khmer, necessitating extra Khmer tutoring outside of school hours. This may also account for why many secondary students responded negatively to the question of whether the after-school activities were designed to meet their needs. One of the ways we would like to address this issue moving forward is to see greater integration of the Khmer and English

curriculum in the secondary grades. This has been happening successfully in the primary school for many years, so in the 2018-19 academic year an integrated Khmer-English Grade 6 Mathematics class was piloted and has been very successful. One of the challenges for expanding this program is that many of the higher-level secondary Khmer teachers have limited English which would make collaborative planning with foreign teachers (whose Khmer may be limited) difficult. One suggested solution could be provision of PD in English speaking, reading and writing for Khmer staff. This could be difficult when most of our higher-level Khmer teachers also work in the Cambodian national schools.

Finally, students raised some concerns raised about the school's infrastructure. While they were generally accepting of the time it takes when constructing a new school building, they expressed a desire for an improvement in things such as Science labs and the school swimming pool. Such infrastructure and maintenance improvements have now been built into the school's annual budget and are ongoing.

Supporting Evidence

- Student Council opinion questionnaire (E)
- Informal student discussion notes (E)
- Survey results (E)

Category C: Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Over the past three years, East-West International School has made significant improvements in providing support for students personal and academic growth.

Key improvements in the area of student safety include the employment of a full-time nurse, enhanced first aid equipment, first aid training for 48 staff, updated student health record systems, employment of qualified swim teachers, and improved incident reporting procedures. Fire/evacuation and lockdown procedures have been established with evacuation routes displayed in every room and regular drills. Communication during these events has also been streamlined through use of the Telegram app. Additional fall and collision protection has been added in the playgrounds to reduce the risk of serious injury while still allowing students to enjoy active play. To better support students with social-emotional needs, the school now has a dedicated Student Support Specialist, and a crisis management team. East-West works with the Mobile Educational Testing Unit (METU) when professionals are needed for assessment, counseling, or therapy. Student referral forms are easily available to all staff in the Shared Folder on the file server. The positive relationships that exist between staff and students mean that generally students are comfortable seeking help when it is needed, and even seeking help for friends who might not seek it themselves.

One major need, which is currently in development, is a dedicated database to effectively and efficiently track student records. The Board approved the purchase of a schoolwide database at the beginning of the 2018-19 academic year, due in large part due to continued advocacy for this on the part of the Leadership Team and teaching staff. This system will ensure teachers have access to pertinent student information including their academic history and essential health information.

In terms of academic support, a range of options are available for students. These include one-on-one assistants, differentiation within the classroom, English Language Support classes, Khmer Language Support classes, and tutoring. The Leadership Team assists in locating tutors and one-on-one assistants when these are required. Many staff have indicated that the students might benefit from an English Language Support (or English as an Additional Language) teacher to assist those students who are new to English or find it particularly challenging. The school has begun offering classes outside of the CIE curriculum for students who face language and/or learning challenges.

East-West has an extensive co-curricular program involving sporting, academic, and non-academic programs. With the revision of the SLOs, it is easier for staff to ensure each activity has direct relevance to one or more SLOs and thus to developing global competence. The major field trips, run in the last week before Winter Break, routinely incorporate opportunities for building global competencies and community involvement. The Student Council is actively involved in facilitating a range of social activities which help build relationships within the school community.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

1.   Appointment of the Student Support Specialist

2.   Employment of a school nurse and creation of a clinic room

3.   First Aid Training for staff

4.   Creation of a Crisis Management Team

5.   Teachers doing more to differentiate lessons to meet the needs of a diverse population of students

6.   Offering a range of non-CIE courses for students who find learning/writing exams particularly challenging

7.   The primary after-school English Language Support and Khmer Language Support programs

8.   Improved range of Student Council led co-curricular activities

9.   Strong secondary sporting program and the addition of Drama Club and Glee Club for secondary students.

10.   The creation of the House system, and quarterly "House Days" which help build relationships and promote cross-curricular SLO activities

11.   Working with METU for additional student support services

12.   Strong links between SLOs and co-curricular activities.

Category C: Support for Student Personal and Academic Growth: Areas of Growth

1.   Continue expanding services and programs to support positive student mental health

2.   Employment of a qualified career/college Guidance Counselor

3.   Employment of an English Language Support specialist

4.   Implementation of the school database to assist in monitoring student support.

5.   Further bilingual classes in the secondary school to aid in ensuring sufficient time for Khmer studies.

Category D: School Culture and Environment

D1. School Environment and Child Protection Criterion

The school has 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.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

D1.1 Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Findings

As stated previously, relationships are the foundation on which all we do at East-West International School is built. All members of the East-West community are valued as individuals, especially our students. Our school's mission clearly states that we are "striving to achieve excellence in a caring environment". All students are encouraged to do and be the best that they are capable of, and this is demonstrated in the way we report student progress on an individual basis rather than ranking them. It is also clearly stated in the indicators within our SLOs, particularly the criteria for Active Community Members and Responsible World Citizens which state:

> *Active Community Members*
> *They*
> - *value other people and different points of view*
> - *are fair, just and inclusive*
> - *work cooperatively with peers in and out of the classroom*
>
> *Responsible World Citizens*
> *They*
> - *respect our common humanity*

In addition to this, the secondary students' Essential Agreement highlights the importance of showing equal respect to all people regardless of group identity.

One of the best indicators of how well we are doing this is the evidence provided by students in their survey responses. When surveyed in March 2018, it was clear that students at East-West feel valued and cared for. Most in the primary grades indicated that they enjoyed coming to school, have friends at school, and feel safe at school. It is acknowledged that there are some students who did not agree with all these statements, including some in Grades 3 to 5 who indicated that they don't always feel this way, and this is an area which we continue to work on. While secondary students were not as positive as the primary students, more than half agreed that they were happy to be part of the East-West community, while another 30% had mixed feelings. When asked if they felt valued, the response from secondary students was less positive, with 40% having mixed feelings about this. What is particularly encouraging is the parents' response with almost 95% indicating that their children felt valued members of the school community.

Kindergarten to Grade 2	Grades 3 to 5

1. I like coming to school. 24 responses
- Agree
- Disagree

83.3% / 16.7%

1. I like coming to school. 90 responses
- Strongly disagree
- Disagree
- Agree and disagree
- Agree
- Strongly agree

38.9% / 16.7% / 35.6%

2. I have friends at school. 24 responses
- Agree
- Disagree

87.5% / 12.5%

2. I have friends at school. 90 responses
- Strongly disagree
- Disagree
- Agree and disagree
- Agree
- Strongly agree

66.7% / 18.9%

5. I feel safe at school. 24 responses
- Agree
- Disagree

75% / 25%

3. I feel safe at school. 90 responses
- Strongly disagree
- Disagree
- Agree and disagree
- Agree
- Strongly agree

34.4% / 36.7% / 24.4%

Secondary

1. I am happy being a part of the East-West community. 125 responses
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

42.4% / 30.4% / 15.2%

2. I feel I am a valued member of the school community. 125 responses
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

35.2% / 40%

Parents

2. My child feels they are a valued member of the school community. 80 responses
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

67.5% / 26.2%

Primary students universally feel that their teachers care about them and are there to help. Nearly half of secondary students agreed that they receive appropriate and personalized support in a manner which helps ensure academic success, while only around one in five disagreed. Additionally, about half our secondary students agreed that East-West prepares students to pursue education and career goals beyond high school.

Grades 3 to 5	**Secondary**
9. My teachers help me learn. 90 responses Strongly disagree Disagree Agree and disagree Agree Strongly agree 72.2%, 18.9%	30. I receive appropriate, personalized support to help ensure my academic success. Strongly disagree Disagree Neutral Agree Strongly agree No answer 39.2%, 28%, 15.2%
15. I get the help I need so I can learn well. 90 responses Strongly disagree Disagree Agree and disagree Agree Strongly agree 40%, 45.6%, 13.3%	32. East-West prepares me to pursue education and career goals beyond high school. Strongly disagree Disagree Neutral Agree Strongly agree No answer 40%, 26.4%, 9.6%, 9.6%

As shown by the charts below, most primary students agree that they know how to get help if they have a problem at school and are comfortable asking for help. The majority of teachers (70%) also felt that students were emotionally supported, and that East-West provides a nurturing learning environment (89%). Parent responses were also positive with almost 80% expressing that their child feels emotionally supported, and a similar percentage indicating that their child's self-confidence has grown since starting at East-West.

Kindergarten to Grade 2	**Grades 3 to 5**
9. I know how to get help if I have a problem at school. 24 responses Agree Disagree 87.5%, 12.5%	16. I know how to get help if I have a problem at school. 90 responses Strongly disagree Disagree Agree and disagree Agree Strongly agree 42.2%, 32.2%, 22.2%
10. I am okay asking for help at school. 24 responses Agree Disagree 83.3%, 16.7%	17. I am okay asking for help at school. 90 responses Strongly disagree Disagree Agree and disagree Agree Strongly agree 41.1%, 28.9%, 25.6%
Teachers	
23. EWIS provides a nurturing learning environment. 64 responses Strongly disagree Disagree Neutral Agree Strongly agree No answer 59.4%, 29.7%	28. Students feel emotionally supported at EWIS. 64 responses Strongly disagree Disagree Neutral Agree Strongly agree No answer 54.7%, 17.2%, 15.6%, 7.8%

177

Parents

24. My student feels emotionally supported at EWIS. 80 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

17.5%
60%
15%

33. My child has gained self-confidence since starting at EWIS.80 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

18.8%
60%
11.2%

Secondary

27. I feel emotionally supported at East-West.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

28%
26.4%
18.4%
16%

40. I am comfortable asking for help when necessary..125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

36.8%
9.6%
20.8%
14.4%
12.8%

By including those students who responded neutrally, it is clear that there is some level of emotional support for secondary students, and nearly half of secondary students surveyed feel comfortable about asking for help when necessary. This is an area for growth and some innovations made this year to help address this are detailed below.

One area of concern is the issue of bullying, which more than 50% of secondary students indicated is a problem, with less than 30% indicating that they felt bullying was adequately addressed. On the other hand, 58% of teachers felt that bullying was adequately addressed, while less than 40% of parents felt it was a problem, and more than 50% feel it was adequately addressed. Current data does not allow us to determine whether the responses were different for primary and secondary teachers and/or parents, however this is something we will investigate further in the future.

Secondary

34. Bullying is a problem at East-West.125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

26.4%
24.8%
17.6%
14.4%
10.4%

35. East-West adequately addresses bullying. 125 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

23.2%
10.4%
24%
23.2%
13.6%

Teachers

31. EWIS adequately addresses bullying. 64 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
- No answer

17.2%
40.6%
9.4%
23.4%

Parents	
30. Bullying is a problem at EWIS.80 responses	29. EWIS adequately addresses bullying.80 responses

In response to concerns expressed by secondary students, both in surveys and informal discussions, the school is starting a tolerance club to create a place where students feel comfortable discussing issues like gender, bullying, and abuse among themselves and with faculty members. The appointment of the Student Support Specialist as a full-time position and changes to Life Skills classes have also helped to address these concerns.

Secondary
28. The school allows me to express myself fully.125 responses
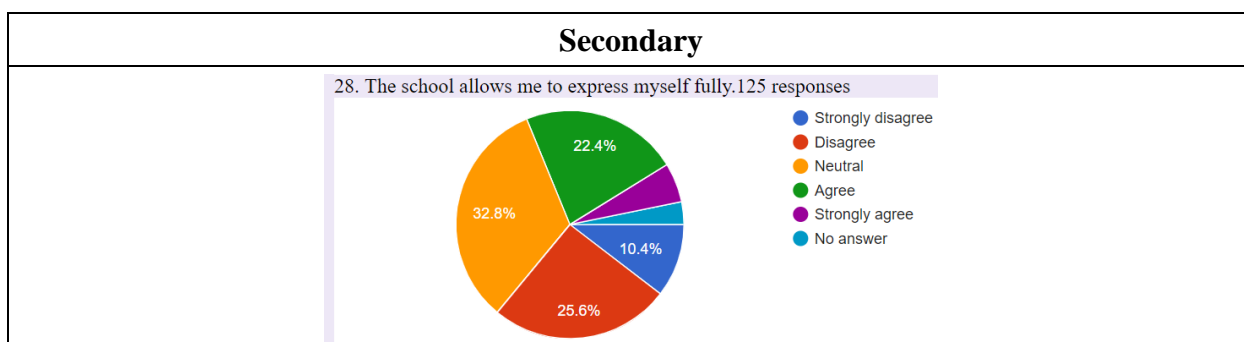
More secondary students disagreed rather than agreed that students are allowed to express themselves fully. The school does provide outlets for students to express themselves. One of these is an event on Friday mornings known as "Appreciation Friday," where individual students across grade levels in the secondary school have a chance to express their appreciation for others in a group setting. East-West is a bilingual school and there are times when students for whom English is not their first language are permitted to use their first language in class. During the 2018-19 academic year, in an effort to help a class comprised of mostly Korean high school students with weak English language abilities, a Grade 12 Korean student completed a service learning course requirement by serving as an intern translator in the class. Drama and Glee clubs also give opportunity for students who enjoy the arts to express themselves. The school is committed to providing opportunities for students to express their individuality in culturally acceptable ways.

Supporting Evidence

- Primary report card template
- Primary report card instructions
- Secondary report card template (E)
- Sample Grade 12 report card reflection addressing individuality
- School Handbook – Mission, Vision and Goals (E)
- Secondary Essential Agreement (E)
- METU Student referral form (E)
- METU information guide packet (E)

D1.2 Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

Findings

As stated in the previous indicator, our mission at East-West is "striving to achieve excellence in a caring environment". All students are encouraged to do and be the best that they are capable of. This is clearly stated in several of the indicators within our SLOs, particularly those listed below:

- C.1 Identify strengths and weaknesses and set goals;
- C.3 Demonstrate higher order thinking skills;
- L.4 Use failure and mistakes as learning opportunities; and
- E.1 Communicate verbally with confidence in more than one language

When asked to respond to the statement "I know when I have done my work well" student responses indicated that, for the majority of students in the primary grades, we are clearly recognizing their successes. This leads to the children developing a clear idea of when they both do and do not do their best. This in turn leads to higher self-esteem when they do achieve. Similarly, 70% of parents agreed that students are adequately rewarded for their achievements. With secondary students the results were again less positive.

