



EAST WEST INTERNATIONAL SCHOOL PROGRESS VISIT REPORT

Corner Sts. 143 and 360, Boeung Keng Kang 3,
Phnom Penh, Cambodia.

Mid-cycle visit: 25 - 27 April 2016

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

□□Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

School Description

Type of School

East-West is a private, general education and bilingual school (English and Khmer).

Governing Structure

East-West is under the umbrella of the Newton Thilay Community. This community has a number of schools, primarily English-language schools, located throughout Cambodia. East-West is the only international school in the organization. The owner of East-West is Cambodian and he oversees the financial planning and property provision and maintenance of East-West. Educational decisions are made by the management team at school. Where these decisions involve capital investment the owner of the school becomes involved. The current school board consists of the members and the management team. There is no external membership of the board apart from the owner of the school.

Financial Base

The school's funding comes from tuition fees and material fees. These fees cover all the school's costs except new buildings or renovations. The costs of these are covered by the Newton Thilay Community as a loan to East-West that is repaid through tuition over the time it takes to repay. The school incorporated a capital fee for new students in the 2015 / 2016 school year. This coincided with the completion of a new school wing.

Students served:

East-West's objective is to provide a truly international education for mainly, though not exclusively, Cambodian students. The school's objective is to provide this education for mainly middle class Cambodians. 79% of the school's population is Cambodian. The percentage of Cambodians is higher from Grades 8 and down. Current student enrolment: 518.

Organization

East-West is one school with three departments - early childhood, elementary and secondary. All departments are on the same campus.

-The school currently has an interim management team - since January 2016.-

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School Director: Sandra Chipps.

She is head of the entire school. *Sandra Chipps has returned to Australia but continues to act as consulting school director and is responsible for recruiting new staff. The school is currently awaiting appointment of a full time, on site school director.*

Chair of Management Team: Samantha Fraser.

Logistics Manager: Trent Fechter.

He is responsible for finances, staff leave, staff pay and coordinating with the owner on matters relating to the school building. He is also the athletics programme director. *Interim management position - will become obsolete when a school director is appointed.*

Secondary Principal: Samantha Fraser.

She is head of the Secondary School (Grades 6 - 12). She is responsible for taking the lead in curriculum and learning programme design and review and is gradually taking over the responsibilities of the current secondary coordinator.

Secondary Coordinator: Niall Kennedy.

He is responsible for day to day supervision of the English programme and external exam administration. *This position will become obsolete in July 2016.*

Elementary Coordinator: Jessie Breen.

She coordinates the Early Years and Elementary school (Nursery to Grade 5). *This position will become obsolete in July 2016 - an Elementary Principal will take over these responsibilities.*

Khmer Coordinator: Sothy Hing.

He is responsible for the coordination of Khmer studies and teachers and the support staff.

School Coordinator: Kunthy Ahn.

She is responsible as the 'go-between' for the school in dealing with outside organisations, such as the Department of Foreigners on visa related matters.

School Counselor (part-time): Jehangir Mehentee.

He is responsible for the affective education program and to provide guidance to both students and teachers.

Faculty:

English Programme

All teachers in the English programme are internationally qualified or experienced teachers from a range of countries. In the current school year:

Early years and elementary (19 teachers):

African: 2; American: 3; Australian: 2; Asian: 2; British: 5; European (continental): 5

Secondary (23 teachers):

American: 9; Asian: 8; British: 5; European (continental): 1

Khmer Programme

Each class from Nursery to Grade 5 has a Cambodian assistant. The assistants also teach core subjects in Khmer from Kindergarten to Grade 5. In the secondary school, qualified Cambodian teachers teach core subjects (Khmer Language, Science, Mathematics, History, Geography, Civics) to the students who will sit the Cambodian National Examinations in grades 6, 9 and 12.

Curricular Program

Early Childhood, with the exception of Kindergarten, is taught in English and is based on Zoo-phonics as a teaching method to introduce students to the sounds and letters of English. These classes also have Mathematics, Singing, PE, Circle Time and Interactive Play which has a speaking and listening component.

Kindergarten - Grade 5 is bilingual. The Khmer program follows the Cambodian National Curriculum. The English program is based loosely on the McRel standards for education. The English Language Arts Curriculum was reviewed and adapted in 2012 / 2013. The Social Studies Curriculum was reviewed and rewritten, in collaboration with teachers, and the rewritten curriculum has been in place since August 2015. The Science program is currently being reviewed - teachers are guided by a scope and sequence of concepts and topics that is largely drawn from the Australian curriculum. The foundation of the Maths programme is an Australian programme called "Go Maths", which was written to support the New South Wales curriculum. A curriculum for Mathematics at East West must still be written.

Secondary is a bilingual program for students who will sit the Khmer National Examinations in Grades 6, 9 and 12. Many of our Secondary students study the core subjects in the Cambodian National Curriculum, as well as subjects in the English Programme. Some students opt for the English Programme only.

The Middle School (Grades 6 - 8) English programme is based on textbook resources that are mainly British, as it was felt this would be a good basis as preparation for the Cambridge International Exams courses in Year 9 onwards. There is a need to now review and write the internal curriculum for the Middle School.

Grades 9 - 10: The syllabus from Cambridge (CIE) for the International General Certificate for Secondary Education (IGCSE) is used.

Grades 11 - 12: The syllabus from Cambridge (CIE) for AS and A level study is used. The syllabus for AP Psychology was used. IELTS is taught using the IELTS study book. General English for Grades 11 and 12 and Global Studies is being trialed. The curriculum has not yet been written. It is styled on the AS curriculum and uses less demanding books and reading material.

Mission Statement (Our Vision)

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

We want to:-

- provide all students with an enriched education in a safe, secure, positive and enjoyable environment that honors the whole student: intellectual, emotional, creative, physical and social.
- develop skills and tools for critical thinking, creative expression, and an understanding of the inter-connectivity of areas of knowledge
- provide a multi-cultural education that promotes respect, understanding and appreciation of diversity
- build strong foundations of parent participation and community

Our School Goals

We are committed to providing the best opportunities for students to become academically capable and effective communicators and thinkers who:-

- express thoughts, ideas and needs in a variety of ways
- listen and respond appropriately to others
- ask a variety of questions
- solve problems in a variety of ways
- 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:-

- attain goals and acknowledge achievements
- identify strengths and areas for growth
- develop coping skills
- organize themselves
- consistently give the best effort
- access resources
- learn collaboratively

We value those characteristics that build caring learners who:-

- support, respect and value
- are responsible
- 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 take control of their lives; people of integrity who are a positive influence in the lives of others.

