INITIAL VISIT
VISITING COMMITTEE REPORT

INTERNATIONAL SCHOOLS

> **This form is to be used in conjunction with the *Accreditation Manual: Initial Visit Procedures for International Schools, 2019 Edition*. This form is for use for international schools.**

Name of School: Asian Hope International School

School Address: 68 Street Lum, Phnom Penh, Cambodia 12101

Grades Reviewed: Pre-School (3yr. olds) to Grade 12

School Enrollment: 674

School Type(s):   International Combined Bilingual English/Kmer School

Comprehensive, Independent Study, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

Initial Visit Chair:

Stephen Massiah	Thailand 66 -8-4343-4065	smassiah@acswasc.org
Name	**Phone**	**Email**

Initial Visit Team Member(s):   Ms. Jayne Lund - International school principal

Date of Visit: October 18th through October 20th, 2022

Introduction

[Excerpts from School Initial Visit Report (School Description), including the school's purpose and schoolwide learner outcomes]

"Asian Hope International School has been in operation for over 11 years in Phnom Penh, Cambodia. We have 670 students (vast majority Cambodian) from Preschool to Grade 12. We provide high quality, child-centered education in a safe and pleasant Christian environment, ensuring that every child feels worthy and appreciated. AHIS was created to help the growing middle class of Cambodia have access to higher quality education and facilities. The quality of our education compared to the tuition prices are truly unmatched here. There is no better value for our students in regards to academics or campus facilities.

Children at AHIS learn through a unique bilingual curriculum based on the English National Curriculum which is combined with the Cambodian National Curriculum following an integrated Topic approach. Our campus is located in the northern part of the city (Sen Sok). Over 95% of the student/parent population is Khmer (Cambodian). AHIS is part of the USA based Asian Hope Inc, non-profit organisation. Our first location was in an area of Phnom Penh called Tuol Kork, but for the last 5 years we've been located at our current purpose-built location.

Teaching from a Christian worldview in a very open atmosphere the school recognises that the children come from different religious backgrounds. As a bilingual school students are enabled to appreciate and retain their own culture while being prepared to take their place in the global community.

Mission and Vision

The vision of Asian Hope International School is to provide quality, bilingual Christian education for Cambodian children. The school is dedicated to providing a high quality, child-centred education, in a safe and caring environment, ensuring that every child feels worthy and appreciated.

Teaching from a Christian worldview in a very open atmosphere the school recognises that the children come from different religious backgrounds. As a bilingual school students are enabled to appreciate and retain their own culture while being prepared to take their place in the global community.

AHIS Essential School-wide Learning Results

COMMUNICATE WELL IN ENGLISH AND KHMER

★ Be articulate communicators in English & Khmer who can process information by:

○ Enjoying Reading

○ Writing Well

○ Listening Attentively

○ Speaking Confidently

○ Communicating clearly, respectfully and appropriately

BE ACADEMICALLY EXCELLENT

★ Use mathematical operations, speak, read, and write at grade level standards

★ Listen, speak, read, and write reflectively using standard mechanics and grammar

★ Developing and using effective strategies for learning (including use of technology)

BE A CREATIVE THINKER

★ Present ideas and concepts creatively

★ Invent and seek out unique solutions to problems they encounter.

★ Express personal creativity and convey it effectively.

★ Recognize and appreciate one's own talents, as well as the talents of others.

WORK WELL WITH OTHERS

★ Respect and acknowledge the rights and responsibilities of others.

★ Contribute and cooperate with others.

★ Work well in a group.

BE A GOOD CITIZEN OF CAMBODIA AND THE WORLD

★ Assume responsibility for their actions.

★ Promote a positive environment and culture.

★ Show responsibility to school, home and community

★ Be respectful of all human diversity.

HAVE A HEALTHY LIFESTYLE

★ Develop an awareness and practice of good physical and emotional health

★ Growing socially, spiritually, emotionally, physically and mentally.

★ Develop strong values and life skills

★ Developing self-confidence and a sense of identity"

The schoolwide learner outcomes were formulated by the Asian Hope CEO and the Founding Principal at the school's inception in 2010. Since then the faculty have reviewed, agreed upon and discussed these outcomes in various ways. They have been linked to learning principles, reviewed in terms of application in lessons and activities and most recently discussed in light of their Christian Worldview perspective.

Continuous School Improvement

Strengths

Asian Hope International School provided a very thorough initial visit report, including supporting evidence. During the initial visit there was the opportunity for meaningful dialogue with the stakeholders, observations of students engaged in learning, and examination of additional evidence. The visiting committee found many positive aspects to the school which follow:

Organization for Student Learning

Asian Hope has a consistency that is found throughout its organization for student learning. The school's mission and vision were evident throughout the school. From governance, through leadership, faculty and purposeful planning the school is dedicated to a bilingual Christian education for Cambodian children.

Curriculum, Instruction, and Assessment

The school's blended bilingual approach to learning along with its spirit of collaboration and purpose and powerful sense of community amongst all stakeholders has resulted in a high level of bilingual learning not often found in international schools. Its well integrated curriculum, approaches to learning and use of data by the school's leadership team have provided clarity and success for students in what the school wants them to know, understand and be able to do.

The school has implemented an extensive tracking system for English and Khmer literacy and numeracy which is utilized by the leadership and team leaders to support teachers and student progress in literacy and numeracy development to great effect. The feedback received by students allows for individual goal setting and academic development.

Support for Student Personal and Academic Growth

Both the SEN and EAL teams operate using clear procedures, based on student performance to support the learning needs of each student. Students are continually assessed in order to formulate support goals and plans, as well as tracked for progress and program adjustment.

School Culture, Child Protection, and Parent/Community Involvement

The strong sense of community and caring amongst all stakeholders, coupled with a child-centred child protection policy and co-curricular opportunities have resulted in a culture that knows and supports student academic needs.

Areas for Improvement

Asian Hope International school has carefully identified areas for further development as a result of preparing for the ACS WASC initial visit. The visiting committee concurs with these and has highlighted particular improvement areas. These suggestions will be important as the school leadership and teachers prioritize the tasks within the school action plan that will be implemented and monitored by the school's formalized follow-up process.

Organization for Student Learning

Although the mission and vision of the school are clearly evident in the school both the Expected Schoolwide Learner Results and Global competencies are not. The written ESLRs do align with

the mission and vision of the school, and could be easily linked in multiple ways to aspects of the school. A next step is to make them an intentional part of students' learning just as the school does for math and language. Being able to know and understand how students are growing as described in the ESLRs would provide more breadth to their learning. The same can be said about global competencies. These need to be clearly defined and processes developed that provide students with an understanding of what these are and how they are progressing in achieving them.