Kindergarten to Grade 2	Grades 3 to 5
7. I know when I have done my work well.24 responses	14. I know when I have done my work well.90 responses
Agree 75%, Disagree 25%	Strongly disagree; Disagree; Agree and disagree 33.3%; Agree 41.1%; Strongly agree 21.1%
Secondary	**Parents**
21. Students are adequately rewarded for their achievements. 125 responses	20. Students are adequately rewarded for their achievements.80 responses
Strongly disagree 12%; Disagree 26.4%; Neutral 28%; Agree 22.4%; Strongly agree; No answer	Strongly disagree; Disagree; Neutral 18.8%; Agree 50%; Strongly agree 20%; No answer 7.5%

In the primary school, we have held regular assemblies for nine years (including the current one). During these assemblies, students have opportunity to share their learning and/or teach their fellow students about the school goals. Awards are also presented during these assemblies for both academic excellence and demonstration of the values in the school goals. During the 2018-19 academic year these assemblies have been extended to secondary students as one way to better recognize student achievements. Other efforts to celebrate students' achievements include assemblies with awards for students receiving high grades on Cambridge exams, sports banners recognizing championships and student athletes of the year being raised in the Thunder Dome, end-of-year sports banquets, and the school yearbook. These will continue. East-West also uses its social media presence to highlight student achievements, including sports tournaments, high

pass rates on the KNE, and STEM Festival participation and winners. By building an awareness publicly of the successes of the school and students as individuals helps create a positive community atmosphere.

As previously stated, failure is considered a fundamental part of the learning process at East-West. Students are encouraged to "have a go" at things, knowing that if they make a mistake it is okay, because we learn from our mistakes. This leads to students developing a mindset of "failure is just something which helps you reach success", which is integral to students becoming lifelong learners (one of our SLOs). In direct contrast to the Cambodian educational system, East-West does not rank students based on ability. This is explained for parents in the Parent Handbook, as is our positive focus on mistakes as a tool for learning.

As well as recognizing individual achievements, group projects are also be viable paths to success and students developing strong self-esteem. These accomplishments are recognized by the entire school to positively reinforce the school community. The majority of secondary students agree that the school regularly communicates student achievement to parents and the community, and parents are satisfied with the level of information provided.

Secondary	Parents
26. I am happy with the way the school informs me of my progress. 125 responses	26. I am happy with the way EWIS informs me of my child's progress. 80 responses
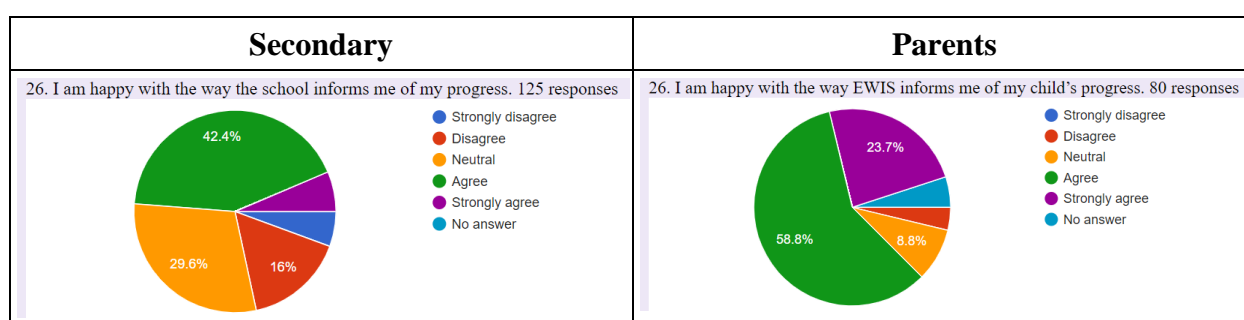
Supporting Evidence

- Award presentations during primary assemblies (photos) (E)
- Secondary Cambridge awards ceremony (E)
- Sports championship and student achievement banners (E)
- Social media promotion of student exam pass rates (E)
- Social media promotion of athletic competitions (E)
- Parent handbook page (E)
- Chakrey collecting attendance registers (E)

D1.3 Collaborative Culture of Mutual Respect, Inquiry and Communication

Indicator: A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: What evidence supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents?

Findings

Collaboration and mutual respect are vital when working in a bilingual school such as East-West. The school climate survey of teachers undertaken in October 2018 provides clear evidence of mutual respect, collaboration and effective communication. As shown in the tables below, 91% of teachers and 89% of parents believe that East-West respects diversity and welcomes all cultures, 88% of teachers and 86% of parents believe that teachers treat students with respect, 82% of teachers and 86% of parents believe that students treat teachers with respect, and 82% of teachers and 78% of parents believe that students treat each other with respect. This supports the findings of the March 2018 surveys in which 77% of teachers indicated that the school culture is

supportive of teachers being creative in helping students learn and 84% of teachers felt it was easy to communicate with other teachers and the management team. Similarly, parents felt that both they (83%) and their children (89%) are able to communicate effectively and comfortably with teachers and the management. Unfortunately, student responses to the survey indicated a different situation with only 42% of Grade 3-5 students agreeing that everyone at our school is respected, and 54% of secondary students agreeing that students are respectful of other cultures. A variety of strategies are in place to improve this situation and we hope that the 2019 student climate survey will show the results of these. These strategies are detailed in other sections of this report.

School Climate Survey – Teachers (October 2018)

East-West respects diversity and welcomes all cultures

- Strongly Agree: 53%
- Agree: 38%
- Neutral: 6%
- Disagree: 3%

Teachers treat students with respect

- Strongly Agree: 47%
- Agree: 41%
- Neutral: 9%
- Strongly Disagree: 3%

Students treat teachers with respect

- Strongly Agree: 32%
- Agree: 50%
- Neutral: 15%
- Strongly Disagree: 3%

Students treat one-another with respect

- Strongly Agree: 20%
- Agree: 62%
- Neutral: 15%
- Strongly Disagree: 3%

School Climate Survey – Parents (December 2018)

East-West respects diversity and welcomes all cultures

- Strongly Agree: 26%
- Agree: 63%
- Neutral: 10%
- Disagree: 0%
- Strongly Disagree: 1%

Teachers treat students with respect

- Strongly Agree: 23%
- Agree: 63%
- Neutral: 13%
- Disagree: 1%
- Strongly Disagree: 0%

Students treat teachers with respect.

Strongly Disagree 1%
Disagree 1%
Neutral 12%
Strongly Agree 33%
Agree 53%

Students treat one-another with respect.

Strongly Disagree 3%
Disagree 5%
Neutral 14%
Strongly Agree 17%
Series 1 Point "Agree" Value: 48 (62%)

Teachers	Teachers
There is a culture that provides support and encouragement for teachers to be creative in their approaches to help students learn. 64 responses	I am able to easily communicate with other teachers and the management team. 64 responses

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, No answer

23.4%
53.1%
17.2%

32.8%
51.6%
9.4%

Parents

11. Parents are able to effectively communicate with teachers and principals. 80 responses

22.5%
60%
10%

23. My child is comfortable communicating with EWIS teachers and the management team.

30%
58.8%

Grades 3 – 5	Secondary

6. Everyone at our school is respected. 90 responses

Legend: Strongly disagree, Disagree, Agree and disagree, Agree, Strongly agree

26.7%
15.6%
8.9%
47.8%

6. Students are respectful of other cultures. 125 responses

Legend: Strongly disagree, Disagree, Neutral, Agree, Strongly agree, No answer

40.8%
13.6%
11.2%
24.8%

Our efforts to ensure clear and open communication among staff begin during orientation and continue throughout the academic year. During orientation the school goals are explored and expectations explained, especially the importance of relationships. The Senior Leadership Team (Director, Primary and Secondary Principals, and Curriculum Coordinator) meet weekly. The full Leadership Team —comprised of the Director, Principals, HODs, Curriculum Coordinators, Marketing Team, and Operations staff— usually meets once per month. This structure, established towards the end of the 2016-17 academic year, aims to foster more effective and efficient communication with staff, students, and parents. The Leadership Team has grown each year, and this has encouraged teachers to take more ownership of their professional practice and their role at the school. During schoolwide meetings, information is communicated in English. Where a significant proportion of those attending a meeting have limited English (such as when

part-time secondary Khmer teachers are attending), a Khmer staff member fluent in English is available to translate the information into Khmer.

All teachers from Kindergarten to Grade 5 meet weekly as a grade level for collaborative IPC planning. These meetings involve both foreign and Khmer teachers, helping to ensure that cultural issues are addressed appropriately as well as vocabulary, knowledge, and understanding being developed in both languages. Primary teachers from Kindergarten to Grade 5 are also encouraged to plan Mathematics lessons collaboratively. Additionally, Early Years staff (Nursery, Preschool, Prekindergarten) meet weekly to discuss their plans and the units they are covering. The Secondary Principal organizes monthly meetings with HoDs, who in turn organize meetings for teachers within their own departments. The Director meets with both Principals weekly and facilitates schoolwide meetings when vital information needs to be conveyed. Teachers are also encouraged to collaborate both across academic disciplines and grade levels to further develop relationships both in and out of the classrooms. At all times the culture of each person within the school is respected. It is also important to note that while teachers may require use of one language within the classroom, in the interest of developing language skills and giving students a chance to relax, no language is banned within common areas.

A school email system has now been implemented to facilitate communication within the school. These official e-mail addresses are posted on the school website and shared with both parents and students (especially secondary students) to encourage open communication.
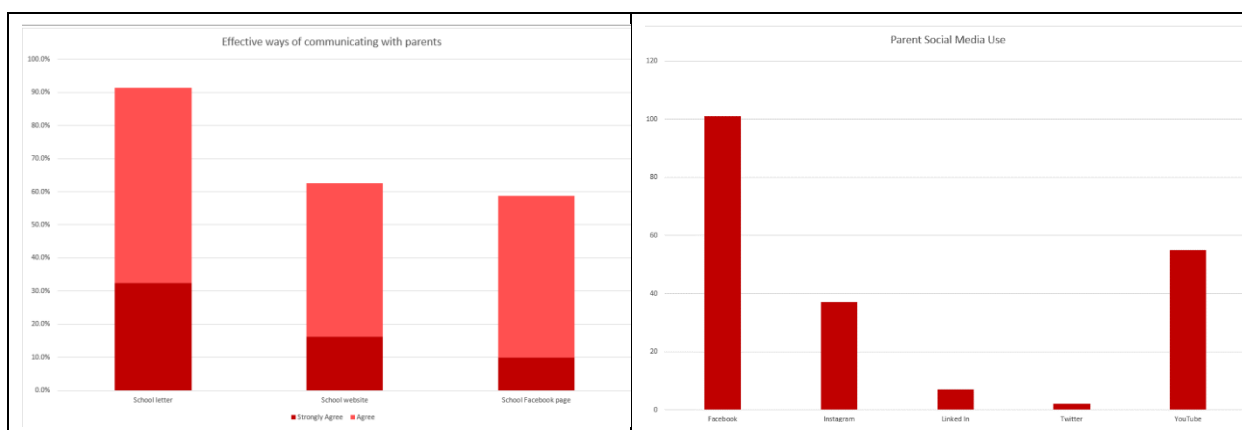
When asked about effective ways for the school to communicate with parents, there was a clear indication that print letters are still the preferred method. Letters from the school, in both English and Khmer, are distributed to students during homeroom to take home. For those parents who request it, these are also sent electronically, via the Telegram App. Other methods used include parent-teacher conferences (with Khmer translators available and other translators welcomed), report cards, the school website, Facebook and other social media applications. Recent data from our Facebook page indicates increasing traffic, indicating that this is an important avenue for sharing both achievements and invitations to important events.

Parent-teacher conferences, held biannually, are particularly well-attended in the primary grades (84% in October 2018, and 78% in March 2018), where all parents are allocated an appointment time. This indicates clearly the importance of these events for collaborative communication with parents. Attendance at parent-teacher conferences in secondary is increasing with a total of 268 conferences conducted in October 2018 (approximately 50%). We are currently exploring ways to make it easier for parents of secondary students to meet with multiple teachers within a reasonable time frame. This issue was raised through the PTO and some recommendations from that group are currently being considered by the Leadership Team.

At one time, the school organized an SMS system which allowed text messages to be sent to all parents in order to foster direct communication. However, this program proved cost prohibitive and inefficient, as it was found that many parents never received the messages. During the 2018-

19 academic year, the school began using the Telegram app, creating a group called EWIS News and other specifically for the parent group called EWIS PG. These groups can receive messages of all school information, including all letters sent to parents, in both languages without the use of email. This app also has facility for parents to ask questions to which either the Director or a Khmer office staff member can respond in the appropriate language. The Telegram groups—one for news, and one for chat—are now up to over 100 members and increasing. This has proven much more efficient than efforts made in years past. Over the past five years a number of attempts have been made to establish a PTO. Until the 2018-19 academic year, attendance at PTO meetings was very small. In 2018-19, following a time change, attendance substantially increased. A meeting schedule has been established with the group meeting on alternate months with school management on campus and on its own away from school. A few parents have been selected, by the parents, to be leaders for the group and key contacts points for both parents and the school. In a country where education has been traditionally left to educators, this is a significant step forward. A parent handbook has also been developed and distributed to all parents. It is also posted on the school website.

To facilitate communication with parents about the KGE program, all students studying the National Curriculum have record books which give parents monthly and semester results. These books are used to facilitate two-way communication with parents, who can add comments to the book each month, which are then read by the Khmer teachers and the KGE Manager.

Another example of our efforts supporting the collaborative and cross-cultural nature of communication at East-West is the various notice boards in the hallways, playground, and on the street adjacent to the main gates to display students' achievement, as well as other essential school-wide information. Strategies to improve student perceptions of the school as a place where there is mutual respect, effective communication, and where inquiry is encouraged, have been detailed elsewhere in this document. These include house days, increased support for and involvement of Student Council, collaborative lessons across subjects and grade levels, and life skills lessons.

Supporting Evidence

- Parent-teacher conference statistics
- Management meeting minutes (E)
- Humanities Department meeting minutes (E)
- Primary IPC meeting photo (E)
- Various letters home to parents (E)
- Social media consent letter (E)
- Essential Agreements document (E)
- Parent-teacher conference feedback document (E)
- SMS system to communicate with parents (E)
- Notice board announcements photo (E)
- Primary Khmer record book (E)
- Secondary Khmer record book (E)
- Evidence of cross-curricular House day needed (E)
- Screenshots of Telegram groups
- PTO Minutes – January 2019 (E)

D1.4 Teacher Support and Encouragement

Indicator: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

Findings

East-West continues to provide support and encouragement for teachers to use innovative approaches to enhance student learning. Two questions for the March 2018 survey of teachers relate directly to this indicator, while one question from the October 2018 climate survey is also relevant.