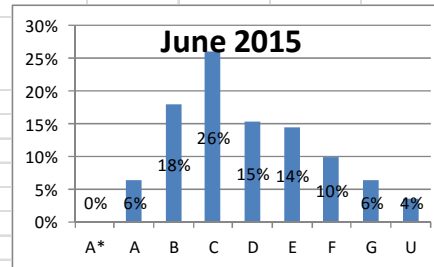
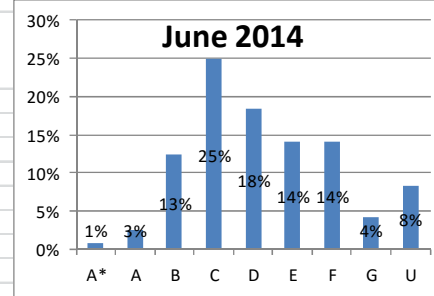
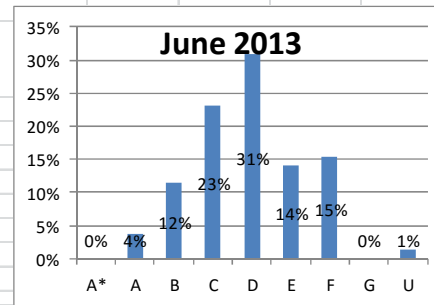
Student Achievement Data: 3 Year Period - "A Snap Shot"

Cambridge Exams: IGCSE Results 2013 - 2015

Jun-13											
Syllabus	A*	A	B	C	D	E	F	G	U	Number of Candidates	% C and above
0460 Geography	0	0	0	0	1	0	0	0	0	1	0%
0470 History	0	0	0	3	4	4	2	0	1	14	21%
0510 English 2nd	0	0	2	4	7	1	0	0	0	14	43%
0521 Korean	0	1	5	1	0	0	0	0	0	7	100%
0580 Maths	0	2	2	6	2	0	2	0	0	14	71%
0654 Coord Sci	0	0	0	4	10	6	8	0	0	28	14%
Total	0	3	9	18	24	11	12	0	1	78	38%
%	0%	4%	12%	23%	31%	14%	15%	0%	1%		

Jun-14											
Syllabus	A*	A	B	C	D	E	F	G	U	Number of Candidates	% C and above
0460 Geography	0	1	2	1	1	1	0	0	2	8	50%
0470 History	0	0	0	4	5	5	2	1	0	17	24%
0500 English 1st	0	2	0	1	0	0	0	0	0	3	100%
0510 English 2nd	0	0	3	5	6	0	5	0	0	19	42%
0521 Korean	0	0	3	5	2	0	0	0	0	10	80%
0580 Maths	1	0	3	8	4	1	2	0	2	21	57%
0654 Coord Sci	0	0	4	6	4	10	8	4	6	42	24%
Total	1	3	15	30	22	17	17	5	10	120	41%
%	1%	3%	13%	25%	18%	14%	14%	4%	8%		

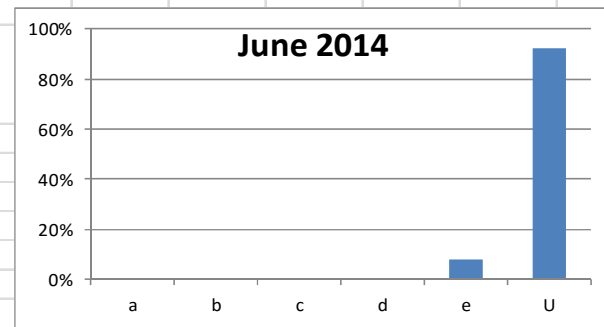
Jun-15											
Syllabus	A*	A	B	C	D	E	F	G	U	Number of Candidates	% C and above
0470 History	0	1	0	3	2	3	2	3	0	14	29%
0500 English 1st	0	1	3	1	5	1	0	0	1	12	42%
0510 English 2nd	0	0	1	2	0	0	0	0	1	4	75%
0521 Korean	0	0	4	2	0	0	0	0	0	6	100%
0580 Maths	0	2	2	9	4	0	0	0	0	17	76%
0610 Biology	0	1	2	4	4	6	5	2	2	26	27%
0654 Coord Sci	0	2	8	8	2	6	4	2	0	32	56%
Total	0	7	20	29	17	16	11	7	4	111	50%
%	0%	6%	18%	26%	15%	14%	10%	6%	4%		



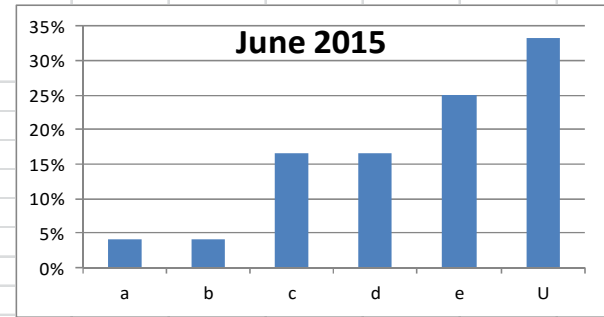
Overall % A-C Grade average 2013-15	
0460 Geography	25%
0470 History	25%
0500 English 1st	71%
0510 English 2nd	53%
0521 Korean	93%
0580 Maths	68%
0654 Coord Sci	31%
0610 Biology	27%

Cambridge Exams: AS Level Results 2014 - 2015

Jun-14		AS Level					Number of Candidates	% C and above
Syllabus	a	b	c	d	e	U		
9700	0	0	0	0	1	4	5	0%
9708	0	0	0	0	0	8	8	0%
Total	0	0	0	0	1	12	13	0%
%	0%	0%	0%	0%	8%	92%		