Updating the Board Policy manual and the development of a process for evaluating the School Director are two areas that need to be addressed.

The school will be graduating its third class of Grade 12 students this year. As an inclusion school AHIS needs to immediately begin to clearly define graduation requirements and pathways for meeting graduation requirements that meet the needs of its students. These pathways will need to be evident in transcript documentation forwarded to colleges, universities and other schools when students leave.

Curriculum, Instruction, and Assessment

While there is a clearly defined and routinely reviewed KG1 - Year 9 curriculum there is a need to apply the curriculum development process to Years 10 - 13 to explicitly document the blending of IGCSE, A levels and the Khmer National curriculum that was started during the COVID period. The leadership team is aware of this and has the tools and processes to move forward with this.

There are STEM/STEAM activities and a designated activity room for arts, cooking, woodwork, 3D printing and other materials fabrication work. The school needs to clearly define STEM/STEAM in the school's context and develop a continuum of skills and potential activities KG1- Y13.

As the Y10 - Y13 class sizes increase the school acknowledges the need to gain Cambridge test centre status to provide testing on site rather than at a nearby international school.

Support for Student Social-Emotional and Academic Growth

The school will be graduating its third grade 12 class this year. Now that the school has hired both a counselor and academic advisor it is essential that the school moves from a responsive model to a more anticipatory, pro-active model. This would mean the definition and implementation of clear processes for the social-emotional, career and post-secondary development of all students.

School Culture, Child-Protection, and Parent/Community Involvement

There is a clearly developed Child Protection policy and processes that is understood by faculty and support personnel in the school. A next step in the child protection process would be to review resources such as the International Centre for Missing and Exploited Children to ensure that the policy has kept pace with current international school norms.

The school has in place personnel who overlook ensuring that the school facilities are healthy and safe. A next step would be to establish policies and procedures that would transition the support process from reactive to anticipatory and proactive. For example planned facility walk throughs, fire drills and catering and food standards that guarantee all is good.

"Moving Forward with Continuous Improvement

Collaborative Conversations, Planning, Implementing, Monitoring, and Reassessing

The leadership with input from teachers, staff and other stakeholders update, implement and monitor the accomplishment of the schoolwide action plan based on the initial visit identified areas for improvement and other areas related to student and school needs All teachers and staff will know, understand and use the schoolwide action plan as an overarching roadmap to support high-quality student learning and well-being. Each section of the schoolwide action plan should include the following elements:

- *Statement of area for improvement that is student-focused*
- *Rationale for area based on self-study findings*
- *Link to one or more major student learner needs and schoolwide learner outcomes*
- *Ways of assessing progress, including student achievement of the critical or major student learner needs, schoolwide learner outcomes, global competencies, and academic standards*
- *Means to monitor and report progress*
- *Who is responsible and involved*
- *Specific steps, including professional development*
- *Timeline*
- *Resources.*

In addition, as the school moves forward with addressing the areas for improvement and the self-study process, the school leadership, teachers, staff, students, and parents further:

- *Refine and update the student community profile that shows three years of data with noted findings: Who are we? What do we believe? What are the major student learner needs?*
- *Strengthen the understanding and modeling of the schoolwide learner outcomes to ensure the current and future learning needs of the students are addressed at all ages and there is a promotion of a globally minded culture and an assessment of student progress towards accomplishing these schoolwide learner outcomes.*

   This includes explanation of the schoolwide learner outcomes in language appropriate for the developmental level of the students, i.e., elementary and secondary. (What does it mean to prepare students to be internationally minded or globally competent and ensure there is understanding and commitment of all?"

Reference: Focus on Learning International Edition, 2020

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 philosophies 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.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Clear and Coherent Student-Focused Purpose Statement
To what extent has the school established a clear, coherent purpose statement that is student focused and impacts the development of the schoolwide learner outcomes and the identified global competencies?
To what extent is the purpose statement congruent with a belief that all students can learn, demonstrate global competencies and are prepared for postsecondary opportunities?

A1.2. School Program Consistent with School Purpose
To what extent are the school's programs, systems, policies, and practices consistent with the school purpose, the schoolwide learner outcomes and identified global competencies?

A1.3. School Community Involvement in Development, Revision, and Refinement of the Purpose Statements
How effective are the processes for engaging the entire school community in the development, revision and refinement of the school's purpose, schoolwide learner outcomes, and global competencies?

A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes
How effective are the school's communication approaches to ensure all members of the school community are knowledgeable of the school's purpose and the schoolwide learner outcomes?
To what extent are students, parents, and other members of the school and host community able to demonstrate an understanding and commitment to the school's purpose?

Visiting Committee Comments:

A1.1 The school has in place a clear combined mission/vision statement and Expected Learner results. There are ELRs in place articulated by the school that clearly align with the school mission and vision. A next step for the school is to have these understood and used by the various stakeholder groups, especially faculty and students. Further to this is the need for articulation of the school's global competencies that are important for the students at AHIS to achieve (see page 2 WASC - Focus on Learning)

A1.2 The school has a well articulated and clear set of policies, programs, systems and practices that align with the school's mission, vision and ESLRs.

A1.3 The school leadership has engaged members of the school community in the continued development of the school's mission and vision.

A1.4 AHIS is a close knit community although, while all stakeholders may not be able to clearly articulate the mission and vision, if given a copy they would be able to cite multiple examples of where they exist in the school. Meetings with faculty, parents and students confirmed this. A self-study process will be helpful in further deepening stakeholders' understanding.

A2. Governance: 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.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Selection, Composition, and Duties of Appointed/Elected Board (only for appointed or elected boards)
How clear are the policies and procedures regarding the selection, composition, and specific duties of the governing board?

A2.2. Professional Development of Potential and Current Board Members
To what extent are prospective and current board members provided professional development in the principles of effective boardmanship and knowledge of current research on effective schools and skills essential to effective international school governance?
How effective is the training of the potential and current board members in strengthening their knowledge of international school governance?

A2.3. Written Policies and Procedures Defining the Board's Roles and Responsibilities
How effective are the written policies and procedures in defining the board's roles and responsibilities?" To what extent does the board regularly review its written policies and procedures?
How effective are the processes for communicating the board's roles and responsibilities to ensure the staff and school community understanding of them?

A2.4. Policies and Procedures to Ensure Child Safety and Welfare
To what extent does the governing authority/ownership demonstrate commitment to child safety and welfare through a clear and appropriate definition of child abuse and implemented policies, procedures and responsibilities roles to respond appropriately if children are harmed or if allegations of harm to children are made?
To what extent is there clarity about the governing authority/ownership's responsibilities to ensure child safety and welfare?
To what extent is the training of the governing authority/ownership on child safety and welfare effective?