There is a culture that provides support and encouragement for teachers to be creative in their approaches to help students learn.	Technology is used regularly and effectively in classrooms.
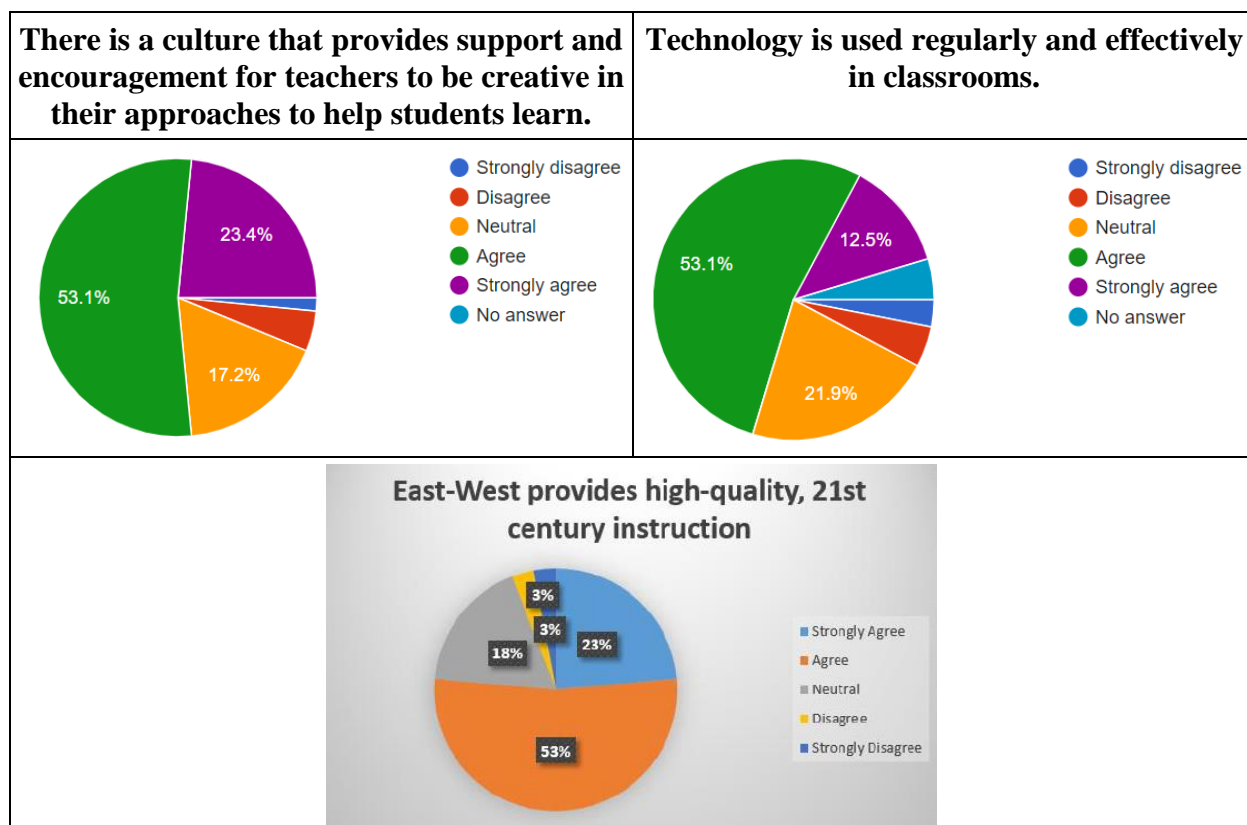
As can be seen, more than 75% of staff agreed that there is a culture that provides support and encouragement for creative teaching to help students learn. This was supported by a similar number of staff in the October 2018 survey when asked about the provision of 21st century instruction. In midterm HoD reports written during the 2017-18 academic year, it was remarked by one HoD that:

> *"there is a sense of strong autonomy at our school. Teachers have academic freedom to construct lessons, so long as they follow the curriculum set for the course. The Heads of the Department do observe lessons occasionally, and offer guidance and advice, but autonomy is strong, especially amongst experienced teachers. After speaking with my colleagues, I have concluded that the trust given to teachers, and the strong sense of autonomy they are awarded, is one of the most important and redeeming elements of the ethos of our school."*

The nature of the IPC encourages both collaboration and creativity in teachers, especially using inquiry-based instruction, PBL, or a combination of both. In primary language arts classes, teachers are provided with a curriculum document and then encouraged to teach the curriculum in ways that best meet the needs of their learners. This includes using on-line materials from

Learning A-Z, print materials (from Learning A-Z and Twinkl), and Zoo-phonics®. This flexibility is easily seen when moving through the school, observing the wide range of learning activities that are happening. In Mathematics, while teachers have been asked to follow a semi-scripted program, they are given flexibility in the sequencing of material and encouraged to incorporate cross-curricular links and the use of manipulatives and games. The decision to use the *Stepping Stones* program throughout primary was made following an opportunity for returning teachers to preview the program and with the necessity of ensuring adequate support was available within the program for teachers without a formal teaching qualification.

As part of PD sessions held across the school, teachers were asked to partner up, observe each other's lessons, and reflect on the types of strategies that their colleagues were incorporating into lessons. This allowed teachers the opportunity to engage in critical reflection of their own professional practice and values, and to learn from each other.

At the start of the 2018-19 academic year, two SMART Boards were purchased for use in selected classrooms. A certified SMART Board trainer on staff organized workshops for training in use of the SMART Boards. A further 3 have been purchased and we are awaiting their delivery, with an additional 20 being budgeted for in the 2019-20 academic year. The school plans to continue purchasing additional units as budget allocations permit so all teachers can have access to this technology.

Another example of East-West teachers being supported and encouraged to use innovative approaches to learning occurred when class sizes proved too small to effectively teach an AS Level Global Perspectives & Research class. The class requires students to interact with and be exposed to a myriad of viewpoints. Humanities teachers decided to use Google Classrooms so that students in all classes could communicate with each other, regardless of scheduling and timetable difficulties. Students taking the course, as well as the teachers designing it, have indicated that this innovation has been effective.

Another way the school has supported and encouraged teachers to use innovative approaches to education is the introduction of the Pineapple Board system in August 2018. This system enables teachers to invite one another into their classrooms for informal observations, especially when they are doing something particularly innovative or creative. The Pineapple Board is located in the school canteen and teachers list interesting lessons that they think other teachers might want to observe. While there have been several strong uses of this board, it is clear there is more work to do to get teachers comfortable inviting others into their classrooms and actively seeking out opportunities to learn from others at the school. The Director is going to try new strategies to help staff become more comfortable with this in the second semester. Also, as mentioned in earlier sections, a group of teachers have been meeting to discuss their thoughts on sections of the George Couros book, *The Innovator's Mindset: Empowering Learning, Unleash Talent, and Lead a Culture of Creativity*. A Google Community has been established for staff reading the book to facilitate sharing of ideas and experiences relating to the content of the book. One exciting aspect of the study was the number of Cambodian teachers who participated. Many teachers had difficulty keeping up with the one chapter assigned per week and making sure they could connect in person or in the Google Community. Since the projects in the book study were optional, the overall impact of the book study was less than it ultimately could have been, however it was a good learning experience for how to include staff with a diverse set of educational understandings. It might be a book that is re-read later in the year, or next year as part of a more organized PD option.

Supporting Evidence

- Innovator's Mindset Google Community Screenshot (E)
- Humanities Department midterm report (E)
- Department monthly meeting photo (E)

- Teacher observation feedback form (E)
- Photo of teacher using SMART board (E)
- Photos of students using interactive technology in class (E)
- Pineapple Board photo (E)
- Google Classrooms screenshot (E)
- Personal PD completion certificate (E)
- CIE PD completion certificate (E)
- Orientation Week poster (E)

D1.5 Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Findings

East-West International School takes the safety of students and staff very seriously. Developing students into responsible world citizens is an important component of our SLOs, and students are encouraged to contribute to the safe and clean environment. Over the past two academic years, students have created awareness-raising posters and videos on topics such as hygiene, littering, and protecting the environment. This year, middle school students are involved with a composting project in Life Skills classes. The school-wide ban on disposable plastic and polystyrene objects has greatly reduced the amount of rubbish collected each day, contributing to both a cleaner school and a cleaner, safer world.
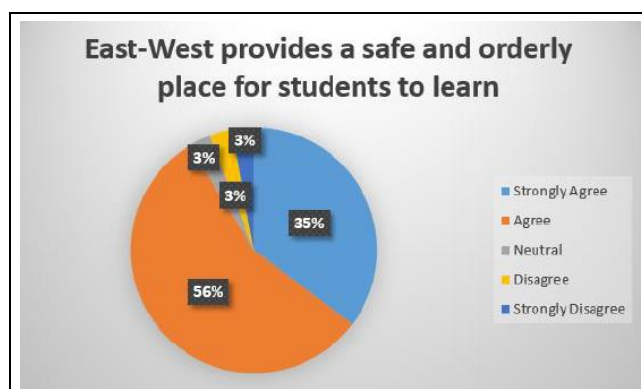
In the school climate survey in October 2018, more than 90% of staff indicated that they believe East-West provides a safe and orderly place for students to learn.

Policies are in place to maintain the cleanliness and the safety of the school. These are contained in both the Staff Handbook and the secondary Essential Agreements document. Students are frequently reminded of their responsibilities in terms of moving safely within the buildings. Fire drill instructions and evacuation maps are posted in every classroom showing the primary escape route depending on the position of the room in the building, and fire drill and lockdown procedures are practiced regularly. The Telegram app is an integral part of our lockdown and evacuation procedures ensuring all staff have the necessary information as quickly as possible.

First aid kits are available in the office and PE area for minor accidents and all accidents and "near misses" on campus are recorded on incident report forms. A school nurse has been employed and a small clinic established to ensure effective initial care is available in the event of illness or injury. The nurse is required to attend all home games for our sporting teams. In 2018, East-West partnered with *mtwenty international* to provide Emergency First Aid training for

staff, including CPR and the use of AEDs. A total of 48 staff have been trained, including several Khmer staff and all office staff. Filtered water is available throughout the school. In the secondary building water is both hot and cold. In areas frequented by primary students the hot water function has been disabled to reduce the risk of scalds/burns.

Survey results show that 84% of parents and 61% of teachers agree that the school grounds and facilities at East-West are clean and orderly, however, only 32.4% of secondary students and 43.3% of upper primary students agreed. This indicates that it would be useful to engage students in dialogue to better understand and improve student perception of the campus, as well as working with the facilities staff to improve cleaning practices.

Parents	Teachers

17. The school grounds and facilities at EWIS are clean and orderly. 80 responses

14. The school grounds and facilities at EWIS are clean and orderly.64 responses

Grades 3 – 5	Secondary

7. My school is safe and clean.90 responses

17. The school grounds and facilities at EWIS are clean and orderly. 125 responses
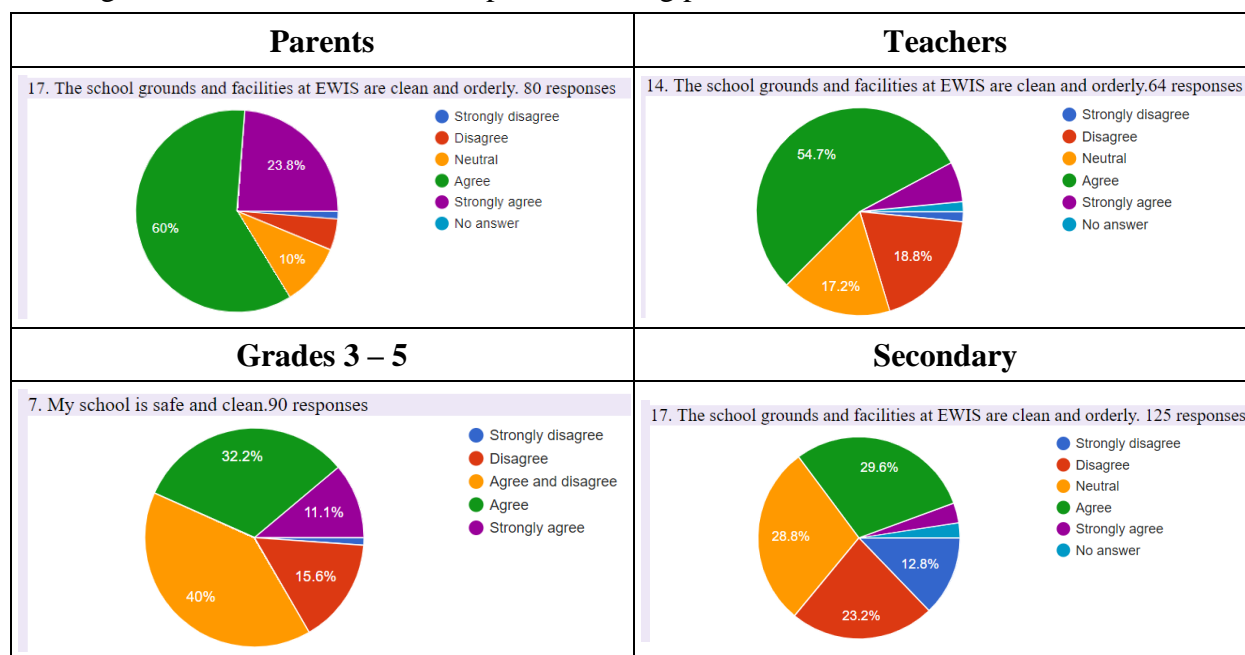
Contracts for school employed cleaners clearly state that they are to complete duties assigned by management and participate in the protection of company property. A survey of cleaning staff in March 2018 indicated that while 100% of the cleaning staff agreed they had the equipment necessary to do their job, and eight out of nine agreed that the amount of work and time spent at school is reasonable, only one person felt that they had received proper training. This is an area which the school would like to rectify however research has shown that comprehensive training programs for school cleaning staff are not currently offered in Cambodia. In December 2018, the school invited its cleaning supply provider to campus to provide all cleaners with onsite training on how to use the supplies to properly keep the school grounds clean. It is hoped that this training will help the cleaners be more efficient and effective in their use of the products provided, as well as to keep safety in mind and reduce waste.