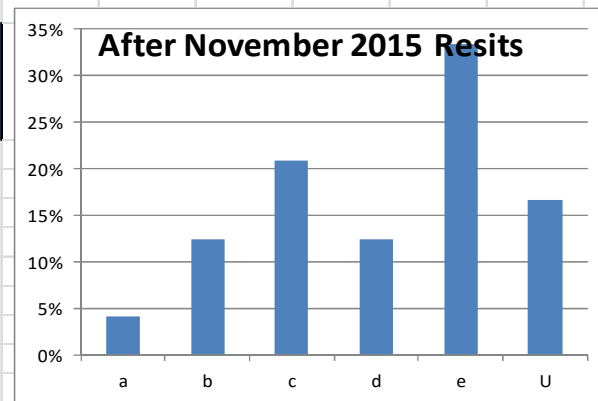


Jun-15		AS Level					Number of Candidates	% C and above
Syllabus	a	b	c	d	e	U		
9608 Comp Sci	0	1	0	0	0	0	1	100%
9695	0	0	1	1	3	2	7	14%
9696	0	0	0	0	0	2	2	0%
9702	0	0	1	1	0	2	4	25%
9707	0	0	0	0	1	1	2	0%
9709	1	0	2	2	2	1	8	38%
Total	1	1	4	4	6	8	24	25%
%	4%	4%	17%	17%	25%	33%		



After November 2015 Resits

Syllabus	a	b	c	d	e	U	Number of Candidates	% C and above
9608	0	1	0	0	0	0	1	100%
9695	0	0	1	1	5	0	7	14%
9696	0	0	0	0	0	2	2	0%
9702	0	1	2	0	1	0	4	75%
9707	0	1	0	0	0	1	2	50%
9709	1	0	2	2	2	1	8	38%
Total	1	3	5	3	8	4	24	38%
%	4%	13%	21%	13%	33%	17%		



Cambridge Exam results: Implications and questions for staff discussion

The Cambridge Exam results reflect an overall improvement in the academic attainments of our students. In context: the students who sat the exams in 2013 - 2015 did not start their schooling at East West, but were first admitted in higher grades from other schools. Our current Grade 10 IGCSE group will be the first group of students to have grown with the school, from Grade 1. We look forward to seeing the June 2016 results as a true test of the learning programme at our school.

Science remains the subject area in which students achieve the poorest results and we are aware that we need to review the science programme. Teachers have commented that they need to cover too much content in too short a space of time. There is also a need to build into the learning programme more time for ‘mock exams’, which will help students become familiar with the Cambridge testing style, as well as develop better stress and time management during exams. This is especially important for ESL students. There are also difficulties obtaining science equipment and materials for experiments and demonstrations.

English Reading Fluency in Elementary

Using the American designed “A-Z Learning” benchmark books and running records testing system, a ‘December 2015 snap shop’ of students’ reading fluency development in the Elementary Years English Programme yields the following results:

Grade	“A-Z Learning” Expected Fluency Level	Our students’ average fluency levels
1	1	0.3
2	2	1.26
3	3	1.4
4	4	2.05
5	5	2.9

Comments

Our students were tested at the beginning of, or midway, through the Grade - there are still four months of the school year remaining. What the results show is that our students would be considered 0.5 - 2 levels behind English Home Language speakers in terms of reading fluency development. This could be considered normal for an ESL child, especially because we delay the literacy programme in order to develop verbal skills first. When the IGCSE English Exam results are taken into account, it is encouraging to note the progression in development of language skills from Elementary to Grade 10.

GO Maths Class Average Comparisons				
Unit	2012-13	2013-14	2014-15	2015-16
33	85.9%	92.5%	93.7%	91.9%
34	70.8%	73.3%	72.0%	82.8%
35	73.9%	72.7%	78.8%	
36	78.5%	80.6%	78.3%	88.2%
37	66.7%	76.4%	65.8%	70.3%
38	82.3%	75.4%	78.3%	91.8%
39	85.2%	79.4%	79.2%	70.9%
40	93.3%	95.4%	95.4%	94.9%
41	86.8%	89.7%	87.6%	94.9%
42	86.4%	82.7%	88.0%	76.5%
43	73.7%	64.0%	78.7%	82.6%
44	62.7%	81.0%	70.9%	71.5%
45	71.5%	63.2%	63.5%	
46	65.9%	61.6%	69.2%	
47	93.0%	94.9%	94.4%	97.1%
48	62.2%	81.1%	78.8%	83.8%
49	80.7%	76.7%	75.3%	83.3%
50	86.0%	81.9%	90.3%	85.8%
51	83.0%	80.5%	76.0%	
52	88.3%	87.0%	83.2%	
53	72.2%	81.6%	79.2%	
54	87.4%	93.6%	92.2%	
55	97.4%	95.7%	91.9%	90.4%
56	63.6%	88.1%	83.2%	
57	77.4%	72.4%	62.8%	
58	74.5%	79.7%	76.5%	
59	69.7%	84.8%	75.0%	
60	96.6%	96.7%	92.3%	92.5%
61	96.0%	94.2%	94.0%	
62	87.0%	89.7%	84.7%	
63	77.5%	76.0%	65.0%	
64	92.7%	88.7%	88.6%	
Overall Average	80.3%	82.2%	80.7%	85.3%

Mathematics: Elementary

Data collated from a Grade 4 class, from 2012 to present, by their teacher, Karen Kimber.

The “Go Maths” units cover a range of Maths concepts, as prescribed by the Australian New South Wales curriculum. The teaching of concepts is guided by the teacher’s resource file. Students were tested using the “Go Check” student’s book.

Implications and questions for staff discussion

Making allowance for the differing abilities of students from year to year, the data indicates consistently high levels of achievement in Mathematics by the time our students reach Grade 4. In context: almost all of our students are non-English speakers and the “Go Maths” programme is taught only through the medium of English.