A2.5. Role of the Governing Authority/Ownership and Relationship with Professional Staff
To what extent does the governing authority/ownership limit its actions to policy making and strategic planning, authorizing the administration to implement the decisions?
How does the school leadership determine if there is a clear understanding about the relationship between the governing authority/ownership and the professional staff and how is this maintained and further developed as needed?
How effective is the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff?

A2.6. Stakeholder Involvement in Decision-making
To what degree does the governing authority/ownership seek and consider stakeholder input into major decisions that affect the school?

A2.7. Relationship of Policies to the School's Purpose
To what extent do the governing authority/ownership's written policies and financial/educational plans support the school's purpose?
To what degree is the governing authority/ownership involved in the regular review and refinement of the school's purpose to ensure that their written policies and financial/educational plans are aligned to the purpose?

A2.8. Involvement of Governing Authority/Ownership in Monitoring the School's Progress
To what extent is the governing authority/ownership informed about and involved in the monitoring, evaluation, and accomplishment of the Schoolwide Action Plan, the review of student performance, overall school programs and operations, and the operations/fiscal health of the school?

A2.9. Effective Complaint and Conflict Resolution Procedures
How effective are the governing authority/ownership's complaint and conflict resolution procedures in

addressing all stakeholder issues and concerns?

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School
How effective are the procedures used by the governing authority/ownership to evaluate the chief educational leader who oversees the school and reports to the authority?

Visiting Committee Comments:

A2.1 - There are written policies in place that define the roles and function of the Board in relation to the school. They include selection characteristics and expectations as well as an indication that orientation training will take place both for new and existing board members. One of the primary documents is The Asian Hope Board Policy which was approved in 2009. A next step would be to update the document and contextualize this to Asian Hope IS.

A2.2 - The Asian Hope Board oversees a number of areas beyond Asian Hope I.S.. The very strong collegial relationship between the Board and the school's director appears to be the manner in which the Board is trained in understanding international schools and their needs. The Director's input is valued and used consistently for the Board to understand the operational and financial needs of the school.

A2.3 - Despite being a US based Board, communication between the Board and School Director is ongoing, consistent and positive. With the relaxing of covid restrictions annual visits by the board members will resume this year.

A2.4 The Board has more of an "arms length" involvement in Child Protection. The Board has empowered and supports the school director in developing and leading in this area. There is a positive commitment to child protection at the school with a clear understanding amongst staff of the school's Child protection policy.

A2. 5 - Meetings with the Board and school leadership team indicated a clear understanding of role, function and financial expectations. The Board has set clear expectations in regards to the school's reserve fund. There is an annual audit as well as the CEO's direct access to the school's accounting software.

A2.6 Faculty reported that their professional input was consistently sought in the continued running of the school. They stated that their voice was valued and influenced decisions. The school leadership team also indicated that their decisions are influenced strongly by faculty input.

A2.7 School policies are aligned with the mission/vision of the school and shared with the Board. Board policies submitted are also aligned with their international schools, however as indicated they need to be updated to include the contextual understanding of AHIS.

A2.8 Board monitors progress through monthly reports and regular communication between the School Director and Board. Both described clear and effective communication between them.

A2.9 Within the school there is a conflict resolution policy. Faculty articulated a supportive and

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helpful leadership team in addressing areas of concern. Statements of conflict of interest are within the Board's manual and bylaws.

A2.10 A clearer process for the Board in evaluating the School Director is needed as indicated in the School Description Report. It is important for the Board and School Director to move forward on this now.

A3. School Leadership: 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.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks
To what extent are administrator and staff responsibilities, operational practices, decision-making processes and relationships clearly defined through written policies, charts, and handbooks?
To what extent are these policies, charts, and handbooks reviewed and understood by leadership and staff?

A3.2. Leadership Responsibilities for Child Protection
How clearly defined are the leadership responsibilities for child safeguarding and welfare?
How effective is the formal training on child safeguarding and duty of care for the leadership?
To what extent does the code of conduct and written guidelines define appropriate behavior of adults toward children, and children towards other children both on and off school premises, including the use of technology, and is annually reviewed and revised as appropriate?
How effective are the implementation of the child protection policies and procedures by school leadership in the day-to-day operations of the school?

A3.3. Involvement of Staff in Shared and Collaborative Leadership
How effective are the processes and procedures for involving staff in shared responsibility, actions, collaborative structures, and accountability to focus ongoing improvement on student learning and teaching?
How do the actions of leadership and staff demonstrate a focus on successful student learning?

A3.4. Effective Internal Communication Processes and Procedures
How effective are the internal communications processes and procedures to: a) ensure that faculty and staff are informed on a regular basis, b) facilitate planning, and c) address issues and conflicts?

A3.5. Promoting a Globally Minded School Culture
How do school leadership and staff promote a globally minded school culture interconnected to the world and evaluate its effectiveness?
How are all students supported to reach high levels of learning through an equitable and broad-based globally minded school culture?

Visiting Committee Comments:

A3. 1. There are clear role descriptions and policies in place that are understood and support the leadership positions and are clearly aligned to the school's mission and vision.

A3.2. The school's child protection policy clearly defines the leadership's responsibility in this area. There is annual faculty and staff training for child protection and duty of care. Members of the school leadership team have been formally trained in this area. Appropriate behavior of adults towards children and an Acceptable Use are part of this policy. Faculty responded appropriately on how child protection issues are to be dealt with and cited examples of it being used already.

A3.3. Faculty and the school leadership team both reported a significant amount of shared collaboration in key decision making policies and the development and implementation of curriculum. The school's current professional development in the area of Data Wise is focused on a school's self-identified student learning need and should further develop this positive level of collaboration that exists at the school.

A3.4. Both parents and faculty expressed that communication throughout the community is

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appropriate, helpful and clear. Parents indicated this was highlighted throughout the covid pandemic where school leadership and faculty effectively kept them apprised in the ever evolving issues related to covid.

A3.5 Promoting a global minded School Culture - There are multiple opportunities within the school that already work towards students achieving global understandings. A next step for the school is to clearly articulate what are the global competencies it want**s all** of its students to achieve and then align them to the multiple opportunities to achieve them in the school, which ensure all students are growing in this area

A4. Staff: Qualified staff and leadership facilitate student achievement of the desired outcomes: student academic standards, schoolwide learner outcomes, global competencies, and major student learner needs. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs and research.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Policies and Procedures Related to Qualified Personnel
How effective and clearly understood are the written employment policies and procedures to ensure proper hiring of current and potential staff for each program according to statutory requirements, position qualifications, and international experience?
How effectively are all the school's personnel policies consistently adhered to and clearly understood by leadership and all staff to support a positive globally minded culture and environment?