2. I have all the materials I need to do my job correctly.9 responses

7. The amount of work and time spent at EWIS are reasonable.9 responses

6. I receive proper training.9 responses
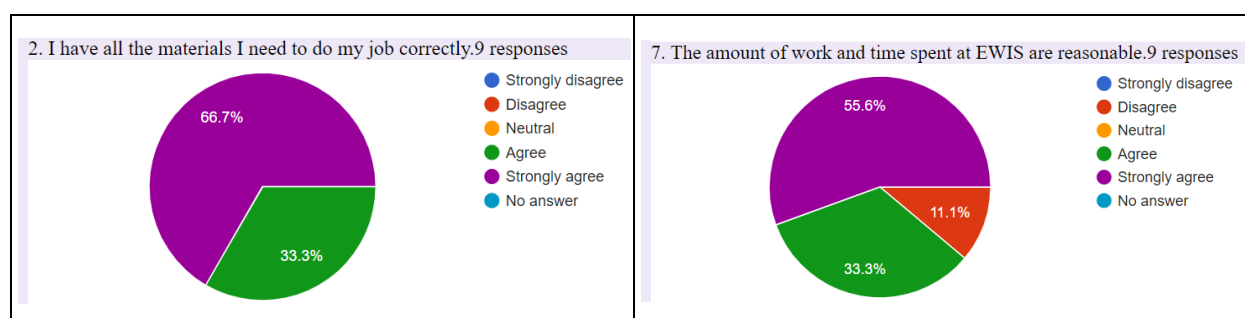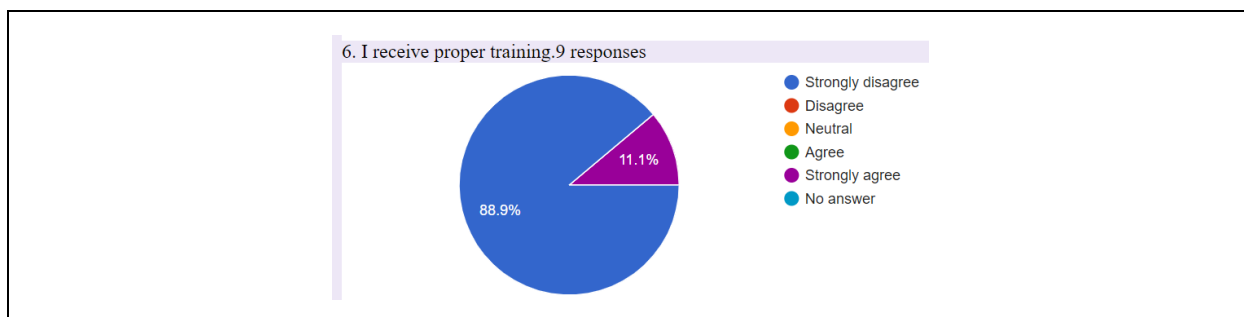
Our playground areas have recently been upgraded to nurture learning through active play. This included the installation of age-appropriate equipment for primary students along with the best available fall protection within our budget. Pool safety is a priority and routine checking of water quality has been enhanced, CPR signage installed, and a strict supervision policy for the pool implemented. We currently do not employ a full-time lifeguard; however, we do have strict policies in place to ensure that the pool is always locked outside of scheduled lessons and all swim lessons are supervised by at least three staff, one of whom is designated as "spotter" and is solely responsible for monitoring student safety in the water. We have not had any major incidents relating to the swimming pool in the 13 years that the school has been running. Vans and coaches are used to transport students to events at other local international schools. This is much preferable to the prior practice of using tuk-tuks. The Director attended the Asian Schools Institute for Safety & Security (ASISS) annual conference in September 2018 to learn more about safety and security issues affecting school communities. Some of this learning has already been implemented and further implementation is planned as the budget permits. CCTV cameras were installed throughout the school several years ago facilitating monitoring of hallways and common areas at all times.

In terms of internet safety, various protections are in place at East-West. Teachers are not to allowed to "friend" students on Facebook. Online communication is encouraged through educational applications such as Google Classrooms, Edmodo, and Class Dojo. All teachers have an official school email address that students can use to contact them about assignments and lessons. To help with internet safety, students are only allowed to use their electronic devices in classrooms with permission, while use in the hallways and other common areas is generally not permitted. The school's Wi-Fi is password protected, as are all the computers on the school's campus, to avoid abuse. These policies were implemented in order to encourage students to interact with each other face-to-face rather than through virtual platforms, as well as ensuring that ICT devices are only used when students are supervised by a staff member. Internet safety lessons are part of all ICT courses, usually at the start of each academic year.

When surveyed, parents overwhelmingly agreed that the school policy on child protection is clear and effective, and East-West teachers similarly agreed in their own survey responses. Parents also agreed when asked if their child was comfortable communicating with East-West teachers and the Leadership Team, and a majority of secondary students also agreed with this assessment.

Supporting Evidence

- First Aid Certificates (E)
- Photos of secondary composting project (E)
- Photos of cleaners' contract descriptions (E)
- Photos of students' awareness raising posters (E)
- Reducing plastic bags student video (E)
- Photo of fire alarm and CCTV (E)
- Photo of nurse and first-aid kit (E)

- Photo of playground with foam padding (E)
- Various ASISS PowerPoint presentations (E)
- Photo and diagrams of fire drill evacuation routes (E)
- Screenshot of fire drill review via email (E)
- Photo of water filters (E)
- Various photos of Hagar sanitation records (E)
- Internet safety policy...handbook?

D1.6 Child Protection

D1.6.1 Indicator: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

Prompt: Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.

Findings

East-West International School has always taken Child Protection seriously, although documentation of policy and procedures has been somewhat limited. The 2012-13, 2013-14, and 2014-15 editions of the staff handbook all included our Child Protection Policy which clearly states that

> *staff at East-West will be held accountable for actions that do not respect children. A contract can be cancelled before its termination date in the event of serious misconduct.*

A comprehensive list of what serious misconduct includes was part of these documents. In 2016-17, an expanded section on Child Protection was added to the Teacher Contract Additional Information, including definitions of abuse and nine specific behavioral protocols. In April 2018, a revised edition of the staff handbook was released incorporating the updated policy, but without the specific behavioral protocols. These were relocated to other areas of the handbook. The updated policy specifies what constitutes serious misconduct and identifies four main categories of abuse: a) neglect, b) mental/emotional abuse, c) physical abuse, and d) sexual abuse. Staff members violating contract conditions on child protection or exhibiting inappropriate behavior will either be terminated or have their contracts cancelled upon proof of misconduct.

It would be fair to conclude that East-West has used the accreditation process as a prompt to make substantial improvements in the area of student safety. The self-study process has allowed the school to review the policies and procedures, to decide that they were not adequate, and update such policies and procedures appropriately. To date, there have been no documented or reported instances of child abuse involving any member of the school community.

Supporting Evidence
- Staff Handbook 2012-13 (HC)
- Staff Handbook 2013-14 (HC)
- Staff Handbook 2014-15 (HC)
- Contract Conditions 2016-17 (E)
- Staff Handbook April 2018 version (E)
- Staff Handbook November 2019 version (E)

D1.6.2 Indicator: 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.

Prompt: Evaluate the effectiveness of the 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. Determine if these policies and practices are reviewed regularly.

Findings

With all staff at East-West required to have police clearance certificates or criminal record checks, we have avoided employment of staff with questionable backgrounds in relation to child protection. East-West International School conducts overnight field trips and on-campus "sleepovers" during the year for students in grades 5 to 12. There are no boarding facilities, homestay, residential arrangements, or student exchanges currently facilitated by the school. This section therefore pertains specifically to field trips (excursions) and sleepovers. While basic child protection policy has been in place for many years, completion of this self-study along with PD activities attended by the Director have highlighted this as an area which needs further attention. Significant progress has been made in the 2018-19 academic year and we anticipate that this will continue. We have recently contacted ChildSafe, an arm of the NGO Friends International, who we plan to work with on a review of our child protection policy. Currently it is reviewed as part of the annual review of the Staff Handbook.

All events involving students being accommodated overnight (including on-campus sleep overs) are supervised by a minimum of two staff, one of each gender, with preferred ratio of 1 staff member for every 10 students. For younger students the ratio is often smaller than this. Similar ratios apply to all off-campus field trips. School policy which strictly prohibits staff from being alone with a student in any place that is not easily viewed by other staff/students. This applies both on and off campus. All field trips are prefaced by a pre-trip risk meeting held by trip chaperones, especially field trips where students will be near the water or where risks were identified on previous trips to the same location. All field trip leaders are required to read The International SOS Foundation book: *Managing Medical & Travel Security Risks in the Education Sector: A Framework* to ensure they are aware of potential safety issues associated with extended field trips. All students participating in overnight field trips are required to complete a medical information form as part of their field trip permission slip to ensure all staff on the trips have access to current medical information and parent/guardian contact information. The leaders of all field trips are issued with a first aid kit, and at least one staff member on each field trip has current first aid certification. All staff have a schedule of key contacts including the Director, Secondary Principal, School Coordinator, and local health facilities with the best reputation. We will continue refining our policies and procedures relating to all off-campus events as well as on-campus overnight events.

School van drivers are licensed and understand the immense responsibility of driving students to and from school with the utmost safety. When transporting students to and from school on scheduled van runs, there is always a van assistant as well as a driver to ensure student safety. Whenever practical, for short part-day field trips, our preferred transport is the school vans. When this is not possible, we use hired vans and coaches from reputable companies which carry insurance and use licensed drivers. In addition to this, whenever staff report issues with driving practice on field trips those drivers are not used for future trips.

Supporting Evidence
- Field trip permission forms (E)
- International SOS Guidebook (HC & E)
- Photos of driver's licenses for school drivers (E)

D1.6.3 Indicator: 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.

Prompt: Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

Findings

This is an area which East-West has identified as an area for growth. Prior to the 2017-18 academic year the only training on child safety was that provided during orientation sessions, which was very brief. Fortunately, the strong emphasis placed on building healthy and safe relationships both among staff and with the students has meant that, as previously mentioned, there have been no documented or reported instances of child abuse involving any member of the school community. Some instances of corporal punishment within the home environment have been identified over the years, and these have been addressed by the Leadership Team in consultation with Khmer staff.

During the 2017-18 academic year, all teachers were required to complete an online youth suicide prevention course. This free, two-hour course was designed and created by the Society for the Prevention of Teen Suicide, based in the United States. Upon completion of the course, participants should be able to
1. *define suicide prevention as a part of school culture by contextualizing it as a component of a "competent school community",*
2. *describe the critical but limited role of the educator in the prevention process,*
3. *explain why specific categories of student may be at elevated risk, and*
4. *discuss strategies for dealing with at-risk students.*

Newly hired teachers are required to complete the course within six weeks of commencing employment.

Other professional training related to safeguarding children has been provided. 48 staff have been trained in Emergency First Aid, with the goal being to have all staff trained over a three-year period, with CPR refresher training being conducted annually. Additionally, most of the PE staff have completed the AUSTSWIM Teacher of Swimming and Water Safety program and are either licensed or in the process of obtaining their licenses. The Curriculum Coordinator also completed AUSTSWIM's Towards Competitive Strokes program and is a registered AUSTSWIM assessor.

In September 2018 the Director attended the Asia Schools Institute for Safety and Security (27-28 September 2018) and Asia Education Duty of Care Conference (26 September 2018) to gain a greater understanding of our responsibilities in terms of health, safety and security of our students. It is planned to ensure that key staff are attend this event in future years.

Since this issue is of such importance, the Phnom Penh International School Directors' network is investigating the possibility of having a child safety conference in Phnom Penh to meet the identified need for additional training in this area.

Finally, we are currently investigating the possibility of online programs like the Suicide Prevention program and/or face-to-face training being conducted on campus by local/international organizations who specialize in this type of training specifically in the Cambodian context. This will better equip staff to recognize signs of child abuse and/or neglect and provide them with important information about when and how issues should be reported.

Supporting Evidence

- Suicide Prevention Certificates (E)
- First Aid Certificates and training video (E)
- AustSwim Licenses (E)
- Various ASISS PowerPoint presentations (E)

D1.6.4 Indicator: The school has in place formal learning programs through the school experience related to child protection.

Prompt: Review and evaluate the formal learning programs through the school experience related to child protection.

Findings

This is another area where East-West has a solid foundation in our emphasis on relationships, but where we also have room to grow. The KGE Curriculum for Social Studies includes a Morals and Civics Strand. This strand includes the following units which directly relate to child safety and protection as well as student self-esteem (see D1.4:

Grade 1	Topic 3: My house to school	Unit 3: Good behavior and safety at school
Grade 2	Topic 1: Good behavior safe behavior	Unit 6: Safe from threats
Grade 3	Topic 1: Good behavior safe behavior	Unit 5: Safe from threats
Grade 4	Topic 1: Good behavior	Unit 3: Developing values: human rights
	Topic 2: Safe behavior	Unit 1: Peer pressure
Grade 5	Topic 1: Good behavior	Unit 3: Behaviors and values Unit 4: Developing values: rights and responsibilities
	Topic 2: Safe behavior	Unit 1: Avoiding risky behavior
Grade 6	Topic 1: Good behavior	Unit 2: Values and behavior
Grade 7	Topic 1: Relationships with others	Unit 1: Gender and human rights Unit 2: Friendships
Grade 8	Topic 1: Relationships with others	Unit 1: Helping others *(focus on racial discrimination)* Unit 2: Right to living with dignity *(focus on disability)* Unit 3: Honesty in friendships Unit 4: Lasting friendships
Grade 9	Topic 1: Relationships with others	Unit 1: Respecting others Unit 2: Khmer attitudes *(focus on human rights)* Unit 3: Relationship between friends Unit 4: Relationships in families
	Topic 2: Living in the community	Unit 1: Conflict resolution

It is recognized that this is a limited program, however it does provide a starting point from which we can develop a more substantial program to be taught in English. Internet safety is regularly addressed in ICT classes, particularly at the start of each academic year, and has also been touched on in Life Skills classes. Some primary teachers incorporate mindfulness lessons into their classrooms, and others have life skills lessons during which issues such as bullying and

being different have been discussed. These lessons tend to be reactive rather than proactive, however they are a positive starting point. They are often student-led with the primary purpose of open, honest, and supportive communication and action.

In the secondary grades, several Humanities courses, such as Social Studies and Global Perspectives, cover units related to human rights and associated issues. Other topics we believe would be desirable to cover include road safety (covered in Grades 1 to 6 Khmer programs), bullying, and protection from emotional and mental abuse. The Student Support Specialist offers to come into classes where these topics may be discussed in order to clarify any issues which teachers or students might have. This is certainly area which we can grow in the coming years, especially through the Life Skills program.

Supporting Evidence

- Photos of Khmer textbook lessons (E)
- All different, all equal Primary PowerPoint presentation (E)
- Mindfulness worksheets (E)
- Primary ICT lesson plans and curricula (E)
- Photos from secondary Khmer Civics classes (E)

D1.6.5 Indicator: 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.

Prompt: Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.

Findings

Procedures for reporting suspected or disclosed maltreatment or abuse at East-West are very simple. Any person with information about suspected or disclosed maltreatment or abuse has a duty of care to report this information to either a Principal or the Director. The option is also available to make a report directly to the Chair of the School Board. The person to whom the information is reported then has a duty of care to follow-up on the information, seeking advice from Cambodian staff, especially where Cambodian families are involved. The need to develop a more formal process is something the Leadership Team is aware of and is a priority. Sample policies and procedures have been obtained and are being considered. Part of this process will be the establishment of a "Child Safeguarding Team" which will be publicized widely so that all staff and students are aware of who they can go to about any child protection issues.

The issue of reporting suspected or disclosed maltreatment or abuse in Cambodia is a very sensitive one. While the authorities are working very hard to improve the overall child protection systems in place, there are still very limited resources in this area. A Child Protection Unit, a joint project of Cambodian Children's Fund and the National Police has been established, however resources are limited, and the focus of the unit is primarily on investigating major issues such as child trafficking and major abuse/homicides. The MoEYS recently released a national policy on child protection in schools. Unfortunately, we have not yet been able to obtain a copy of this policy.