There is a need for a standardised testing system for our Middle School students in Mathematics, that will effectively tell us how prepared they are to begin the IGCSE Mathematics course.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Changes

1. The employment of **instructional / curriculum coordinators** for the Elementary and Secondary schools. These are qualified and experienced teachers/leaders who can review curriculum, mentor and train teachers and support learners with special needs.
2. The appointment of a **Khmer Coordinator** to oversee the Khmer programme from Kindergarten to Grade 12. Our students sat the Cambodian National Exams for the first time in 2014/2015 and all passed.
3. The introduction of **AS levels** of study in Grade 11. The introduction of **A levels** of study in Grade 12, along with IELTS exam preparation and several ‘non-exam’ subjects to make up a full graduation course. This offers our students a clear pathway to admission to universities outside of Cambodia. We had our first graduation at the end of 2014 / 2015.
4. The appointment of an **Athletic Director** has increased the number and variety of options for interschool sport. We are now part of the International School Sports Association of Phnom Penh and play competitively against teams from other international schools. Girls started playing basketball, soccer and volleyball competitively since 2014. Some parents attend and support matches.
5. The appointment of a **School Counselor** who is also a coach for students to help with decisions about what is next for them once they complete school.
6. The **curriculum review** cycle for Social Studies for Kindergarten – Grade 6 was completed. The process for the review was significant for each teacher as philosophical questions about teaching and learning were discussed; our school goals considered in the light of the curriculum review; and the aims of the curriculum for our school all made for profitable discussions. The Science Curriculum for Kindergarten to Grade 5 is currently under review. A Secondary Principal has been appointed and will review the Middle School (Grade 6 – 8) programme in the coming months.
7. **The School Year.** In 2014 / 2015, the school year started three weeks earlier than previous years. Our secondary students sit external exams in May each year. Under our old schedule there was a month after the exams finished and it was hard to motivate students. The earlier start provides more time for learning and instruction. Cambodia has national holidays in every month of the year except July and August. As we now start in early August we have between 6 – 7 weeks of uninterrupted schooling before a holiday is taken. This is proving beneficial in many ways.
8. **School Building:** In March 2014 the pre-school area of the school was demolished and work commenced on building a new wing. Although learning was not disrupted, conditions were not ideal during the interim period as two classes at times had to temporarily share one room. No facilities were available for parent meetings and the sports / playground area was limited. Despite this, we ran a full sports programme and had a school concert off site. The new wing was completed in August 2015 and the Early Years and Elementary classes moved into the new

building. The move happened during what was scheduled as an orientation week for teachers, which meant that 'catch up' workshops had to be conducted during the first semester to ensure teachers were implementing the school curriculum and accessing and using the suggested resources. Because of the two big moves, much time and energy has necessarily been spent on logistical management, which has meant some delay in achieving the targets set in the School Wide Action Plan.

9. **The internet** is available to all staff in every classroom through a Wifi system and is being used, in conjunction with digital projectors, to support instruction and teach research skills.
10. **The school goals** became a more present part of the school. In Life Skills (Grades 5 - 12) classes each month a school goal is discussed with the intention of greater ownership. In the Early Years and Grade 1 - 4 classes, teachers focus each month on one common school goal and ensure it is understood and applied in their classes. At each assembly one of the goals is highlighted and awards are given to students who display the attributes of the goals. School goals are displayed around the school so that the school community is reminded of the values we are aiming to instill at school.
11. **A new School Director** was expected in August 2015, but this fell through. Sandra Chipps stayed on as school director until the end of January 2016. An interim management team was created in February 2016 (as described in the Organisational Structure) and the recruitment process for a new school director has begun. This has meant that certain decisions and issues that needed to be addressed were sometimes put on hold. The interim management team has been instructed to maintain the 'status quo'. Certain decisions (some of which link to the School's Action Plan) will have to be made when a new School Director is appointed. The interim management team has been responsible for compiling the Mid-Cycle progress report and this process has help them to identify a list of current needs, which will become the basis for drawing up a refined action plan with the newly appointed School Director in August 2016. The interim management team is made up of strong leaders, familiar with the ethos and goals of the school, and this has ensured good continuity and continued progress.
12. **Community involvement** was increased through field trips to areas outside of Phnom Penh, during which students were given opportunity to interact with local community members. We also held an open day and a ten-year celebration event at East West in 2015.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.

Improvements

The school wide action plan, and feedback from the initial WASC visit, was communicated to teachers and the school owner. As a result, much of the development that followed (as described in Section iv of this report) was initiated by these stakeholders. Examples include: curriculum review; sourcing and purchase of appropriate resources; communication of school goals and, more recently, research into and focus on how we can communicate better with parents.

Parents have also given input, on an informal basis (during open days and parent / teacher conferences), that has resulted in additional developments where necessary. For example, after the first Khmer National Exams were written, parents felt it necessary to focus on the improvement of the Khmer Programme. Consequently, a Khmer Programme Coordinator was appointed.

The implementation of the schoolwide action plan has chiefly been monitored by Sandra Chipps, outgoing School Director, as indicated in the Interim Progress Reports. More recently, this has become the task of the current Interim Management Team.

“Describe the process used to prepare the progress report.”

- Large sections of this report were drawn from the interim reports written by Sandra Chipps, outgoing School Director. These sections have been edited, updated and added to where necessary by Samantha Fraser (who has been Elementary Principal and worked closely with Sandra since August 2015).
- Additional data and evidence has been provided by teachers and leaders who have been at the school before and since 2013 (e.g. comments on major developments; sports programme details; Cambridge exam results)
- For certain sections of the report teachers were surveyed and asked to give input and feedback (e.g. survey on current use, availability and need for resources)
- Teams of teachers have collaborated on curriculum review and their feedback has provided much of the content on this section (Action Plan Goal 2) of the report
- Input and feedback from the General Director has been sought as critical areas for follow up were considered.
- Samantha Fraser was responsible for collating and writing this report. The first draft was circulated to members of the Interim Management team, Sandra Chipps, and Mr Thilay (General Director of Newton Thilay), for comment and correction, before submission.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

“GOAL 1: To provide resources so that students have more opportunities for learning.”

Growth Targets

2013 / 2014 / 2015: “*Internet connected for all teachers and in all classrooms. Investigation, research and purchase of resources that are within the budget constraints and correlated with the curriculum review cycle, though not exclusively.*”

Report on Progress 2013 - 2015

- Internet was connected to every classroom through a Wifi system. Teachers connected to the Wifi system using their own computers. In conjunction with a digital projector and document camera, this is still used by the majority of teachers to support and enrich lessons; and teach research skills in the classroom. Teachers also use the school’s internet connection extensively to access appropriate teaching material and lesson ideas while preparing for lessons. This is an invaluable support tool especially for teaching the IGCSE, AS and A level courses.
- A reading series (A-Z Reading) for Kindergarten to Grade 5 has been purchased. This has increased the options that teachers have to reinforce phonetics, and is used to encourage students to read daily and thus grow vocabulary and grammatical knowledge through meaningful context.
- In conjunction with the printed reading series purchased, licenses for an online reading support programme (Raz Kids) were purchased and the majority of our Elementary students have registered and are using this to develop their reading skills in their own time. Teachers are able to monitor their progress.
- More material to teach reading in Khmer was purchased. There are few Khmer books available for reading enjoyment. A Korean company has been translating and publishing well known books in Khmer – each page illustrated. This is significant since most of our students prefer to read English books since they find them more interesting. With these books discussions can be had in Khmer. They should also strengthen spoken and written Khmer.
- Books for AS levels were purchased.
- A new spelling series for Kindergarten to Grade 6 was purchased.
- Library books were purchased.
- Some teacher resource books were purchased.
- P.E. equipment was bought and a grass area provided for children to sit and play.