A4.2. Child Protection Safeguards in Recruitment, Training and a Code of Conduct
How effective are the recruitment policies which include rigorous background screening checks, work policies and procedures, including trainings, to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults?
How effective are the regular, systematic professional trainings for all faculty, staff, contractors, service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting? (This includes staff working at boarding facilities, homestay, residential arrangements, and involved in excursions, trips, and student exchanges.)
How effective are the processes for all faculty, staff, volunteers, outside contractors, parents, and students to understand and to abide by the written code of conduct?

A4.3. Supervision and Evaluation Promoting Professional Growth
How effective are the supervision and evaluation procedures to promote professional growth of staff that supports high-quality learning and teaching and prepares students to be globally competent?

A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning
How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?
How effective are the collegial strategies used to implement innovations and encourage improvement such as shadowing, coaching, observation, mentoring, and professional learning communities?

A4.5. Support and Measurable Effect of Professional Learning
How effective is ongoing professional learning in enhancing the capacities and the competencies of the administrators and teachers to design and implement research-based instructional practices that meet all students' learner needs?
How effective are the processes to determine the measurable effect of professional learning, support, coaching and mentoring on student learning?

Visiting Committee Comments:

A4.1 Employment policies and procedures are thorough, clear and practiced. Faculty throughout the visit described being supported through the policies connected to their contracts and this support further added to a positive sense of community.

A4.2 There are child protection policies in place that include training for all. A next step for the school will be to review the area of background checks for new hires and follow up with previous employers that ensure all employees and volunteers are of sound moral character.

A4..3 There is a clear, helpful faculty growth program in place. Professional growth is promoted through planned PLCs and PD days. Faculty indicated that they had input into the focus of these and further expressed that faculty initiative is encouraged. There are a number of examples where faculty demonstrating initiative have been supported in growing into positions of leadership.

A4.4 As already mentioned the school's faculty growth program, PLCs and ongoing collaboration all have created a broad based approach for input into the school's growth. The current PD focus on data driven decision making is a clear example of the successful use of these practices.

A4. 5 - The school's section leaders currently follow up through the faculty performance program, the impact on student learning, the implementations of PD and new initiatives have. A next step would be to codify this input into data that is used to assess the impact on student learning of professional development.

A5. School Improvement Process: The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Schoolwide Action Plan Aligned to Desired Outcomes
To what extent is the schoolwide action plan a) aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and b) guides the work of the school community?

A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment
To what extent is there broad-based and collaborative involvement and commitment to the schoolwide action plan by the stakeholders, including the leadership, staff, students, and parents?

A5.3. Alignment between all Resources and Implementing the Schoolwide Action Plan
To what extent is the allocation of time/fiscal/personnel/material resources aligned with implementing the schoolwide action plan?

A5.4. Innovation and Transformation of the School
How effectively does the school leadership, staff and other stakeholders a) reflect and evaluate what currently exists, b) analyze research and c) determine what programs should be strengthened and/or redesigned to be more creative, forward thinking and responsive to current and future student needs and interests?
How effective and regular are opportunities for leadership, faculty and staff a) to reflect and evaluate their implemented innovative practices b) to assess the impact of innovative practices on students' learning and well-being and c) to modify and refine practices to increase effectiveness of learning for all students and staff?

Visiting Committee Comments

A5.1   There is in place a schoolwide School Development Plan focusing on the school environment, finances, resources. This is an operational plan. As well there is a Continuous School Improvement Plan which is aligned to the school's student learner needs and other areas of the school's WASC visits and reports.

A5.2 The school conducts surveys of parents which are used when conducting long range planning. The school's teachers and leadership team both reported ongoing collaboration which influenced school decisions, policy and long range planning.

A5.3 The Continuous Improvement Plan is a consistent part of leadership meetings and influences both the long term and day to day operation and growth of the school. The leadership team assumes responsibility for the oversight and implementation of the plan with regular progress feedback to both faculty and parents.

A5.4 The school leadership through its meetings consistently reviews the progress of its plans and adjust as needed. Innovative practices are followed by the faculty involved and oversight is provided by the school leadership team. Forward thinking and innovation have been part of the characteristics the leadership team considers when appointing faculty to positions of responsibility.

A6. Adequate and Sufficient Resources and Resource Management: 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 desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. The school has developed policies, procedures, and internal controls for managing the financial operations that meet local laws, accepted international practices, and ethical standards.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A6.1. Resource Allocation to Support the School Purpose, Desired Outcomes and the Schoolwide Action Plan
To what extent are resources allocated to support the schools' purpose, desired outcomes and the development and implementation of the schoolwide action plan?

A6.2. Financial Practices, Budgeting, Annual Audit, and Fiduciary Responsibilities
How effective is the school in developing an annual budget, conducting an annual audit (internal, external), and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds?
To what extent does the governing authority/ownership ensure that there are adequate financial resources and reserves to sustain the school in the event of a potential school closure or interruption and/or economic fluctuation and uncertainty?
To what extent are leadership, teachers, and staff involved in the resource allocation decisions?

A6.3. Safe, Functional, and Well-maintained Facilities
How effective are the processes used by the leadership and governing authority/ownership to ensure that the school's facilities are adequate, safe, functional, and well-maintained to support the educational program and provide a positive learning environment?

A6.4. Child Protection Policy and Application in Facility Building and Design
How effective are the school's processes to ensure that the building and facility design, layout and use support child protection and safety and complies with the legal and ethical international requirements within the host country?

A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff
To what extent are there sufficient time, personnel, materials, and fiscal resources available to enable the hiring, support, professional learning and retention of a well-qualified staff for all programs, including online instruction?
How effective are the resources used to support professional growth, learning, coaching and mentoring of staff to achieve the desired outcomes for all students?

A6.6. Instructional Materials and Equipment, Acquisition, Adequacy, and Maintenance
How effective are the policies/procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction?

Visiting Committee Comments:

A6.1 Resources are allocated to support the action planning documents and introduction of new initiatives. A challenge the school faces and continues to seek solutions for is importing printed texts into Cambodia.

A6.2 Financial practices are appropriate and in line with both local government and international school standards.There is an independent audit that is used for government requirements and tax determination. Although based in the US the AHIS Board has online access to the schools electronic accounting.

A6.3 Observations by the VC found a safe, functional and well maintained facility. A next step in this area is to establish processes that would establish an ongoing facilities audit as well as an

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appropriate set of standards for the school's cafeteria. This would allow the school to confirm the quality of the facility and its operations.