As previously stated, the need for more formal documentation of reporting processes and the establishment of a safeguarding team is an area that has recently been drawn to our attention, both through the self-study process and through the Director's attendance at the ASISS conference in September. We believe it is important to acknowledge the importance of the school's focus on relationships, which means that our students do feel safe at school and know that they can talk to a safe adult at any time when they have any concerns, either at home or at

school. Any child reporting concerns or claiming to be the subject of abuse will be protected, taken seriously and treated with respect. He/she will be reassured that they are not to blame and would never be treated with disbelief or in a manner that might cause shame or embarrassment. Any and all incidents, comments, suspicions, or concerns must be reported to senior leadership and an investigation conducted. The Chair of the Board can also be contacted if concerns are held about a senior member of staff. When responding to concerns or allegations of harm, the ultimate guiding principle will be the best interest and well-being of the child or children involved.

Supporting Evidence

- Phnom Penh Post newspaper articles
- CCF Child Protection Policy Document
- WVI Child Protection Policy Brief (E)

D1.6.6 Indicator: 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.

Prompt: Evaluate if 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.

Findings

While there have been significant efforts to ensure students' safety in school, cultural practices involving corporal punishment as a form of discipline still exist in Cambodian homes. There is no comprehensive Cambodian law yet with legal provisions for protecting children from physical and sexual abuse, and authorities are very lax in implementing certain constitutional rights of children, as stipulated in Chapter III, Article 48 of the Cambodian constitution.

In December 2017, the Ministry of Women's Affairs and the Ministry of Social Affairs, in cooperation with UNICEF, released the Action Plan on Violence Against Children (2017-2021), which was introduced in response to child protection issues. The implementation of this plan will make it possible for the school to comply with the country's legal expectations and requirements. Some aspects of the plan, such as ensuring staff are using positive discipline practices are already practiced at East-West. In addition, the Staff Handbook clearly states that

If we suspect that a child is being abused in the home, teachers must talk with the Principal or the Director who will consult with someone with knowledge of local customs.

It should be noted that for many East-West students, the school is their safe space. The positive relationships that exist between teachers and students are an important avenue through which students may disclose such sensitive issues and information to their teachers. The Director always consults with Khmer staff before taking further action, to ensure such action is culturally appropriate. This will become less of an issue as Cambodian society receives more education about the importance of child protection and its implications for home life.

Supporting Evidence

- Action Plan to Prevent and Respond to Violence Against Children (2017-2021)
- https://www.unicef.org/cambodia/results_for_children_12957.html
- Student referral form (E)

D2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

> **Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

D2.1 Parent/Community Involvement in Teaching/Learning Process

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

Findings

East-West believes that nurturing open and honest discussion with parents and the local community is essential to improve our already strong sense of school community. The school has made substantial efforts to engage with parents as well as the overall Cambodian community. This is particularly challenging in a country where parents prefer to leave educational matters to the educators. We encourage parents to be involved with school activities, seek feedback on their child's progress, and be involved in school activities such as house days, sporting events, assemblies, plays and concerts. In March 2018, 95% of parents surveyed were happy being a part of the East-West community. In addition to this, 83.8% of parents surveyed felt they are a valued part of the school community, while 70% felt that the school leadership does everything it can to encouragement parent and community involvement.
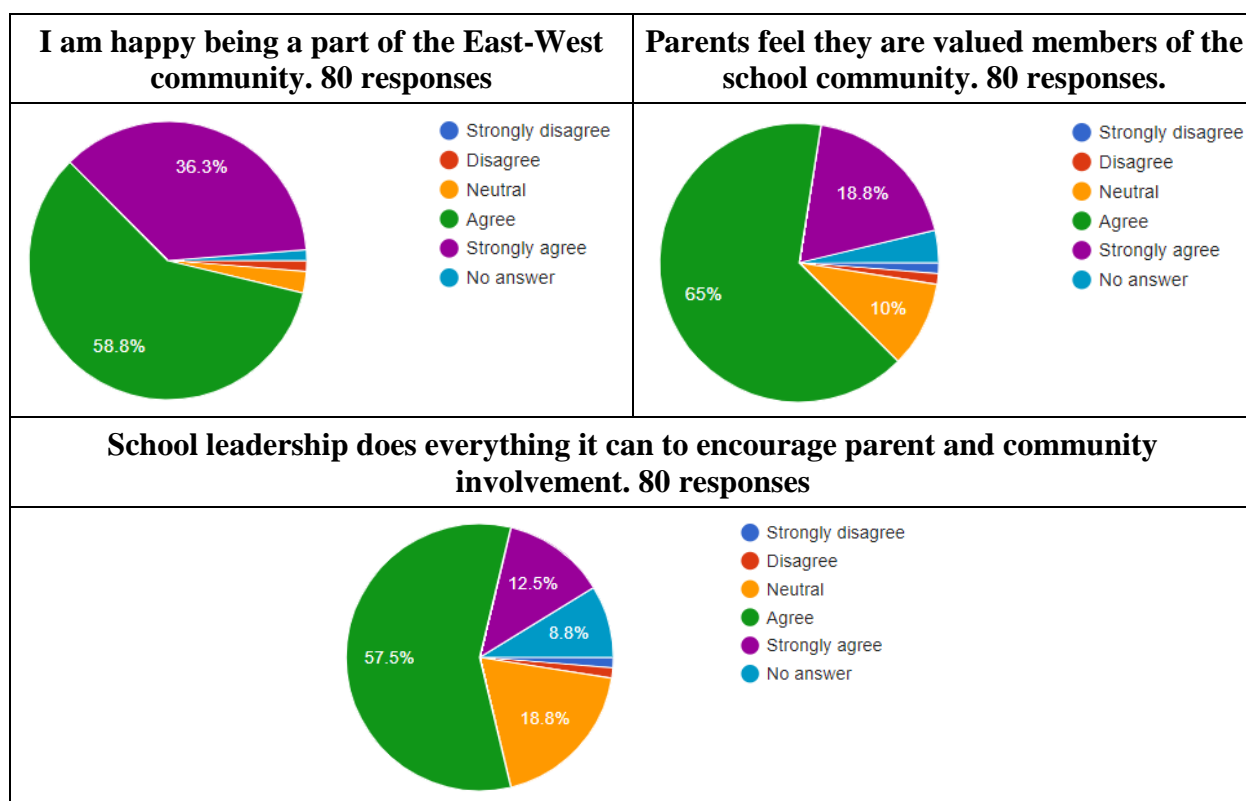
A further survey of parents was conducted in Nov/Dec 2018. Two questions were asked about parent involvement. Responses are shown below.

East-West encourages parents to be involved with their child's learning. (Dec 2018)

Strongly Disagree
0%

Disagree
0%

Neutral
13%

Strongly Agree
27%

Agree
60%

Parents have the opportunity to be involved in school life. (Dec 2018)

Disagree
3%

Strongly Disagree
1%

Strongly Agree
9%

Neutral
33%
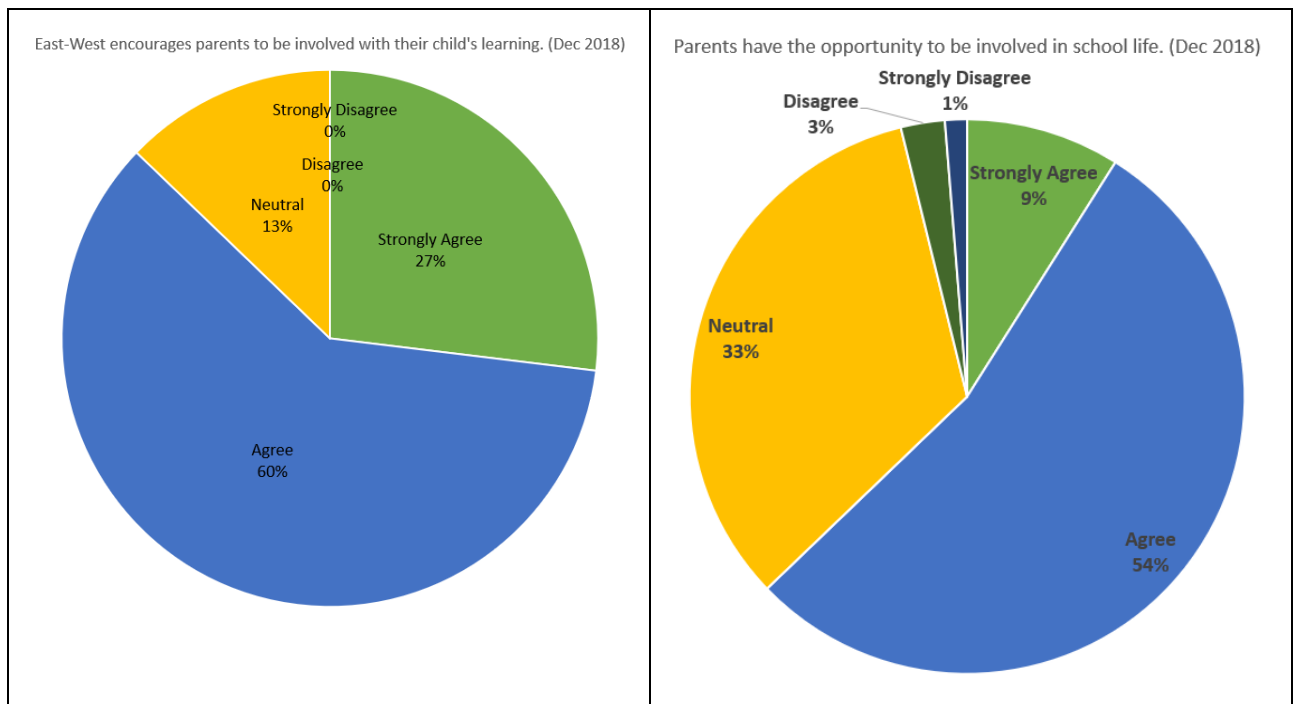
Agree
54%

As can be seen from the charts above, a majority of parents surveyed in December 2018 agree that East-West encourages parents to be involved with the child's learning (87%) and that parents have opportunities to be involved in school life (63%). This is an area we will continue working on, however we would like to highlight some of the ways in which we are currently involving parents.

Parent-teacher conferences are a vital part of building relationships with parents and involving parents in their students learning. With an 84% attendance rate in the primary grades, where appointment times are allocated, and Khmer translation is easily available, we are confident these biannual events truly facilitate open communication and partnerships with parents. While attendance rates in the secondary school are not as high, we believe these are also valuable in developing partnerships with families. One of the challenges is that one student may have 6 to 8 different teachers, and we are working with the PTO to find ways to make secondary conferences easier for parents to navigate, thus improving participation rates. At the January 2019 meeting the PTO made some recommendations which should assist in this. Report cards are a more one-way communication from the school to parents, however we always ensure parents can discuss report cards with teachers should they desire this.

In addition to report cards and parent-teacher conferences, the school uses a variety of strategies to both keep parents informed and invite their involvement in school activities. Throughout the academic year, East-West sends newsletters home—in both English and Khmer—to keep families up to date with any changes within the school and upcoming events. At the request of the PTO, these newsletters will be issued monthly and will incorporate a calendar of events. When essential information is communicated (such as the change to pick-up policy), parents are requested to sign and return a response slip. Considerable effort has been made to ensure information is available to non-English speaking parents through provision of Khmer and Korean translations of essential documents (including surveys), as well as the availability of a Korean translator when required. All Facebook posts are now made in both English and Khmer (translated by one of our Khmer staff).

During the 2017-18 academic year, East-West launched a PTO. While attendance was limited initially, we are starting to see more parents at the meetings, including several attending regularly. Starting in 2018-19, a pattern has been established of alternate meetings on and off campus. The on-campus meetings are attended by members of the school Leadership Team, while the off-campus meetings are facilitated and attended only by parents. A core group of

parents have taken responsibility for organizing the off-campus meetings and being contact points for parents. A Terms of Reference document has been created and shared with members. This organization will enable parents to have greater input into school affairs as well as bring suggestions/recommendations to the Leadership Team. East-West is also considering the possibility of having a parent representative on the School Board.

The school's website and Facebook page are an important avenue for sharing information with parents, and considerable effort has been made to ensure these are both informative and inviting. The school regularly invites parents to attend extracurricular events where students' achievements in and out of the classroom are displayed/celebrated. The annual end-of-year concert is always fun for students, teachers, and parents, and helps reinforce the feeling of a true school community. This is probably the best attended event on our school calendar. Other events include a Model United Nations conference, a Science fair, and an Open Day at the beginning of the year where parents are welcomed and encouraged to observe lessons and other daily activities. Graduation ceremonies are also well attended by parents and other community members.

In the primary school, all teachers are required to use a communication book or homework book with space for comments to facilitate communication between home and the classroom. These books have been well accepted by parents. We have seen some parents use these books to inform teachers ahead of time when students are going to be absent or need to leave early (something that rarely happened in the past), as well as to ask questions about their child's work. Notes in these books can be in English or Khmer. In addition to this, at the start of each IPC unit, teachers are required to send a letter to parents explaining the upcoming unit and inviting parents to be involved in their children's learning when possible.

Another important avenue for encouraging parent involvement is the Parent Handbook. This includes sections on School/Home Communication, Supporting Your Child, the PTO, our Parental Behavior Policy, and an open invitation to contact the school about any concerns or issues. E-mail contact information is provided for the Director, Primary and Secondary Principals, and key office staff, along with the school phone number.

Involvement of the wider community in Phnom Penh and Cambodia, is an area for growth in the coming years. As the school seeks for our students to be active community members as well as responsible world citizens, we have developed some strategies to include the wider community in the teaching and learning process. A variety of field trips around Phnom Penh, around Cambodia, and to ASEAN regional destinations are organized during the academic year. Community service is often an important component of these trips, especially the longer mid-year ones. In both December 2017 and 2018, students took part in beach cleanups in the cities of Sihanoukville and Kep. To bring history "alive" in a context outside of the classroom, in March 2018, a field trip was arranged to Saigon, Vietnam to visit the war museum and explore the Cu Chi tunnels. This trip gave students the opportunity to explore and investigate local and regional history from a new and unique perspective. In November 2018, a group of students enjoyed a camping field trip to Kirirom where they learned more about the Cambodian environment. In December 2018, Grade 5 teachers organized a visit from Animal Rescue Cambodia to help our fifth-grade students understand the responsibilities involved in having a pet. A similar program for younger primary students is planned for the early part of 2019.

Supporting Evidence

- Pet Responsibility Field Trip E-mail
- Parent Handbook
- PTO Terms of Reference
- PTO Minutes – January 2019

D2.2 Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: How effective is the school use of community resources to support students?

Findings

East-West is striving to increase the extent to which the school interacts with local resources for the benefit of both the students and the community. It is important to remember the historical context of Cambodia when determining the effectiveness of the school's use of local resources. Cambodia is still a developing country, rapidly emerging from decades of war, civil strife, and genocide, and communication with some of its institutions can still be unreliable.