Growth Targets

2015 / 2016: “*Ongoing investigation, research, review and purchase of resources that are within the budget constraints and correlated with the curriculum review cycle and the development of student work.*”

Report on Progress 2015 / 2016

- All teachers in the English programme from Grade 1 - 12 (with the exception of a few who are waiting for replacement parts or new projectors) are now using the school's internet connection extensively, in conjunction with their own computers and Digital Projectors supplied by the school. The Internet is used to help plan lessons, support and enrich teaching, provide visual support for vocabulary development, teach research skills and offer extension activities. (Evidence: see collation of feedback received from teachers in a survey given out in February 2016)
- Elementary teachers' resources were collated, sorted and moved into a single library in the Elementary building. Teachers can now find and use teaching resources more efficiently. This has also helped the elementary coordinator better assess the resource needs in the Elementary school.
- New licenses were purchased for the A-Z Reading library and Raz Kids. Students from Grades 1 - 6 are encouraged to use the online reading resources available in the Raz Kids programme. Over 300 readers that are relevant to the Social Studies and Science programmes for Kindergarten to Grade 5 have been downloaded and sent for printing. These will be included in the unit boxes for Social Studies and Science.
- A six month subscription to “Kids Weekly”, a locally produced supplement to the *Khmer Times*, was bought and the supplement circulated regularly to provide children with interesting bilingual reading material on topics relevant to Cambodia. Teachers have used these weekly and enjoy this resource. These supplements will be added to our Social Studies resource collection.
- Kindergarten - Grade 5 teachers have been guided to continue to collate resources into unit boxes. Once this is completed (mostly by June 2016) we will have a better idea of where the ‘gaps’ exist and will be able to purchase appropriate materials for 2016 / 2017.
- Two school printers (one in the Secondary building; the other in the Elementary building) and a scanner were set up for teachers to develop and print out teaching materials, tests etc. Some teachers make use of this resource, but many choose to develop their teaching materials at home.
- With the move to a new building it has been necessary to set up classes again and so elementary teachers have been asked several times to write up a list of needs (e.g. additional power points in the classroom; additional pin boards) and these have been supplied as budget allows. New whiteboards have been purchased; additional desks and chairs have been purchased; additional shelves have been purchased; various items for the ICT classrooms have been purchased to ensure properly set up computers for the students; new cleaning equipment and dustbins for the

new building have been purchased. This has ensured a better teaching and learning environment for our teachers and students.

- Additional PE and sports equipment has been purchased. A floor for the new PE Gym and basketball courts has been recently laid. Along with the creation of a second play area, this extends our facilities for offering physical education both during and after school.

Goal 1: Reflection and critical areas for follow-up

- Although we have made much progress towards achieving our targets in this area, teachers continue to express a concern that students do not have access to a computer / computers within the classroom and so are not getting the guidance they need in carrying out internet research. Teachers are reliant on students doing this research at home (individually) or on their own mobile devices. Although there is limited collaboration with the ICT teachers, it is not practical or ideal to use ICT lessons as research lessons. Most teachers feel that having at least one computer (not their own) in each classroom, or a set of mobile computers to be shared on a campus, will enable better research guidance, as well as support development of reading and / or mathematics skills (e.g. by allowing students access to the Raz Kids programme or educational Maths programmes during class time).
- There is an ongoing need to build up our library of reference material for students, particularly dictionaries, atlases and non-fiction books that support research in all subject areas.
- Maths teachers have expressed a need for more manipulatives, mathematical instruments and computer software / licenses to support the teaching of mathematics concepts.
- Science laboratory materials and equipment need to be updated. A list for this is being developed and supply companies are being contacted.
- As units are developed in Kindergarten to Grade 8, unit boxes / files need to be updated and resources purchased as necessary (this is linked to curriculum review).
- There is still a need to work out a transparent budget to address these needs.

“GOAL 2: To continually improve curriculum and instruction practices so students will achieve the school wide goals (ESLR’s).”

Growth Targets

2013 / 2014 / 2015: “Creation of a curriculum review cycle and commencement of the review for one core subject and one special subject. For the subjects being reviewed research, discussion, adoption of standards, benchmarks, assessment aligned with school wide goals. Begin to develop Understanding by Design units. Develop and implement a philosophy of assessment and grading.

For the subjects being reviewed in the curriculum cycle, research, discussion, adoption of standards, benchmarks, assessment aligned with school wide goals. Continue to develop Understanding by Design units. Monitor assessment and grading practices for consistency with the philosophy and for consistency between classes.”

Report on Progress: 2013 - 2015

Curriculum Review Cycle

- Social Studies is the curriculum that was reviewed. This took longer than anticipated. It involved all teachers in Kindergarten to Grade 8 and involved one-on-one meetings, grade level meetings and group meetings. Much of the review cycle involved Professional Development as concepts of assessment, standards, visions and objectives were discussed. A draft curriculum for Social Studies (Kindergarten to Grade 5) was written and distributed to teachers in August 2015.
- Standards in line with school-wide goals were adopted.
- Assessment has been integrated in to curriculum.
- School Goals very significantly formed the basis of the school-wide Life Skills program. Each goal was featured over a month and the school assembly at the end of the month focused on the goal with students creating skits, songs and activities incorporating the goals. One award to a student from each class from Kindergarten to Grade 12 was given on the basis of a school goal.