A6.4 Child Protection is addressed through a facility with secure access, classrooms with a clear line of sight, child/ adult identified washrooms and controlled access to facilities with a higher level of risk such as the school pool.

A6.5 Throughout the visit it was evident to the VC that there is sufficient time, personnel, materials, and fiscal resources available to enable the hiring, support, professional learning and retention of a well-qualified staff for all programs, including online instruction. Faculty indicated that there were multiple reasons, other than salary that have them staying at the school. The faculty turnover rate is lower than the international school average.

A6.6 The school appears appropriately resourced. Printed texts are a challenge to bring into the country which has created a challenge for the school libraries. Faculty indicated that they felt well resourced for delivering programs and the school worked hard to fill requests for learning materials.

A7. Ongoing Resource Planning, Implementing and Monitoring: The governing authority/ownership and the school leadership executive responsible planning to ensure the sustainability of the school's program and operations in the face of planned and unplanned future needs

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A7.1. Broad-based and Collaborative Planning for Long-range Resources
To what extent does the school's long-range resource planning ensure the availability of appropriate resources to support the school's purpose, desired outcomes, and the schoolwide action plan?
How effective are the school planning processes to ensure that they are broad-based, collaborative, and foster commitment of all stakeholders to the school's vision?

A7.2. Adequate Compensation, Staffing and Reserves
How effective does the governing authority/ownership provide adequate compensation to faculty, administrators and staff while balancing a reasonable accumulation of reserves to take into consideration other unknown contingencies, including longevity of staff?

A7.3. Informing the Community and/or Governmental Authorities about the School's Financial Plans and Needs
How effective are the governing authority/ownership and school leaders at informing the public and/or appropriate governmental authorities of the financial plans and needs of the school?

A7.4. Marketing Strategies to Support the School
How effective are the marketing strategies to promote the school within the greater community and support the decisions to develop new programs and increase student enrollment?

Visiting Committee Comments:

A7.1 The processes used by the school leadership team to develop both the school's School Development Plan and the Continuous Improvement Plan meet the need for effective long range planning. Although the final products are created at the leadership level, faculty and leadership both reported that faculty are regularly consulted and their input is a significant part of the planning. Parents are surveyed for their input.

A7.2 Through the leadership of the AH Foundation an appropriate amount of reserves are in place to address unplanned contingencies and longevity of staff.

A7.3 The financials of the school are shared with various stakeholders at different times of the year.

A7.4 AHIS's primary marketing is the school's facebook page and word of mouth with minimal budget allocated for marketing. This aligns with a significant waiting list for almost every grade. This demand for enrollment is a result of the strong profile of the school in the community.

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 desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Comprehensive International Curriculum Based on Learner Outcomes, Global Competencies and Academic Standards
Evaluate the effectiveness of the school's research-based, comprehensive international curriculum — based on academic standards and schoolwide learner outcomes/global competencies.
What current educational research and thinking has had a significant impact on the curriculum and student learning?

B1.2. Processes for Implementation and Evaluation of a Challenging, Coherent and Relevant Curriculum
How effective is the implementation and process for evaluating a challenging, relevant, and coherent implemented curriculum?
How frequently and effectively do teachers and leadership determine if the curriculum is appropriately challenging, coherent, and relevant in order to meet the desired outcomes?

B1.3. Curriculum Alignment and Vertical/Horizontal Articulation
How effective is the horizontal and vertical articulation of the international curriculum across all grade levels, subject areas, courses, and/or programs to meet international standards and desired outcomes in all subjects and at all grade levels?

B1.4. Access to the Curriculum by All Students
To what extent do all students have access to a challenging, relevant, and coherent international curriculum that addresses their needs and provides a full range of global educational options?

B1.5. Student Understanding of Standards-based Curriculum and Schoolwide Learner Outcomes
How effective are the opportunities for student conversations that demonstrate the understanding of the standards–based curriculum and the schoolwide learner outcomes?

B1.6. Performance Measures to Assess and Monitor Satisfactory Progress of Student Learning
To what extent does the school identify and define performance indicators in order to assess and monitor satisfactory progress of students' learning (i.e., schoolwide learner outcomes, global competencies, academic standards, and major student learner needs)?

B1.7. Programmatic Follow-up Studies in Relation to Impact on Student Learning
How have follow up studies with feeder schools, colleges/universities, and alumni informed the revisions and effectiveness of the curricular program to prepare students for pursuing educational goals, entering the work force, or meeting their personal goals?

Visiting Committee Comments:

B1.1 There is a blended bilingual approach to learning with English National Curriculum, and Cambodian National Curriculum that is consistent with the mission and vision of the school and the community it serves. There are written, comprehensive and sequential documents based on the English National Curriculum, including Early Years Foundation Stage and the Cambodian National Curriculum. Based on observations, student progress data and external examination results the curriculum is clearly effective and positively impacts student learning and the achievement of the academic standards and the mission and vision of the school. There is a need for explicit identification of ESLR goals in curriculum and lesson planning documentation.

B1.2 There are continuous and consistent collaborations between teachers in the planning, review and revision of curriculum and lesson plans to ensure the blended curriculum is meeting the desired outcomes.

B1.3 The curriculum has strong vertical articulation KG1 to Year 9. The school acknowledges the need to continue curriculum articulation for Years 10 to 12 including the Cambodian National Curriculum, Cambridge IGCSEs and A levels. Horizontal articulation in EY and Primary is maintained by close collaboration in Year group teams.

B1.4 The school is intentional in its efforts to provide access to the curriculum for all students, starting with the contextually appropriate structure of the bilingual model and including the provision of modifications for learning and language needs.

B1.5 Conversations with students indicate there is some clarity of lesson objectives, however, their understanding of the overarching curriculum context is limited. Similarly the value of the ESLRs in the curriculum is not understood. Moving forward the school plans to explicitly link the ESLRs with curriculum objectives and increase the visibility and acknowledgement of ESLRs across the school. This will be crucial to complete.

B1.6 The school systematically gathers student performance data in tracking records for English and Khmer literacy and numeracy which informs teachers and supports teachers in their planning. All teachers are undertaking 'Data Wise' training in the current year to improve the use of the performance measures gathered from tracking records, testings and external examination results.
School leadership intentionally plans to expand the capacity of the school to analyze and create plans of action based on findings from performance data collected.

B1.7 The school has a small number of graduates, as such there is no formalized follow-up process but the school director and head of secondary provided some positive anecdotal evidence from local and overseas based graduates in colleges or universities. Moving forward the school needs to systemize the follow-up with graduates to collect relevant data.