The use of host country resources to support students is increasing, and it is an area that we are keen to further develop. The IPC provides a range of opportunities for host country community involvement, although making connections with appropriate community organizations has proven challenging. This is slowly changing, and we have been able to organize both field trips and guest speakers to support a number of units. Teachers in the secondary school have also been proactive in facilitating community involvement. We have also cooperated with other schools to give our students opportunities that we do not currently have the facilities for. These have included:

Subject or IPC Unit Name	Field Trip Location or Organisation Involved or Parent/Guest Speaker Involved	Grade(s) Involved	Approximate Date
World Around Us	Urban Space	Early Years	January 2019
A Day in the Life	Roomchang Dental Clinic	K	September 2016 September 2017 October 2018
Sensational	3D Art World Phnom Penh, Steung Meanchey	1	7th March 2018
It`s shocking	Kid's City, Science floor	1	17th November, 2017
After School Program	Phnom Climb Community Gym	1 – 5	Fourth Term 2016-17 Third Term 2017-18 Fourth Term 2017-18 Second Term 2018-19
Mathematics: Geometrical 2D and 3D Shapes	3D Art World Phnom Penh, Steung Meanchey	2	May 2018
Musical Futures	Boomwhackers Workshops by Joaan Foo from iCAN Boomwhackers Assembly (Collaborative event with iCAN)	2 – 5 K-5	February 2018
Different Place, Similar Lives	Institut Francais du Cambodge – Art exhibition by Leang Sekon	3	May 2018
Land Sea and Sky	Wat Botum Park	3	April 2018
	Safari World	3	October 2018

Subject or IPC Unit Name	Field Trip Location or Organisation Involved or Parent/Guest Speaker Involved	Grade(s) Involved	Approximate Date
PE	YAPP Athletics Day	3 – 5	February 2015 December 2015 December 2016 December 2017 December 2018
IPC	Animal Rescue Cambodia and Four Paws	5 3, 4	December 2018 January 2019
Being Human	Dwi Willimann – Parent & Yoga Instructor	4	November 2016
Existing, endangered, extinct	Kampong Chhnang Mushroom Farm.	4	January 2018
	Phnom Tamao Wildlife Rescue Centre.	4	January 2018 January 2019
The Great, The Bold and The Brave	Siem Reap, Artisans Angkor	5	December 2017
The Great, The Bold and The Brave	Siem Reap, Angkor Panorama	5	December 2017
	Siem Reap, Angkor UNESCO World Heritage Centre and Park	5	December 2017
	Phnom Penh, Wat Phnom	5	May 2018
	Phnom Penh, Royal Palace	5	May 2018
	Phnom Penh, National Museum of Cambodia	5	May 2018
English	World Scholars Cup Institute of Technology of Cambodia	5 – 10	May 2018
STEM	14th Annual Cambodia STEM Festival	5 – 10	December 2018
Life Skills	Kirirom National Park, Toursanak	7 - 10	November 2018
History	Saigon, Vietnam War Museum and Cu Chi Tunnels	9- 10	March 2018
English/Drama	Local amateur dramatics society's production of *Animal Farm.*	9-12	October 2018
Life Skills / Social Studies	Fraser Brown – Guest speaker on roof top gardening and composting	6-12	October 2018

One key resource used in our Khmer program is the Cambodian MoEYS. The website for this government department provides access to essential curriculum documents which have helped facilitate the integration of the Khmer and English programs in the primary school. Facilitated by the MoEYS are the two Open Educational Resource websites, one for English learning and the

other for Khmer learning. An annual report of student results produced by the MoEYS helps ensure that our Khmer program is of the highest standard.

In addition to using local resources to support learning, the school uses local sources, contractors and service providers wherever possible. East-West has a contract with Hagar Catering, a Phnom Penh-based company founded by Hagar International, an NGO which works with the disadvantaged, to provide meals for our students and staff. The school receives an updated monthly menu from Hagar, which can also be found on the school's website. East-West also partnered with Toursanak, a local tour company to run a high school camping trip to Kirirom National Park.

The Mobile Educational Testing Unit (METU) is used when students need specialist assessment, counseling, and/or therapy which is currently outside the capacity of the school. This partnership has proven effective for a number of students, although the costs can be a barrier for some parents.

A vital part of our students' development is their interactions with students from other international schools across Phnom Penh and sporting events are an important part of this. The school is a member of the ISSAPP and competes in athletic tournaments both locally and abroad. Our students have a reputation for playing hard and being good sports, showing respect for referees and opposing teams alike. Students in Grade 12 taking the advanced Global Perspectives & Research course participate at a Model United Nations conference at another international school in Phnom Penh. The School Director is also a member of the Heads Together group, which includes leaders from other local international schools. This group meets bimonthly to discuss matters of importance facing students at all schools, including wellbeing, child protection, calendar dates and other factors in the rapidly developing Phnom Penh education sector.

Supporting Evidence

- Field trip photographs
- Google Plus Community Screenshot

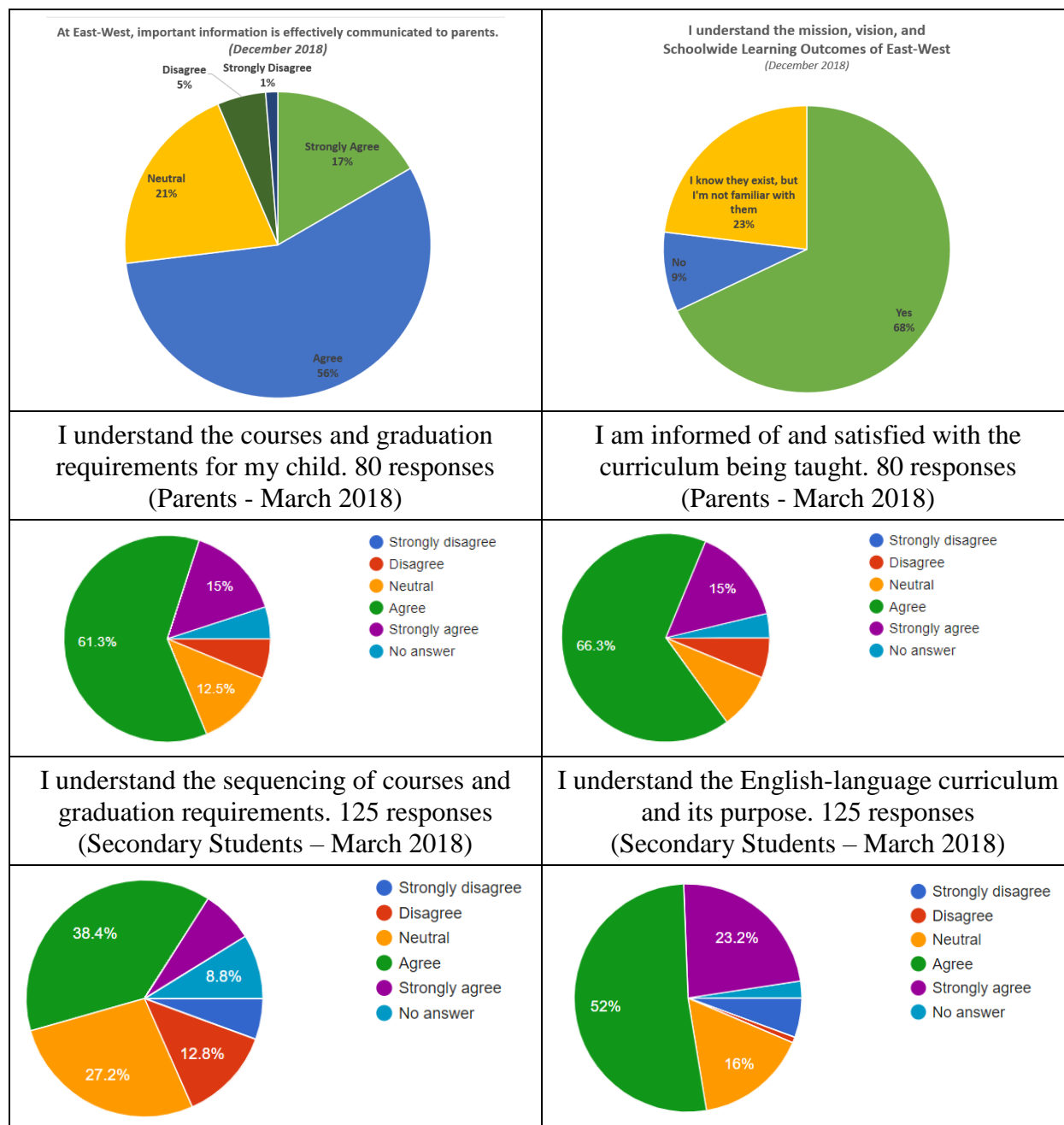## D2.3 Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.

Findings

East-West uses various strategies to help parents and the school community understand the academic standards and approaches within the school. We are also beginning to explore different ways to help parents and others in the community understand why our focus on the SLOs (which in turn lead to global competence), is essential. It is, however, difficult to evaluate how strong parental understanding of these issues is. Parental involvement in school activities is slowly increasing, however the dual challenges of language and culture make gauging understanding challenging. According to the parent surveys conducted in December 2018, 73% of respondents feel that important information is effectively communicated to parents, and only 6% disagreed with that statement. When asked specifically about if parents understand the school's mission, vision, and SLOs, 68% indicated that they do understand these. A further 23% indicated that

they know that these statements exist but are not familiar with them, while the remaining 9% either responded negatively or did not complete the question. This shows that this is an area which we can improve, especially as we seek to strengthen the links between our SLOs and global competence.

I understand the courses and graduation requirements for my child. 80 responses (Parents - March 2018)	I am informed of and satisfied with the curriculum being taught. 80 responses (Parents - March 2018)

I understand the sequencing of courses and graduation requirements. 125 responses (Secondary Students – March 2018)	I understand the English-language curriculum and its purpose. 125 responses (Secondary Students – March 2018)

When asked about course and graduation requirements in March 2018, 76% of parents and 45% of students indicated that they understood these. 81% of parents indicated that they were informed of and satisfied with the curriculum being taught, while 75% of students understood the English-language curriculum and its purpose.

At the start of the 2017-18 academic year, information sessions were conducted for staff, and students, to explain the CIE system. If we continue offering Cambridge exams, we need to conduct these sessions annually. For students, these would preferably happen before students make subject choices for the next academic year. For teachers, they would take place during orientation. For parents, they could be incorporated into a Back-to-School Open Day/Afternoon/Evening. Also, at the start of the 2016-17 and 2017-18 academic years, primary teachers conducted Back-to-School sessions where classroom teachers (foreign and Khmer)

communicated an overview of what would be happening in their classroom during the year. Due to a variety of factors this did not happen in 2018-19, however we hope to resume this practice in 2019-20.

Based on these responses, it is clear there is still more we could be doing to ensure all stakeholders understand our SLOs, global competencies, and the various academic standards used across the school. This is one area which we believe the PTO may be able to assist the school with, by facilitating further communication about both about the SLOs and specific academic standards in ways that are relevant and clear to all parents, including those with limited educational background through no fault of their own. Parents have also been invited to participate in the February WASC Self Study Report review sessions being provided for staff so they can have a greater understanding of the accreditation process.

One change we have made to help secondary parents better understand the standards which their children are working towards, rather than just focusing on Cambridge examinations, was to move to a more holistic grading scale on bi-annual report cards, taking into consideration the range of assessments teachers give during the year, which are, in turn, aligned with the SLOs and global competencies. In addition to this, as part of the curriculum review cycle, consideration is being given to moving from the Cambridge exams to alternative curricula which would better reflect the SLOs, global competencies, and the bilingual learning environment of East-West. Such a change will require both consultation with and education of all stake holders.

Supporting Evidence

- Back-to-School Parent Information Session PowerPoint
- Welcome to Grade 4K letter
- Essential agreement

Additional Online Instruction Prompt: *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings

Since our only on-line course is a blended program resulting from small class sizes, no further response is needed at this point. Should we add further online courses, we will develop appropriate programs to ensure parents understand the expectations and requirements of such programs in relation to desired student achievement. Entry into such courses will be guided with specific consideration of student characteristics necessary for successful completion of these courses.

Supporting Evidence

- Not Applicable

Category D: School Culture and Environment: Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

East-West International School is built on a relational foundation – children learn best when they feel safe, cared for, and respected – which facilitates provision of a safe, healthy, nurturing environment that reflects the school purpose. It is characterized by respect for difference, trust, caring, and professionalism where each student is supported and encouraged to reach their highest potential. This is clearly stated in the school's mission, vision and SLOs. Survey findings indicated that while teachers and parents believe this to be the case, as do most primary students, there is definitely room for growth in the secondary grades. Recent initiatives to improve this

have included the appointment of a school nurse, the appointment of a full-time Student Support Specialist and the establishment of a tolerance club. Since students learn best when they feel safe and supported, we will continue to make changes to help students feel this way. A range of strategies are in place to ensure student self-esteem is fostered, including an underlying atmosphere that encourages participation over "correctness", since making mistakes is seen as an opportunity to learn. Always, our students are encouraged to do their best and reach their greatest potential.

Among the teaching staff and parents there is a strong belief that East-West has a collaborative culture where mutual respect, inquiry, and effective communication are valued. This was evident in both the October 2018 School Culture surveys and the March 2018 surveys. Collaborative planning and innovative lessons which help students learn in different ways are encouraged. Unfortunately, only about half of our students see things this way. As a result of both surveys and conversations with students, a range of strategies have been put in place to improve student perceptions of the collaboration that occurs and the levels of respect for all persons. This is an area we will continue to develop.

East-West continues to support and encourage teachers to use innovative approaches to learning. This is evident in the breadth of teaching approaches seen across the school, where teachers are encouraged to teach to their strengths to best support student learning. The introduction of SMART boards, use of the IPC which is founded on principles of inquiry-based learning, and our Pineapple Board are just a few ways we do this.

East-West International School has made substantial changes in recent years to ensure the school is a safe, clean and orderly place that nurtures learning. Students are encouraged to take responsibility for both the school environment and the wider community. It is acknowledged that sometimes the school could be cleaner, and we have recently provided the cleaning staff with better training. Strategies to improve safety include employment of a school nurse, first aid training for staff, first aid kits in key locations, fall protection in playgrounds, soft padding on cement posts in play areas, filtered water, and clear fire drill and emergency lock down procedures. Internet safety lessons are part of all ICT classes, and access to the internet is restricted via passwords. Students are only permitted to use personal devices in class where supervision ensures appropriate use.

Child Protection is an area which East-West recognizes as an area for growth. The nurture and protection of the children in our care has always been of utmost importance, and this is reflected in a number of historical documents, including teacher contract conditions. In April 2018 the policy was updated and incorporated into the revised Staff Handbook. With all staff required to submit police clearance certificates or criminal record checks, we have avoided people with questionable child protection background joining our staff. Planning for sleepovers and field trips always includes ensuring there is a minimum of two staff involved, one of each gender. Risk assessment is an important part of field trip planning, and staff on field trips have all essential contact information for parents of students on their trip as well as key school contacts. The school only uses licensed drivers and vehicles, and there is always a second adult in the van when transporting students to and from school. Professional training on child protection is an area for growth. Suicide prevention training is now a mandatory requirement and we are investigating culturally appropriate ways to provide professional child protection training for all staff. First Aid training has been provided for 48 staff, and swimming teachers are trained through AUSTSWIM. The Director attended ASISS and AEDC conference in September 2018 and we plan to have other key staff attend the conference in future years.