Reflection

The review of the Social Studies curriculum has been very important in terms of clarifying the role of curriculum, the usefulness of curriculum, the variety of assessments and purpose of assessment and the reasons for teaching Social Studies. The process has created questions about teaching and its impact and about how to help students in their learning. It has also highlighted the values of the school and given a higher prominence to the goals and ownership of those goals by both teachers and students.

The process was slower than anticipated as more time than expected was needed in certain areas. However, it has been a good process and has led to a stronger vision about teaching for learning and how teachers can assess learning and use those assessments to teach more effectively or to help students in creative ways.

Growth Targets

2015 / 2016: "For the subjects being reviewed in the curriculum cycle research, discussion, adoption of standards, benchmarks, assessment aligned with school wide goals. Continue to develop Understanding by design units. Review the assessment and grading philosophy."

Report on Progress: 2015 / 2016

A curriculum review cycle continues in the Elementary school under the leadership of the Elementary Principal / Curriculum Coordinator:

Social Studies: Teachers have been asked to implement the new draft curriculum and review it and record comments as they work through it. These comments will be collated and the curriculum edited as necessary in July 2016.

Mathematics: Khmer and English teachers have been asked to collaborate and draw up a year plan on the scope and sequence of concepts taught in both programmes, with the aim of creating more overlap between the "Go Maths" set of books used in the English Programme and the Khmer National Curriculum. Once teachers have worked through a year's cycle, their feedback will be asked for and a Maths curriculum written for the school in the next academic year. This will ensure better consolidation of concepts in both languages, which will benefit students.

Sciences: In August 2015, teachers were asked to draw up a year plan describing the topics they planned to cover in the 2015 / 2016 academic year (based on what they had been doing until then). This was used, in conjunction with the Australian Science curriculum for Kindergarten to Grade 5, to draw up a basic scope and sequence of concepts and topics to be taught in the Elementary School. Using this as a basis, teachers have been asked to develop unit plans (they were taught how to do this in a workshop on unit planning on 7 January 2016). The unit plans will be used, in conjunction with the McRel Standards and Benchmarks, to write the Science curriculum. This process - although slow - ensures that teachers do not have to keep re-planning new units and they can use the resources they have already developed. It has helped us to identify the 'gaps' in the science programme and we can now develop resources where necessary (this links to Goal 1).

Assessment of English language development and reporting on student's progress has been reviewed. A workshop on assessment policy and practice was held for Elementary teachers (5 Nov 2015). We continue to use International Language development continuums (adopted in Australia); the "Go Maths" testing system and "A-Z Learning Running Records" to track student progress. These have been refined a little more this academic year and a policy on student record keeping developed (Evidence: see notes developed for teacher workshop).

The current Elementary ICT teacher has developed an **ICT Programme** and assessment procedure for Kindergarten to Grade 5. He is leaving at the academic year, and will be passing on this programme to the next ICT teacher for review.

The Music and Elementary Art teachers are being guided in the process of writing these curriculums.

Early Years Programme: Teachers attended a workshop in January 2016 and were given guidance in creating theme-based units. They have been asked to collaborate with each other to ensure a spread of themes to enable wider development of vocabulary, as well as repetition of key words and ideas where necessary. This is in essence a review of our Early Years programme and will form the basis of writing an updated curriculum for our 2 - 5 year old students.

Goal 2: Reflection and Critical Areas for follow up

The achievement of growth targets in the Elementary School is on track (despite some adjustment to the order in which curriculum has been reviewed). This process will be continued in the coming years under the guidance of the Elementary principal.

Curriculum in Grades 9 and 10 in the Secondary School is established by Cambridge International Exams and Cambodian Ministry of Education, which also determines assessment policy, benchmarks and standards. There is no need to review the curriculum, only the programme (selection of courses on offer to students).

The choice of subjects and external exams (e.g. IELTS and CIE Exams) offered in the English Programme in Grades 11 and 12 is new to the school and will need further development and review to ensure our graduation programme creates opportunities for transfer to tertiary institutions offering graduate study programmes.

The critical areas that are still in need of follow-up include:

- Ensuring all teachers understand curriculum and are implementing the curriculum and assessment policies that are in place (this will be achieved better with the appointment of a full-time Secondary and full-time Elementary Principal from August 2016).
- There is a need to review the curriculum in the Middle School (Grades 6 - 8) English programme.

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

Growth Targets

2013 / 2014: “Continued opportunities for parents to be involved. These will be more ‘social’ than ‘formal’. The opportunities will provide parents with ways to engage with what the school is doing in a culturally comfortable way. At the same time these opportunities will give insight into the vision, goals and standards of the school through activities and socials that reflect the mission of the school.”

2014 / 2015: “As well as activities and socials, workshops based on the goals and values, will be offered.”

2015 / 2016: “As well as socials and workshops, a parent group will be set up to meet with teachers on a regular basis.”

Report on Progress 2013 - 2016

- Throughout 2013 / 2014/ 2015 there were opportunities for parents to become involved in activities of the school. As the school becomes more involved in competitive sport more parents have attended games. These games emphasise some of the school goals - inclusiveness, fairness, respect and care for the environment. Our school, because of its size, has been unable to host games (although this will change with the completion of our new gym). Wherever the school plays, the students at the end of their matches thank the other school for hosting and then clean up the environment so that there is no rubbish. All children who sign up to play and who have been present at practice have opportunities to play competitively even if they are not strong players. The teams encourage and support all the team members. Through the way the students play, their respect of each other and the opposing teams, and their interactions with referees the school goals are seen.
- A Science Fair is held annually for students in Grades 6 and/or 7. Parents are invited and some attend. The Fair displays learning. Students also have to make an oral presentation to any visitors who ask about their projects. They have to defend their experiments and the outcomes. The Fair includes every student and they work in teams together contributing their strengths. Parents hear and see the students presenting their work, the inclusiveness of the projects, the encouragement given and the acknowledgment of appreciation to all students for their commitment to doing the best that they are able to do.
- Information letters to parents explaining reasons for decisions also incorporate the school goals since these are often the basis of decisions that are made. For example, changing the dates of the school year. This involved ending school 2 weeks earlier than planned. The decision was explained in terms of what is in the best interests of the students citing concrete examples about their learning. The school did not receive one complaint.
- In each class at each assembly at least one student receives an award based on the school goal that is highlighted for the month. These awards are taken home to parents. Until the new

building is completed we do not have space for parents to attend assemblies. When we have room the invitations will be given.