B2. How Students Learn Criterion: All students are engaged in challenging and relevant learning experiences to achieve the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs. Students become advocates for their own needs and interests.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Student Understanding of Performance Levels
To what extent do all students demonstrate their understanding of the standards/expected performance levels for each area of study in order to manage, demonstrate, and monitor their own learning and progress toward desired outcomes?

B2.2. Results of Student Observations and Examining Work
To what extent do students demonstrate high-level learning, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills? Support the response through examination of student work, observation of students working and other evidence.

B2.3. Opportunities for Student Voice and Feedback In and beyond the Classroom
How well-integrated are age-appropriate opportunities for all students to develop flexible, effective, and culturally-sensitive ways to express their ideas, opinions, and perceptions within the classroom and beyond?

Visiting Committee Comments:

B2.1 Teachers and students discuss performance levels during feedback from tracking reports.

B2.2 The visiting committee observed consistently high levels of student engagement in classrooms across the school. Lesson plans and student work include high level thinking, continuum of knowledge acquisition and skill development throughout primary school. This culminates with interdisciplinary project work that is completed each year with increasing levels of independence in secondary school.

B2.3 Curriculum overviews, lesson plans, student class work and displayed art work indicate a wide variety of opportunities for students to express their ideas, opinions and perceptions

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B3. How Students Learn — Student-Centered Instruction: The professional staff a) applies current research-based knowledge about teaching and learning; and b) designs and the professional staff a) applies current research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences, including technology, that actively engage students at a high level of learning consistent with the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B3.1. Application of Research-Based Planning Processes and Professional Collaboration
How has current educational research and thinking affected the teaching and learning process?
How effectively do the schoolwide planning processes and professional collaboration practices use research to support meeting all students' needs?

B3.2. Application of Research-based Knowledge to Instructional Content and Lesson Design and Delivery
To what extent are teachers current in the instructional content taught and research-based instructional methodologies, including integrated use of multimedia and technology?
To what extent are lesson design and instructional practices coherent with and aligned to current educational research?

B3.3. Student Engagement in Higher-level Learning
How effective are the instructional and assessment strategies used by teachers to engage students in higher level thinking and learning?

B3.4. Application of Learning
To what extent are all students able to demonstrate that they can apply acquired knowledge and skills to extend learning opportunities?
How effectively and frequently are students able to analyze, evaluate and synthesize information from multiple perspectives, such as different textbooks, digital resources, community resources, collaborative activities, and library/media resources?

B3.5. Teaching and Learning Policies on Use of Digital Technology and Schoolwide Integration and Implementation of Technology
To what extent are the school's teaching and learning policies on using digital technology implemented and assessed for effectiveness?
How effective is the integration and implementation of technology in developing all students' technological and digital citizenship skills?

Visiting Committee Comments:

B3.1 Curriculum overviews and lesson plans demonstrate the application of research-based planning processes implemented through the PLCs and follow-up by Heads of Department. Conversations with school leadership and faculty evidenced a strong collaborative culture throughout the school focusing on student learning.

B3.2 Curriculum documents and the blended bilingual program overviews are reviewed and revised with reference to the most recent English National curriculum and Cambodian National curriculum iterations. English and Khmer teachers ensure the curriculum and instructional content is current and relevant. Play-based learning, guided learning centres, student-centred group work, research and classroom presentations were observed by the visiting team.

B3.3 The VC observed a high level of classroom participation throughout the school. Peer support and levels of discussions involving higher level thinking were apparent in the classrooms observed. The support of tracking data and feedback from teachers together with the high level of linguistic competence allows students to more readily engage in high level learning.

B3.4 Lesson plans clearly evidence the inclusion of differentiated group work in classes (Lower Achieve, Moderate Achieve, High Achieve). Moving forward the school plans to provide further professional development to improve teachers' understanding of differentiation in order to facilitate the provision of effective differentiated learning on a more individual basis. It is clear that there is student choice in interdisciplinary projects each semester in either language or both; some incorporation of STEM or STEAM in some subject areas; scaffolding and supporting when necessary; modification of tasks or performance expectations

B3.5 There is a comprehensive Acceptable Use policy. An agreement form is shared with parents and students each year and students sign the form. All Primary students EY - Year 6 classrooms are provided with Chromebooks class sets and use of digital technology by students is integrated into lesson plans. Primary and Secondary students access digital resources, either for research purposes or in Google Classroom to support their learning.

B4. How Assessment is Used — Reporting and Accountability Processes: The school leadership and staff continuously use effective and valid assessment processes to collect, disaggregate, and analyze assessment results. School and student performance data is regularly reported to all stakeholders including student progress toward accomplishing the desired outcomes: academic standards, schoolwide learner outcomes, major student learner needs, and global competencies.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B4.1. Use of Student Performance Data and Effectiveness of the Assessment Processes
How effectively do teachers and leadership collect, disaggregate, analyze, and interpret student performance data?
How effective and valid are the assessment processes used to determine and report students' progress toward the desired outcomes?

B4.2. Consistency in Determining, Monitoring and Reporting Student Progress and Performance Levels Within and Across Grade Levels
How consistent are the procedures and practices the teachers use to determine and report students' performance levels and progress toward the desired outcomes within and across grade levels?
How effective are the systems and practices the teachers and leadership team use to monitor, evaluate and report students' performance so teachers, students and parents are informed about what the students know and what they do not yet know?

B4.3. Use of Assessment Results to Inform Continuous Schoolwide Improvement, Schoolwide Decisions and Allocation of Instructional Resources
How effectively do the teachers, leadership team, and board/owner use assessment results to support continuous schoolwide improvement, make schoolwide decisions, such as program modification, professional development, and allocation of instructional resources?
How have the assessment-based decisions significantly contributed to the development and refinement of the schoolwide action plan and to the continuous improvement process?

B4.4. Security Systems for Maintenance of the Integrity of the Assessment Processes
How effective are the systems designed to maintain the integrity of the assessment process and the assessment results (e.g., the use of proctors, security systems for text documents, physical security, and technological security)?

Visiting Committee Comments:

B4.1 There is a very effective process for the collection of student performance data. This is currently analyzed by the leadership team but all faculty training with Data Wise protocols is being implemented this year to increase the capacity of the school as a whole to make more effective use of student performance data.

B4.2 The school uses tracking reports, report cards, feedback and student parent teacher conferences to effectively monitor and report student performance. Monitoring of tracking records regularly by grade level teaching teams keeps teachers up to date and facilitates intervention by teacher or referral for support in a timely manner.