Formal learning on child protection topics is another area for growth. There is a solid foundation in the KGE Social Studies curriculum (taught in Khmer classes), along with some work being done in life skills and ICT classes.

The process for reporting suspected child abuse, maltreatment or neglect at East-West is very simple. All reports are to be taken to either the Principals or the Director. Incidents/concerns can also be reported directly to the Chair of the Board if preferred. Care is taken when considering reporting to external authorities as this is an area which is still developing in Cambodian law and practice. A number of recent government and NGO publications pertaining to child protection have been obtained and their contents will be considered as we move forward in ensuring all students are safe and can obtain support when feeling unsafe. One strategy which has been proposed to improve this area is establishment of a "Child Safeguarding Team" the membership of which will be widely publicized.

Parental involvement was identified as a critical area for East-West in 2013, so considerable effort has been put into increasing this over the past five years. 87% of parents surveyed in December 2018 believe that East-West encourages parents to be involved with their child's learning (up from 70% in April 2018) and 63% agree that they have opportunity to be involved in school life. This is significant in a country that traditionally does not involve either parents or the wider community in education. Community involvement currently consists mostly of our students taking a variety of field trips to help them learn more about the world in different environments. These trips also often involve a community service component, which allows our students give back to the communities they visit. Over the years a number of guest speakers, particularly from organizations working within Cambodia, have visited the school to add community perspectives to learning, and we will continue to encourage this. Local community resources that we access to support students include Hagar Catering, METU, ISSAPP, and the Cambodian MoEYS.

Efforts to ensure understanding of both academic standards and the SLOs by parents and other members of the school community are being made. The dual challenges of language and culture make the effectiveness of these efforts hard. While many parents and students have indicated they understand both the SLOs and the course requirements, it is clear that there are still some who do not, and so we will continue working on this.

Category D: School Culture and Environment: Areas of Strength

1. Positive, meaningful relationships as the basis for all that happens at school

2. Collaboration, both within grade levels and/or departments and across them

3. An environment where teachers have the freedom to innovate, explore new ideas and try new teaching strategies

Category D: School Culture and Environment: Areas of Growth

1. Child protection
   a. Further development of formal learning program
   b. Documentation of procedures and updating of policies in line with international standards and the changing Cambodian social and legal environment
   c. PD for all staff (including non-teaching staff)
   d. Establishment of a "safeguarding team".

2. Increased parent and community involvement in school life, including bringing in more experts and guest speakers to meet students, as well as having students more directly impact their community, country and world.

3. Develop greater understanding of our SLOs and global competence in parents and the wider community.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

The WASC self-study process has been an incredibly enlightening one for us at East-West International School. It gave us a chance to reflect on all that makes our learning community unique and special. It helped us continue to recognize our strengths and build on those, keeping them at the forefront of all we do. It has also given us key insight into some areas that we wish to strengthen and grow in order to best serve our student population.

Since its founding, East-West has had a clear vision of being a caring learning environment built on solid relationships established among all stakeholders. The students work hard and enjoy learning because they know their teachers care. Many staff members and students have been a part of the school community for many years, strengthening those bonds. The word "family" feels like an apt description when thinking about how all the pieces at East-West fit together. Guards, office staff, teachers, and Leadership Team members know all, or almost all students by name. Relationships are at the foundation of all we do, and those relationships contribute highly to the environment that is focused on student learning, at both the academic and socio-emotional level.

Another strength of the school is our commitment to holistic education. Due to the rigorous nature of completing a dual, fully bilingual curriculum, East-West remains committed to being a student-driven school. Students are not just test scores or enrollment numbers, they are individuals. Their strengths, whether academic, athletic, artistic, or otherwise, are celebrated. With small class sizes, students are given the attention they need to thrive and grow. Recent changes in secondary have allowed students to have more control of the classes they take to best suit their future plans. East-West remains committed to its vision, mission, and SLOs, and with a renewed focus on global competency, is determined to help develop the next generation of leaders for Cambodia.

We have made great progress in terms of supporting our students. In primary, implementation of the IPC has shifted the focus to inquiry-based, student-centered lessons. In secondary, there is, for the first time, a stable leadership team, which will grow even more with the addition of a STEAM Coordinator. Students in both primary and secondary who need extra support can receive the help they need. Data collection is improving, and it is exciting to think about our future as we increasingly use student data to give us insight into our academic programs. Student safety, the number one priority at East-West, has increased greatly with the employment of a full-time nurse, the appointment of student support staff, first aid training for staff, a crisis management team, and a strong relationship with a local counseling group.

After a few years of instability, the current team at East-West has brought confidence to both students and parents alike. The stability at the leadership level has allowed new initiatives and changes to be accomplished. The low level of staff turnover, both Cambodians and foreigners, facilitates real buy-in to the changes proposed by the Leadership Team. The transparent budgeting process has made purchasing resources easier and provided for more funds for professional development. The increased availability of technology for both teachers and students shows the school's commitment to being a 21st century learning center. Teachers feel supported to try new methods and innovate, without fear of making mistakes.

East-West still has areas for growth. Although student support is seen as a strength, it is also clear that student wellbeing is an area that East-West must continue to focus on. Having a Guidance Counselor on staff will give secondary students a better understanding of the world that awaits them after graduation. A school database will allow all stakeholders - parents, students, teachers, staff and Leadership - to have a better understanding of what takes place during a student's academic career at East-West. There is a continuing need to provide support

for students' mental health, including activities such as mindfulness. Another area we have made great improvements in is child protection, however we realize that we can continue to grow and improve in this area.

While East-West will always remain a student-focused institution by nature, the collection, analysis, and use of data needs to be further developed to enhance the learning program. Improved data collection and analysis will allow the school to better plan for its future and support student needs. More PD of current teaching staff in the use of data to guide lesson planning and assessment will help drive this initiative forward.

There also needs to continue our emphasis on curricular improvements. Although much has been done, there is still more to do, particularly in secondary. East-West has begun building a stronger middle school curriculum and integrating English and Khmer subjects similarly to how they are taught in primary. Another area for growth, in both primary and secondary, is diversification and improvement of assessment, both with academic subjects and the SLOs. A clear set of graduation requirements needs to be finalized, so students understand what is necessary to earn an East-West International School diploma. These are areas that the School Board recognizes as critical, and this is evident in the approval of the Guidance Counselor and STEAM Coordinator positions.

Although much has been done to encourage more parent involvement in school life, this remains an area for growth for us as well. The establishment of the PTO has given parents a voice in their children's experience at East-West, however it is still difficult to maintain a core group of parents needed to establish consistency. These limitations are likely due to the cultural perspective that the parents trust the school to make the right decisions for students, but we endeavor to show parents how important their voices are. East-West is gradually expanding its role in the local, national, and global community. We are also working on increasing the input from the wider community into our learning programs. We would like to see our students become a driving force for positive change in Cambodia.

Areas of Strength	**Areas for Growth**
Focus on Educating the Whole Child	**Curriculum**
- East-West has firm commitment to its vision, mission and SLOs. The Leadership Team is committed to having East-West students become the best globally competent citizens that they can be. - Implementation of the IPC - Integration of SLOs into everyday teaching - Khmer General Education curriculum and clearly defined standards - Renewed focus on inquiry-based learning with ample time for reflection - Improved range of Student Council led co-curricular activities - Strong secondary sporting program and the addition of Drama Club and Glee Club for secondary students. - The creation of the House system, and quarterly "House Days" which help build relationships and promote cross-curricular SLO activities - Strong links between SLOs and co-curricular activities.	- Continue moving towards hiring qualified teachers with experience in international and/or bilingual education. Where the best available applicant does not have a professional teaching qualification, obtaining one within a reasonable timeframe should be a condition of employment. - Further develop staff and student understanding of the SLOs and Global Competencies and develop ways of effectively assessing the SLOs. - Integration of Khmer and English curricula in secondary - Creation of a real, vibrant middle school curriculum - Creation of school policy to assist with assessment of SLOs - Creation of concrete graduation requirements Further bilingual classes in the secondary school to aid in ensuring sufficient time for Khmer studies.
Relationships	**Student Wellbeing**
- East-West is first and foremost a relational facility, where people are valued, and all activity is focused on student learning, both academic and socio-emotional. - Positive, meaningful relationships as the basis for all that happens at school - Collaboration, both within grade levels and/or departments and across them	- Continue expanding services and programs to support positive student mental health - Employment of a qualified career/college guidance counselor - Employment of an English Language Support specialist - Implementation of the school database to assist in monitoring student support. - Child protection - Further development of formal learning program - Documentation of procedures and updating of policies in line with international standards and the changing Cambodian social and legal environment - PD for all staff (including non-teaching staff) - Establishment of a "safeguarding team".

Areas of Strength	Areas for Growth
Student Support	**Collection and Use of Data**
- Creation of the STEAM Coordinator position to assist with middle school curriculum, Khmer/English integration and subject integration - Appointment of the Student Support Specialist - Employment of a school nurse and creation of a clinic room - First Aid Training for staff - Creation of a Crisis Management Team - Teachers doing more to differentiate lessons to meet the needs of a diverse population of students - Offering a range of non-CIE courses for students who find learning/writing exams particularly challenging - The primary after-school English Language Support and Khmer Language Support programs - Working with METU for additional student support services	- Improve collection and analysis of student data so this can be used to inform future planning. - Continued growth for teachers in lesson planning, assessment and collection/use of data to improve teaching methods.
Continued Commitment to School Improvement and Growth by All Stakeholders	**Community and Parent Involvement**
- Resources for both teaching and learning have improved and there is a commitment to continuing to improve the quality and quantity of resources available to students and teachers. - Implementation of ACER-ISA Testing in Grades 3, 5 and 7 - An environment where teachers have the freedom to innovate, explore new ideas and try new teaching strategies - Increased allocation for professional development in the school budget, and an increased promotion of free, online professional development - The creation of a supportive School Board that operates from a basis of trust and positive relationships. - The stability of the school Leadership Team. - Substantial investment in technology integration and improvements	- Continue involving all stakeholders in long-range planning to help the school move forward as a 21st century learning center. - Increased parent and community involvement in school life, including bringing in more experts and guest speakers to meet students, as well as having students more directly impact their community, country and world. - Develop greater understanding of our SLOs and global competence in parents and the wider community

Chapter V: Schoolwide Action Plan

The year following the mid-cycle visit was one of great uncertainty for the school, with a high turnover at the leadership level. This led to inconsistency in vision. However, much groundwork was laid for the current Leadership Team, established in January 2018, to build on. This included a transparent budgeting process, the creation of the School Board, and an increased focus on parent involvement. With the stability provided by the new Leadership Team, the focus has shifted from the alignment of lessons and tests to standards defining East-West's philosophy of assessment to using balanced assessment strategies and project-based learning. The emphasis has therefore moved from a standardized test-driven paradigm to authentic assessment-driven instructional practices.

The current ACS-WASC self-study process has given us a framework to ensure all stakeholders have the opportunity to identify strengths and areas of growth as our school continues to develop. It also helped provide insight into our school, our community, and the future of East-West. We have identified four areas of growth necessary to improve student learning at East-West:

1.   Curriculum Improvements

2.   Student Well-being

3.   Collection, Analysis and Use of Data to Inform Decision-making

4.   Continued Parent and Community Involvement in School, and School Involvement in the Community

Details of our proposed plan for each of these areas start on the next page. Any feedback from the Visiting Committee to help us continue to improve the experience for all stakeholders in the East-West International School family will be greatly appreciated.

Curriculum Improvements

Area for Improvement:	East-West International School needs to ensure it has a fully-documented challenging, coherent, and relevant international curriculum that results in students achieving the school-wide learner outcomes through successful completion of any course of study offered.			
Rationale:	Although East-West has made great strides in curriculum since both the initial self-study and the mid-cycle visit, there is still progress to be made in this area. The self-study process highlighted that, due to the turnover of leadership, there is still not a formal middle school curriculum. In addition, the secondary Khmer and English curricula and instruction are not as well aligned as they could be. Graduation requirements also need to be determined, especially if we move away from CIE. There is also still work to be done mapping the Khmer and English curricula, although considerable integration currently exists in primary. There is also a need for greater continuity from Kindergarten through to Grade 12. As East-West moves towards 21st century teaching practices and more PBL and inquiry-based learning, decisions need to be made to ensure our chosen and documented curricula support the development of global competencies and our SLOs.			
Critical student learning needs and SLOs	A challenging, coherent, and relevant international curriculum will help ensure all our students grow to be Creative Problem Solvers and Lifelong Learners. Our students are 21st century learners and we need to ensure they are developing the 4Cs of 21st century skills: Critical thinking, Creativity, Collaboration, and Communication			
Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
Develop a comprehensive curriculum document that will facilitate 21st century teaching practices and meet the needs of East-West students as they develop in accordance with our SLOs.	Curriculum Coordinator STEAM Coordinator KGE Coordinator	Principals Director Staff	By end 2019-20	KGE Curriculum IPC ANC Cambridge Curriculum CCSS

Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
Increase use of 21st century teaching practices, including PBL and inquiry-based learning with greater opportunity for flexible assessment and instruction.	Instructional Staff	HODs Curriculum Coordinator STEAM Coordinator KGE Coordinator Principals Director	Ongoing	Curriculum PD Community stakeholders SMART Boards & other 21st century technology Internet access
Expand our philosophy of assessment through Balanced Assessment PD	STEAM Coordinator Curriculum Coordinator Instructional Staff	Leadership Staff Director Principals	Ongoing	PD Collaborative Working Groups
Continue and expand integration of the Khmer and English programs	Curriculum Coordinator STEAM Coordinator KGE Coordinator	Instructional Staff Principals Director	Ongoing	PD Khmer Curriculum Documents in English and Khmer
Hire qualified teachers or ensure acquisition of qualifications	Director Principals	Instructional Staff without qualifications	Ongoing	Adequate salaries and benefits PD Programs & budget
Developing greater understanding of and assessing the SLOs	Curriculum Coordinator STEAM Coordinator	Director Principals Instructional Staff	By August 2020	SLO Rubric/Continuum
Documentation of Graduation Requirements	Secondary Principal Director	STEAM Coordinator	By August 2020	Curriculum decision must be made first
Increasing opportunities for PD	Director Principals	Curriculum Coordinator STEAM Coordinator HODs Staff	Ongoing	Annual Budget

Student Well-being

Area for Improvement:	East-West International School has identified three key areas under the overall heading of Student Wellbeing which require further attention: child Protection, student health (social, emotional, physical, and intellectual), and post-secondary preparation.
Rationale:	We recognize the need to continue to grow in this area as our students learn to navigate a rapidly developing world. The area of child protection is one which was addressed in a minor way during our last self-study. We want our students to know that school is a safe place for them, and we are committed to developing this area. We have noted the global rise in mental health issues and want to be sure that we are proactive in dealing with these issues. We also want to ensure that children leave East-West well-prepared to either pursue further education or enter the workforce upon graduation. At East-West, our focus is on the whole child, encompassing social, emotional, physical, and intellectual well-being.
Critical student learning needs and SLOs	Children who feel safe and cared for are better able to learn. This links to all areas of our SLOs: Creative Problem Solvers, Lifelong Learners, Effective Communicators, Active Community Members, and Responsible World Citizens

Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
Further development of child protection policies	Director Principals	Student Support Specialists	Ongoing	Partnership with ChildSafe NGO
Professional development about child protection	Director	All Staff	2019-2020 School Year and ongoing	Partnerships with ChildSafe NGO ASISS and other conferences
Stakeholder education about child protection	Director	Parents School Board	2019-2020 School Year and ongoing	Possibly partnership with ChildSafe NGO
Develop and implement a more substantial formal student learning program addressing child protection issues in a student friendly way	Principals Curriculum Coordinator STEAM Coordinator	Life Skills Teachers Instructional Staff	2019-2020 School Year and ongoing	

Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
Establish and maintain a Student Safeguarding Team	Director	Safeguarding Team Members	2019-2020 School Year and ongoing	Partnership with Child Safe
Further development of the Crisis Management Team	Secondary Principal	Crisis Management Team Members	Currently in progress	
Ensure student access to the required support services for mental and emotional health when required	Director Student Support Specialist	METU Parents	Ongoing	METU Referral Forms METU Information Sheets for parents/guardians
Expand inhouse programs to support positive student mental health	Director Principals	Student Support Specialists Instructional Staff	Ongoing	
PD on safe hiring practices	Director	Principals	Annually	ASISS or other conferences
Appointment of Guidance Counselor	Director	Secondary Principal	August 2019	
Use of data to provide and monitor interventions when students are struggling academically, behaviorally, and/or emotionally	Curriculum Coordinator STEAM Coordinator	Instructional Staff Student Support Specialists	Ongoing	Database Cross-class patterns Evidence of differentiation Tracking of interventions

Collection, Analysis and Use of Data to Inform Decision-making

Area for Improvement:	East-West needs to substantially enhance its resources, policies, and procedures for the collection and use of data. The effective use of data informs and improves curriculum and instruction and ensures our program meets the needs of all students. Professional development for staff is needed so they better understand the importance of using data, to provide a differentiated learning program.			
Rationale:	Data-driven decision making is an area where East-West is still developing. Historically, records have been haphazardly kept, making longitudinal studies extremely difficult. Additionally, many staff do not understand the importance of qualitative data in decision making, assuming that test scores and data are synonymous. A change in the culture where the use of data to help inform critical decisions regarding student learning is paramount.			
Critical student learning needs and SLOs	The consistent and accurate collection and use of data will benefit students in ensuring we are providing the best curriculum to meet their learning needs and is thus relevant to all aspects of our SLOs as we seek to develop globally competent individuals in a 21st century learning center.			
Actions	**Responsible Person (s)**	**Other Involved Persons**	**Timeline**	**Resources**
Purchase of a school database that is specifically designed to meet the needs of East-West as a bilingual school where not all staff are fully bilingual.	Director	NTC Financial Officer	Completed December 2018	Financial Database developer
Consistent and correct use of a school database	Instructional Staff Office Staff Leadership Staff	All other staff	Beginning August 2019 and ongoing	Database User manuals (electronic and hard copy) Policy Computers and reliable internet connections Data

Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
PD on how to use the database	Director	All other staff	Beginning August 2019 and ongoing	Database Projector User manuals (electronic and hard copy)
Use of data to inform instruction	Instructional Staff	HODs Curriculum Coordinator STEAM Coordinator	Ongoing	Multiple data points, including both formative and summative
Use of data to conduct longitudinal studies	Director Principals	HODs Exams Officer Curriculum Coordinator STEAM Coordinator	Ongoing (Tracked on a 3-year trending basis)	Database Current data Historical data Results from external assessments Results from internal assessments
Use of data to make curriculum-related decisions	Curriculum Coordinator STEAM Coordinator	Director Principals Instructional staff	Ongoing	Database Data Stakeholder input (staff, students, parents)
Use of data to provide interventions when students are struggling academically, behaviorally, and/or emotionally	Curriculum Coordinator STEAM Coordinator	Instructional Staff Student Support Specialists External service providers	Consistently	Database Cross-class patterns Evidence of differentiation Tracking of interventions

Continued Parent and Community Involvement in School, and School Involvement in the Community

Area for Improvement:	To unify the community around the vision, mission, core values and goals of the school with particular emphasis on parent/community involvement.			
Rationale:	This was one of our key goals from our 2013 action plan. The self-study findings indicate that although we have made substantial progress in this area, there is more to be done. From parent surveys, it is clear that we are doing a better job of communicating the school's mission, vision, and SLOs. Parental involvement is still minimal, although a core group of active parents is beginning to emerge, and student performances are generally well attended. Additionally, as we develop global citizens at East-West, we recognize that there needs to be more involvement in both the local community and the wider world.			
Critical student learning needs and SLOs	When parents and the wider community have a better understanding of our mission, vision, and SLOs, they will be better able to support their children in becoming Active Community Members and Responsible World Citizens.			
Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
Increase student involvement in the wider community	Director Principals	Instructional Staff	Ongoing	Knowledge of local networks and connections
Increase involvement of external experts in the learning programs	Principals Curriculum Coordinator STEAM Coordinator	Staff	Ongoing	Knowledge of local networks and connections
Strengthen family and community engagement in learning	Director Principals	PTO Instructional Staff Parents Students	Ongoing	Australian Government Resources on this topic.
Develop stakeholder understanding of the SLOs	Director	Principals Curriculum Coordinator STEAM Coordinator Students	Ongoing	SLOs Information Sessions for Parents and other community members

Actions	Responsible Person (s)	Other Involved Persons	Timeline	Resources
Continue developing and expanding the PTO	Director Current PTO Leadership Team Members	Parents	Ongoing, with a committed group in place by August 2020	
Involve stakeholders in long-range planning	Director School Board	Staff Parents Students	Started in January 2019 and now ongoing	School Board Strategic Plan
Increase parent/guardian attendance at school events – especially Parent-Teacher conference	Director Principals	PTO Instructional Staff Parents Students	Ongoing	School Calendar Facebook Page School Website Telegram App Other communication strategies

Appendices

A. Results of student questionnaire/interviews

These will be available to the Visiting Committee on campus.

B. Results of parent/community questionnaire/interviews

These will be available to the Visiting Committee on campus.

C. Master schedule

This will be available to the Visiting Committee on campus.

D. Any pertinent additional data

SLO Evolution

Our SLOs have evolved over the past thirteen years to reflect the implementation of best practices and to simplify the outcomes for our students, staff, and the community. The evolution of our SLOs is as follows:

In 2011-12, East-West International School had the following goals for students:

As a result of their time at East-West International School, we expect that our students will be:-

1. ☑Academically Capable
    ☑Effective Communicators
    - Confident and comfortable to express thoughts, ideas, and needs
    - Proficient communicators in written and verbal forms in both English and Khmer
    - Confident in expressing self in a variety of creative forms (art, music, sport, cooking, etc.) and in technology
    - Aware of the communication needs of others and able to listen, appreciate, and respect other viewpoints
    - Asking for clarification when teaching is not understood and asking for what is needed

    ☑Effective Thinkers
    - Forming an opinion while respecting personal belief and the perspectives of others
    - Confident questioners
    - Creative and constructive problem solvers
    - Making and utilizing connections between ideas
    - Accepting and learning from mistakes
    - Structuring and organizing thoughts in a meaningful manner
    - Meeting challenges and achieving goals

2. ☑Self-Directed Learners
    - Setting and prioritizing goals
    - Persevering to achieve goals
    - Identifying personal strengths and weaknesses
    - Developing appropriate coping skills
    - Understanding the value of one's own learning

- Organizing one's self
- Confident with their own ability
- Striving to do the best they can
- Valuing their own accomplishments
- Accessing resources and able to research

3. ☑Able to Work and Play with Others

- Encouragers of others (encourager)
- Supportive and respectful of the learning needs of others
- Aware of and take on different roles within a group
- Treating others with honesty and sincerity
- Patient and cooperative
- Taking pride in and valuing one's own contribution in a group
- Valuing others and self
- A good sport

4. ☑Respectful Global Citizens

- Taking responsibility for own choices and actions
- Understanding the importance of taking care of the environment
- Respectful of all living things
- Understanding other perspectives and contributing positively in a global community
- Understanding the interconnectedness of the world – nature and politics
- Understanding and valuing cultural and religious diversity
- Understanding and valuing those with different abilities
- Inclusive
- Caring for everyone especially those with less
- Mindful of social and economic justice

As part of our WASC Self-Study in 2014, East-West International School revised the SLOs. The result of this revision follows:

Our School Goals   **(WASC: Expected School Wide Learning Results)**

- We are committed to providing the best opportunities for students to become academically capable and effective communicators and thinkers who

  o Express thoughts, ideas, and needs in a variety of ways
  o Listen and respond appropriately to others
  o Ask a variety of questions
  o Solve problems in a variety of ways
  o Accept and learn from mistakes

- We promote a community in which all members have an equal opportunity to excel as independent and inter-dependent learners who

  o Attain goals and acknowledge achievements
  o Identify strengths and areas for growth
  o Develop coping skills
  o Organize themselves
  o Consistently give their best effort
  o Access resources
  o Learn collaboratively

- We value those characteristics that build caring learners who

  o Support, respect, and value
  o Are responsible
  o Are fair and inclusive

As a result of their learning at East-West International School, we hope our students will:-

Respect their common humanity, shared guardianship of the planet, and their responsibility to create a better and more peaceful world

Be people who are taking control of their lives; people of integrity who are a positive influence in the lives of others

In 2017, another revision of the SLOs was conducted. The Leadership Team wanted to keep the spirit of the previous version, but also wanted to make our SLOs more streamlined, accessible, and relevant to students, teachers, parents, and the wider community. Given that many of our stakeholders have English as their second or third language, we chose to use the acronym C.L.E.A.R. to make the current SLOs easy to remember. Our current SLOs are:

At East-West International School, we have **C.L.E.A.R.** goals for our students.

Creative problem solvers

They
- identify strengths and weaknesses and set goals

- collect, evaluate and use information from different sources

- demonstrate higher order thinking skills

Lifelong learners

They
- are curious and open to new learning experiences

- organize and take responsibility for their own learning

- stick with a task until it is completed

- use failure and mistakes as learning opportunities

- apply their learning to real life situations

- balance social, emotional and physical wellness

Effective communicators

They
- communicate verbally with confidence in more than one language

- listen and respond appropriately to others

- express thoughts, ideas and knowledge in writing and other ways

Active community members

They
- value other people and different points of view

- are fair, just and inclusive

- work cooperatively with peers in and out of the classroom

- participate actively in community life at school and outside school

Responsible world citizens

They
- respect our common humanity
- take responsibility for the shared guardianship of the planet
- strive to create a better and more peaceful world

Summary of Significant School Changes and Developments

Since our mid-term site visit in April 2016, the campus of East-West International School has changed significantly. Improvements include:

- the addition of staff toilets
- construction of new classrooms for music, ICT, and fifth grade
- conversion of the original primary ICT lab to laptop computers.
- construction and fit out of a second library (now separated into primary and secondary)
- improved playground facilities and safety measures
- renovated roof space
- improvements to the canteen area
- improvements to the school assembly hall for production of school plays and performances (heavy curtains, sound equipment, spotlight)
- upgraded air conditioning in the assembly hall
- Upgrading the power supply to the middle building from 32 to 100 kilowatts, resulting in fewer power cuts
- Purchase and installation of two SMART Boards, with plans to eventually have a SMART Board in each of the core subject classrooms, budget permitting, at a pace of 2-6 boards per year. As the operating budget is small, an incremental installation schedule for the SMART Boards has been allocated in the annual budget, and in-house PD is being conducted by a trained SMART Board trainer who is as a teacher in the Mathematics department.

Further to this, gardens have been added to the school grounds. The Life Skills classes have been engaged in a composting project in order to reinforce the SLO of responsible world citizens. The students and staff are encouraged to plant in the gardens in order to take a collaborative ownership over this school beautification and sustainability project. In line with the school beautification initiative, the building has been repainted to reflect colors more in line with research-based best practices. The paint color has been changed in the classrooms and hallways from yellow, a color said to aggravate ADHD behaviors in students to a light blue with accent walls in blue or green, calming colors that studies show promote focus and creativity.

School security has also been improved since the last WASC visit. A new door was added to the main office, providing one streamlined campus access point for visitors. All staff are required to wear ID badges while on campus, and all visitors must check in and wear visitors' badges upon entering the school grounds. Students have been issued campus exit cards specifying if they are allowed to leave on their own, or if they have specific people to pick them up.

To continue our dedication to student welfare, a school nurse has also been hired, who speaks both Khmer and English. A clinic has been added with new equipment and supplies being added regularly.

Parent participation in the life of the school has also increased dramatically.

The Student Council has been reinvigorated with a new sponsor, and more frequent student activities have been planned, with an increase in options each year. East-West International School intends to apply for National Honor Society chapter rights in 2019-20 academic year.

In 2018, several members of the Leadership Team and secondary teaching staff attended the EARCOS Conference, attending both the WASC pre-conference sessions and the Leadership Conference proper. After the conference, all participants cited a desire for East-West to officially join EARCOS and obtain official affiliation. This will be pursued after the WASC visit in 2019.

Taking student interest and English ability into account, several non-Cambridge courses have been added to the Master Schedule. These courses include IELTS and general Mathematics (algebra functions and data analysis). These courses have been so successful that in 2019-20, East-West will also be adding Psychology, Digital Media, and Environmental Science to the Master Schedule. These courses incorporate the best practices of PBL and real-world application and are both proposed and taught by faculty passionate about the subjects.

The overall impact of the changes and developments made at East-West International School since the visit in the spring of 2013 by the WASC Visiting Committee has been positive. The WASC accreditation process has proven to be a catalyst for change and led to a revitalized, enthusiastic attitude among all stakeholders. The teaching staff have had the benefit of more focused and aligned PD, with a focus on utilizing data effectively in the classroom to inform instruction. Data is being collected and tracked to ensure that the individual learning needs of students are being met in such a way as to be inclusive and sustainable. Furthermore, the School Board has recognized the need to upgrade our file management system from paper to a digital database for efficient data tracking, recording, and archiving.

The most significant impact of the WASC accreditation process is that the rejuvenated school climate and improved morale among all stakeholders while elevating the reputation of East-West International School. Additionally, East-West International School is again seeing an increase in the enrollment of new students and the retention of existing students.

E. Budgetary information, including budget pages from the school's action plan

These will be available to the Visiting Committee on campus.

F. Glossary of terms unique to the school.