- The school concert includes both overt and covert references to the school goals and what makes our school the school that it is. All students have a part to play in the concert, so inclusiveness is demonstrated.
- The Student Council has run functions for the whole school community. When people from the community attend events at school it is common to hear people express the good feeling that is here and the respect that is given to every member of the school community.
- In 2014 and 2015 Parent/Teacher Conferences were organized for the last week of September. Another Parent / Teacher conference is scheduled for March 2016. These times help parents enter into conversations with teachers about the way learning is happening at East-West, as well as provide parents with opportunities to talk about their hopes for their children. The most usual comment parents make is that they want their children to be happy and this provides opportunity for teachers to talk about how our goals contribute to this.
- An Open House day was held in October 2015 to show parents the new Elementary building. Parents were able to see classes in action and observe the relationships which reflect our goals, as well as learning, happening.
- A Ten Year Celebration day was held in December 2015. Many parents attended this day. Students organized fun activities and played musical instruments on an open stage. Art work was displayed. A parent committee provided eats and refreshments. This day gave us an opportunity to foster community relationships with parents, provided opportunity for informal feedback from parents and was also an opportunity to reflect on the development of the school and the goals we have attained and are aiming to attain.

Goal 3: Reflection and critical areas for follow-up

We feel we have attained the growth targets set for 2013 / 2014, and have maintained these targets. Unfortunately, we have not been able to achieve the growth targets set for 2014 - 2016, specifically:

- workshops for parents
- parent group to meet with teachers (and school management) on regular basis

This has been largely due to the building programme which has resulted in lack of suitable space for a meeting place. Another factor has been the delay in the appointment of a new School Director. We felt it would be important that this person set up a parent committee and be the contact person they can relate to.

Given the challenges of the cultural situation in Cambodia, and the difficulties when communicating with parents from different language backgrounds, several teachers have been exploring and researching alternative means to communicate more effectively with parents, so that there is an understanding by parents of the learning programme and school wide goals. As part of her studies, Marta Ruiz in the Elementary school has set up a blog site and used communication books to explore communication channels with parents. She is still preparing her report on this. She has basically concluded that public forums, like a blog site, have proven less effective than one-

on-one communication, such as a communication book. Elementary teachers were asked to give their feedback on how they communicate with parents. The decision has been taken to trial using communication books, with assistance from the Khmer teachers to translate where necessary, throughout the Elementary and Early Years divisions.

The interim management team, in consultation with various teachers, has also concluded that there is a need for better dissemination of information to parents. This could include:

- Developing a parent handbook that explains school wide goals and school procedures and policies
- An updated school website to include regularly updated news and announcements that can be managed by someone at the school (this is currently being worked on)
- Social media sites that can be easily updated to share school news, events, student achievements, school assembly videos (which directly incorporate our school goals)

Other Areas of Consideration from the Self-Study (Initial WASC Visit): Critical Areas for Follow-Up

“1. Clarify the roles of governing authority”

A policy was written some time ago, but needs rewriting and clarification. This will be on hold until the appointment of a new School Director.

The current ‘governing authority’ consists of the members of the interim management team. The group meets once a week. It does not operate as a typical school board since it deals with issues and events within the school. This has worked effectively to date.

Much of the time of a school board is taken by finances. Any financial discussions are held between the owner, Mr. Thilay, and the School Director (although currently this role has fallen to the Logistics Manager and the Chair of the Interim Management Team).

Responsibilities have evolved. The relationship between the outgoing School Director and the School Owner has made the way it has worked functional in the past. However, it is recognized by all that it is now time for policies and clarity.

“2. Develop a structure to review the principal role and a succession plan.”

In April 2014 a consultant was hired to develop a succession plan. The plan was not completed since time has been taken to understand the climate of the school, the philosophy, mission and ethos of the school so that the school can move forward to the next stage of its development by building onto what has already been established.

In the meanwhile, a succession structure has evolved to meet the needs of the school. When Sandra Chipps (outgoing School Director) left the school in January 2016, an Interim Management Team was appointed. This has practically paved the way for establishing a longer term management structure and has helped to clarify the future roles of new persons appointed to the school. The management team, in consultation with the school owner, has decided on the management structure of the school for 2016/2017 and is currently involved in assessing and interviewing potential candidates.

“3. Select an external assessment for English fluency and math fluency with international school norming.”

The “Go-Math” programme gives an external assessment through its curriculum expectations and its continual assessment programme.

For English fluency, internationally-accepted continuums and reading levels with vocabulary and comprehension benchmarks provide teachers with norms that inform teaching and assessments. The “A-Z Learning” Reading benchmarks provides norming standards for reading fluency.

At Grade 10 level, The Cambridge IGCSE Exams provide external assessment benchmarks for our students in both the English and Mathematics exams. At Grade 11 and 12 levels, opportunities for external assessment are offered in the form of Cambridge International AS / A Level exams and the IELTS Exam.

“4. Develop a college guidance program and career counseling.”

A college guidance program and career counseling opportunities are being developed by the Secondary Principal and School Counselor and will continue to be monitored and modified.

As well as the college and career guidance that students receive from school, an independent organization (IDP) is able to counsel students about their career paths and about applying for visas. This group has visited the school, met with Grades 11 and 12 and will set up appointments for students whenever the students need to understand more. This group has knowledge about universities and colleges in the USA, Australia, New Zealand, Canada, the UK and Asian countries. With this cooperative guidance and counseling the students are being well prepared.

When Education fairs are held in Phnom Penh, we offer our students the opportunity to attend (during school hours, using school transport) and explore further study options.

“5. Create more transparency (and full leadership team involvement) in budgeting, handling of actual funds and strategic financial and resource planning.”

There is movement toward this recommendation. However the school is dependent on the financial policies of the Newton Thilay Community. The school is not given access to financial records and so budgeting and independent financial decisions are not yet a reality. The organization is moving toward financial independence for each of the schools. Transparency in budgeting and handling of actual funds are not the school’s decision to make. The Leadership Team will continue to resource plan within the constraints.

In the school’s 10 years, not one request has been denied. In the school’s 10 years, requests have been viable. This partnership is not ideal and depends on too many variables, but it is what we have at the present time.