B4.3 Review of all assessment results, internal and external, is undertaken quarterly and annually by the school leadership team. The school director provides regular reporting to the Board and the outcomes include significant elements in schoolwide improvement, staff development, resource allocation and program development. In particular, literacy and numeracy performance data has informed staffing needs and resources.

B4.4 School based semester examinations follow procedures based on Cambridge IGCSE protocols. Currently the small student numbers for the IGCSE examinations have been accommodated by off-site testing at a nearby international school which is a centre for Cambridge Examinations. Cambodian Ministry examinations protocols and procedures for Year 6, 9 and 12 are monitored by Ministry of Education officials. Ministry examinations at AHIS are organized by the Khmer coordinator. Most recently Ministry examinations have required Year 9 and 12 students to go to local Cambodian public schools to complete these.

B5. How Assessment is Used — Continuous Assessment by Students and Teachers: Teachers and students frequently integrate a variety of continuous assessment strategies into the ongoing learning/teaching process. As a result, students understand what they know and what they need to know; and teachers are able to modify instruction to improve student progress toward the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B5.1. Implementation of Appropriate Continuous Assessment Strategies
To what extent are the implemented assessment strategies appropriate so that what is assessed is aligned with the learning targets and other desired outcomes?

B5.2. Multiple Assessment Measures to Inform Students and Teachers about Student Progress toward Desired Outcomes
How consistently and effectively do teachers implement multiple assessment measures to inform themselves and their students about each student's progress toward the desired outcomes?

B5.3. Assessment Processes to Modify Instructional Design and Delivery
How effective are the assessment processes, including the examination of student performance/work, teachers use to modify and revise the design and delivery of their instructional practices based on student progress toward the desired outcomes?

B5.4. Impact of Teacher Feedback to Support Students' Managing and Monitoring Their Own Progress
How effective is the teacher feedback (i.e., timely, specific and descriptive) so that all students are able to manage and monitor their own learning and progress toward desired outcomes?

Visiting Committee Comments:

B5.1 There is a thorough and well established system for closely tracking progress in English and Khmer language elements and numeracy which significantly and positively impacts the achievement of targets and outcomes throughout the school.

B5.2 There is regular testing in literacy and numeracy, teacher and peer assessment using rubrics and feedback and target setting. Students know where they are and what they need to do. External examination data are also referenced and informs curriculum, instructional and assessment review.

B5.3 The regular review of tracking data by Heads and use of red/yellow/green/blue to bring attention to students in need of support to reach goals is also used to inform pacing and differentiation groupings in the class (on lesson plans). EAL and SEN teachers collaborate with teachers to modify performance expectations for students with goal setting in place.

Data Wise training to increase the capacity of the teaching staff to effectively use data is seen as a positive growth step.

B5.4 Teachers provide regular specific feedback for all students with support and goal setting on an individual basis for students of concern to meet expected performance levels. Students understand the value of feedback from teachers to improve their learning.

Category C
Support for Student Social-Emotional and Academic Growth

C1. Student Social-Emotional and Academic Support: Students are provided with a system of support services that meet their academic and social-emotional needs. Students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Support for the Social-Emotional and Learner Needs of ALL Students
How effective are the school's strategies to review both schoolwide and individual student learner needs and to provide appropriate services and programs?
How adequate and effective are the personalized social-emotional and career/academic programs to support all students in such areas as health, career and personal counseling, and academic assistance?

C1.2. Personalized Approaches and Strategies
How effectively are the schoolwide and personalized approaches to learning implemented by leadership and staff so that ALL students progress in achieving the desired outcomes?

C1.3. Alignment of Curricular and Co-Curricular Activities
To what extent are the curricular and co-curricular activities aligned with academic standards, schoolwide learner outcomes as well as local and/or global actions and service opportunities?

C1.4. Student Involvement in Curricular/Co-Curricular Activities
How effective are the school's processes for regularly evaluating student involvement in curricular/co-curricular activities, such as projects on global issues, joining networks, service learning, and exchanges?

C1.5. Empowering Student Voice and Student Self-Advocacy
To what extent do students have the opportunity to deepen their sense of self and make personal and community connections that are meaningful and relevant and become advocates for their own needs and supports within a culture of student safety and well-being?
How effective is the school in responding to student thoughts, perceptions and experiences to modify and enhance student support services, programs and activities for all students?

Visiting Committee Comments:

C1.1 The VC consistently recognized a caring, dedicated faculty, leadership team and staff who closely monitor and support the social emotional needs of the students. Both the SEN and EAL teams have clear processes in place for the identification, goal setting and tracking of success of students in need of support. Both teams use data to track student progress, adjust support as needed and exit students when appropriate.

The school has recognized that there is a need to further develop the school's counseling programs to support all students in such areas as career and personal counseling, and post secondary planning. The school has recently hired both a school counselor and an academic advisor shared between AHIS and LIS. Now that faculty are in place, a next step for the school is to develop and implement a school wide program with guiding policies and procedures that will ensure the social emotional, career and post-secondary planning and support essential for all its students.

C1.2 Both the SEN and EAL teams have clear processes in place for the identification, goal setting and tracking of success of students in need of support. The teams use data to track student progress, adjust support as needed and exit students when appropriate.

C1.3 There are a number of outreach programs that students are involved in at AHIS. They offer after school clubs run by teachers, which include music, art, crafts, sports, and extra languages that are based on an ethos that says "They must be fun!". In Secondary, students have lunch-time clubs once a week which are student-led based on their interests with staff guidance and support. Further there are volunteering opportunities within class projects, where students will visit local schools or communities to help or provide fundraising activities for their sister VDP school (village development programme). Students also go on field trips which include aspects of service opportunities where they are involved in helping the local communities. Primary and EY day trips are linked to curricular topics. Upper primary and Secondary have longer field trips which involve going to different parts of the country, camping or staying in lodges with tasks and activities that link to their projects. The school conducts a risk assessment for each trip ensuring that there is appropriate teacher supervision, with someone who can do first aid, and any potential risks or dangers are taken into account.

C1.4 The after school programs are evaluated through an attendance process. Programs that are popular and well attended are kept and low attendance programs may not be repeated.

C1.5 The outreach programs at the school to the village schools provide positive opportunities for students to connect outside of the school and establish community connections. Student voice is collected through the upper school student council and student surveys.

Category D
School Culture, Child Protection, and Parent/Community Involvement

D1. School Environment: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, and a commitment to child protection, trust, caring, professionalism, support, and high expectations for ALL students.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students
How effectively does the school demonstrate mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences?

D1.2. Student Social-Emotional Well-Being
How effectively does the school support and foster student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help develop a range of skills for school and life?