Teachers are involved in researching and recommending resources. Through this we have increased the resources we need to be effective in our teaching, and know how to strategise for future development.

In a recent meeting with the General Director, the issue of transparent budgeting was again discussed. It was decided that it would be possible in the next academic year to begin to allocate an annual resource budget, drawn from the student fees. This has become more possible because the bulk of the building operation (and the costs it has incurred) is now completed.

“6. Pay increased attention to the staff compensation packages in order to attract fully qualified teachers and ensure retention of valued staff.”

Attention is paid to the staff compensation packages. We are not competitive with many international schools since our fees are relatively low. However, each year there has been increases in salary and benefits are now more than they were. Each year the salaries are reviewed and each year since the school started there has been salary increases. In, 2014 / 2015, 77% of our 2013 / 2014 teaching staff was retained. 10% were not given the option to renew as they did not meet the school’s objectives.

It may not be possible to have a staff of only professionally certified teachers. The next best thing is to train the qualified and experienced staff we do have while they are with us. In the last two years several existing staff members have enrolled in teaching programs with an intention of gaining teaching degrees or professional certification. Secondary staff enrolled in Cambridge courses designed to help teach IGCSE and AS levels. Elementary teachers were given the opportunity to enroll in Coursera Fundamentals of Teaching (3 enrolled). We have the initial approval from Cambridge International Exams to run a professional development course at our school – if teachers pass the modules of this course they will be granted a Diploma in Bilingual Teaching from the University of London. 15 teachers have expressed interest in enrolling for this diploma in June 2016.

Although the school cannot yet afford to pay fully qualified teachers throughout, it has been decided to offer attractive contracts to qualified and experienced leaders who can mentor and train teachers. To this end, a qualified and experienced teacher was appointed in August 2015 as Elementary Principal. She observes lessons, offers feedback, runs workshops for teachers and will be running the Bilingual Teaching diploma course. Recruitment is underway for a similarly qualified Secondary Principal for August 2016.

“7. Use strategic financial planning and more realistic tuition fees to meet the inevitable high costs of the new campus and the accompanying facilities expectations for high school students.”

Strategic financial planning is done by the General Director and accounts department at Newton Thilay Community for the new campus and facilities.

Each year the tuition fee is increased between 6% and 8% for existing students. In 2014 / 2015 the school fee for new students was increased by an average of 15% of the school fee the year before.

In, 2015 / 2016 the school fee was increased for new students with percentage increases for existing students. New students will have to pay a capital fee.

A new wing is being built on the current campus. The money for this is a loan from the Newton Thilay Community which is repaid at a rate that the school can afford. As there will be an increase in the number of rooms some classes may be able to increase from 2 classes per grade to 3 classes per grade. 3 classes per grade is the envisioned ‘end goal’ of the School Owner.

“8. Investigate ways to increase funding for the immediate curricular resource needs including internet access, Library books, Khmer resources, etc.”

This has been done over the years but hasn't been so fruitful. We have had donations of library books and an international school in Korea donated money so that we could buy artificial turf. An Australian software group is willing to donate library software.

In Cambodia many schools benefit from donations and support. These schools serve poor communities. Our school is fee paying so is not usually considered a school which would attract donations within Cambodia.

Within our limitations we have been able to increase resources (see report on Goal 1 targets above). Extra-curricular afternoon programmes, offered by teachers at the school and for which parents pay a small additional fee, provide a little extra income for smaller resource needs.

The School Director foresees being able to draw out of student fees in coming years to increase resources at the school. This budget will grow increasingly as the costs of the new building are reimbursed.

V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.

Action Plan Refinements

There has not been refinement made to the action plan. We have steered our way through what we planned, with the exception of Goal 3 (and this mainly because of the building). The new school principal was to arrive in the 2014 / 2015 school year. Since this would be a new appointment for him it was considered that reviewing our WASC reports and reviewing the action plans would be an excellent way for him to get to know the school and all the stakeholders. The person appointed was familiar with WASC so this seemed an excellent course of action. He was optimistic about getting through the protocol so that he could come and we decided to wait. This was a weekly wait at first and the longer the time the more likely it was that he would be with us soon. His non-appearance coincided with a building not being ready for the 2015 / 2016 school year and with new teachers needing to be supported in a new system as well as the disruption of building, lack of furniture, movable play areas etc. Refinement of the Action Plan was necessarily put on hold.

However, in the process of compiling this Mid-Cycle progress report, opportunity has been given to the interim management team to reflect on the action plan and comment on areas that need refinement and follow-up. A draft proposal has been compiled by the management team and will be used to guide the newly appointed School Director and management team for 2016 / 2017 to review and refine the school's action plan. This is included in the next section.

“Include a copy of the school’s latest updated schoolwide action plan.”

Identified needs, following Mid-Cycle Progress Report, as starting point for refining the school wide action plan for 2016 / 2017 and onwards:

Goal 1: Resources

- Computers for student research
- Teachers’ resources (Reference books; Mathematics manipulative and geometry tools)
- Build up research library for students
- Build up further study and career options reference library
- Early years playground equipment, educational games / toys / equipment

Goal 2: Curriculum

- Write Elementary Science and Mathematics curriculums
- Review Elementary Social Studies Curriculum
- Review and write Middle School curriculum
- Need full translation of Khmer curriculum
- Establish assessment philosophy and standardized progression / reporting system from Kindergarten to Grade 8
- Review High School Programme (subject choices, graduation programme, exam preparation)
- Establish assessment policy for High School programme (based on Cambridge Exams outcomes and standards)
- Revise Secondary Life Skills programme to include career guidance and counseling
- Write curriculum for special subjects: Music, Art, ICT, PE
- Review Khmer programme: time allocation, staffing, possible linking of curriculum, staggering of exams for students doing dual programme in Grade 11 / 12

Goal 3: Communicating school goals and vision, especially to parents

- Update school website
- Create Facebook group for sharing school news, photos and announcements; link this to Youtube and Instagram
- Create parent handbook
- In elementary: establish policy for use of communication book
- Plan for workshops with parents
- Establish a parent committee forum

Other critical areas in need of development

- Transparent budgeting / cash flow
- Retaining / recruiting skilled teachers and professional development of existing staff
- Safety policies
- Afternoon programme for all students
- Completion of playground and canteen areas
- Planning for growth of school and final phase of building development