D1.3. Culture of Teacher Innovation and Support
To what extent does the school demonstrate a culture which supports and encourages teachers to use innovative approaches which enhance student learning?
How effective is the leadership at promoting a positive culture at the school amongst staff and faculty?

D1.4. Safe, Clean, and Orderly Environment
How effective are the school's existing policies and procedures to continually ensure a safe, clean and orderly environment that nurtures learning, including effective operating procedures for internet safety?

Visiting Committee Comments:

D1.1 One of the most impressive aspects of AHIS is the strong sense of mutual respect, equity, caring and concern for all that permeates the school. Each group the VC met were clear in their communication of this. Even as a Christian focused school multiple religions are explored intentionally.

D1.2 This "close-knit" school fosters a strong sense of care. Faculty and students reported being supported social-emotionally and described a strong sense of well-being in the school. This strong, positive sense of community has led to positive relationships and a sense of feeling safe in the school.

D1.3 Faculty are encouraged to use innovative approaches to foster student learning. This is one of the characteristics that the school Director and leadership team look for in internal appointees to positions of responsibilities. The appointment to positions of responsibility from within the school, a culture of care and the professional support for faculty have been fundamental in creating a positive culture within the school.

D1.4 Observations by the VC found a safe, functional and well maintained facility. As previously indicated, a next step in this area would be to put in place an ongoing facilities audit as well as an appropriate set of standards for the school's cafeteria. This would allow the school to confirm the quality of the facility and its operations.

D2. Child Protection Criterion: The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for stakeholders, and reporting procedures within the legal and cultural context of the host country.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Definition of Child Protection
How aligned is the school's definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation, inappropriate behavior of children towards other children and online child protection, with internationally recognized child protection standards as found in the resources of the International Centre for Missing and Exploited Children (ICMEC)?
To what extent is the school cognizant of the legal context of the host country?

D2.2. Policies, Practices, and Written Guidelines for Child Protection
To what extent are the school's policies, practices and the written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students understood and followed by all?
To what extent are the school's policies and practices followed to ensure the safety and welfare of all students, including, excursions, trips and student exchanges and, if applicable, within boarding facilities, homestay and residential arrangements boarding?

D2.3. International Norms of Child Protection
To what extent does the school understand and adapt to international norms of the families it serves as well as the community in which it resides?
To what extent does the school comply with the international legal and ethical expectations and requirements regarding child abuse within the country in which it resides?

D2.4. Curricular Programs for Child Protection
How appropriate are the school's age-appropriate programs and activities that focus on child-protection including topics such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, safety away from home, commercial exploitation, and disclosing abuse as defined by the United Nations Convention on the Rights of the Child and/or the International Center for Missing and Exploited Children (ICMEC) www.icmec.org/education-portal/?

D2.5. Reporting of Child Protection Disclosures
How effective are the school's structured procedures for reporting suspected or disclosed maltreatment or abuse?
To what extent do reporting procedures include identifying actions to be taken by specific individuals, including informing appropriate authorities?

Visiting Committee Comments:

D2.1 The school's definition of child abuse includes physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation, inappropriate behavior of children towards other children and online child protection. The training and program outline are from a recognized child protection organization that works with Christian schools. It will be important for the school to continue to check resources and policies from other recognized sources such as the International Centre for Missing and Exploited Children to ensure all policies are current.

D2.2. The school's child protection policies, practices and student code of conduct for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students is understood and followed. These practices include excursions and school trips.

D2. 3 The school's child protection policy and procedures align with the international norms of the families it serves as well as the community in which it resides. It further aligns with the

international legal and ethical expectations and requirements regarding child abuse within Cambodia.

D2.4 The curricular programs that develop for students an understanding of their rights as a student as well as how to report are developmentally appropriate and delivered within the school's curricular program.

D2.5 Interviews with administration and faculty indicate that the school's structured procedures for reporting suspected or disclosed maltreatment or abuse have been used successfully in a couple of situations. The processes included identifying actions to be taken as well as a cultural sensitivity for the country norms.

D3. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community engagement and involvement is integral to the school's culture and established support system for students.

INDICATOR FRAMING QUESTIONS: Use the following indicator framing questions as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D3.1. Consistent Parent Involvement
In order to build a culture of collaboration, how effective are the strategies and processes for the consistent and appropriate involvement of parents as active partners in the student learning process and understanding the desired outcomes?
How effective are these strategies and processes for involving non-English speaking parents and/or online parents?
D3.2. Use of Community Resources
How effective is the school's use of community resources, such as professional services, partnerships, service learning, speakers etc., of the host country and beyond to support student learning?

Visiting Committee Comments:

D3.1 Although there is no formal parent organization, the parents the VC met with reported that they felt well connected to the school. As almost all of the parents are Cambodian, communication between the school and parents is in both English and Khmer. This further aligns with this being a bilingual school. Parents described the communication with them as positive and that they felt well informed. They are involved in field trips, as guest speakers, the school Fair, Christmas and End of year performances, Secondary project presentations, special emphasis week events (book week, health & fitness), parent training sessions, and parent-student-teacher conferences.

D3.2 The school has multiple connections with the community, one of the strongest being with the Asian Hope Village program. As mentioned, students are active in supporting this program and it is part of the connection to community that is an intentional part of the AHIS approach.

Admission Procedures and Records: The school has responded appropriately to the questions in this section.

Visiting Committee Comments:

Asian Hope International School has clearly defined processes and procedures for the admission of students. Applications are initially processed by the Head of Operations office and student/parent meetings and testing are undertaken by the Heads of Early Years, Primary and Secondary respectively. Admissions decisions for Early Years are based on observations and interactions in basic English. Admission decisions are made by the Heads of Primary and

Secondary based on the observations and testing in English, Khmer and Mathematics with reference to the range of performance achievement on tracking records for English and Khmer language in the current grade level cohort. This process ensures that students are appropriately placed in the school.

AHIS has waitlists in most grade levels, particularly in Early Years, Primary and Lower Secondary. Siblings of current students are prioritized, followed by date of application/position on waitlist.

AHIS is an inclusive school and the application form includes a question about learning challenges. The Head of Special Needs is included in all admissions procedures and decisions to evaluate the needs of the student and determine whether the school is able to meet those needs. The school controls the enrolment of high needs students requiring an assistant to one student and assistant per year group. In some grade levels this is one per class

Approved admission forms are returned to the Head of Operations office for notification of parents and billing.

Applications for new enrolments are received as paper copies which are stored in the Heads' offices. All relevant student information for current students is stored digitally in the Cloud.

Any Other Area(s):

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Visiting Committee Comments: