



## **2019 EVALUATION TEAM REPORT WASC and CIS VISIT**

**Evaluation Team Visit: April 6-12, 2019  
Abridged Report for Parents**

*(Full report available in the NIS library)*



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## Using this Report

This abridged report is a summary version of the full CIS/WASC report which is available for viewing by parents in the NIS library. Since this was a joint visit of both CIS (Council of International Schools) and WASC (Western Association of Schools and Colleges) the ratings and comments of both agencies are shown in this same report which uses the rigorous CIS template. (i.e. there is no separate WASC report).

The intention of this abridged report is to consolidate the high-level important information and CIS/WASC commentary into a shorter summary report for parents (the full report is 169 pages long). The report has three core sections as follows:

### Part One:

This section contains CIS/WASC commentary on school finances and sustainability. No ratings are given by CIS/WASC in this section.

### Part Two:

This section contains commentary and ratings, as well as commendations and recommendations on rigorous standards across eight domains as follows:

- (A) Purpose and Direction**
- (B) Governance and Leadership**
- (C) The Curriculum** (*ELC, Primary, Secondary*)
- (D) Teaching and Assessing for Learning** (*ELC, Primary, Secondary*)
- (E) Student Learning and Well-being**
- (F) Staff**
- (G) Premises and Physical Accommodation**
- (H) Community & Home Partnerships**

The standards in each section are marked as CORE if these are considered to be of high importance to CIS/WASC. Each standard is rated as either not/partially met, met or exceeded as follows:

- E** = Exceeded the standard
- M** = Met the standard
- P** = Partially met/did not meet the standard

### Part Three:

This section contains a summary of the CIS/WASC concluding statement

# Part 1: Financial Information

## **SWOT Analysis** (Strengths, Weaknesses, Opportunities, Threats)

### **CIS/WASC Comment:**

Nagoya International School (NIS) has crafted a thoughtful SWOT analysis to identify its ability to anticipate and meet the challenges which lie ahead. NIS receives funds through philanthropy and State Department grants, though it is almost wholly funded by tuition and fees. To that end, the SWOT explores the factors which may have the greatest impact on these fees and the school's sustainability.

On the basis of this analysis the Board of Directors and Head of School have been able to craft two scenarios for future planning: one is predicated on the assumption that growth is unsustainable, forcing the school to retreat to one section per grade level, as it was earlier in its history; the other presumes that the recent growth and current numbers of the school can be sustained. These two scenarios form the basis of long-term financial plans which show the school's ability to service debt and meet its annual budgetary obligations (to be a going concern) in either eventuality.

## **Financial Management**

### **CIS/WASC Comment:**

The school has personnel and roles in sufficient numbers and of suitable character to effectively manage the financial affairs of the school. In addition to a division between the purchasing and collections functions of the office, there is also a Finance Manager who oversees their tasks and manages payroll and inventory, in conjunction with the Director of Business and Operations. There is a system of authorised signatories based upon the amounts of money involved, and a system of approvals sits on top of this to verify compliance with the signatory regime.

The budget is zero-based, and built annually by the staff for consideration and review by the Director of Business and Operations and the Head of School. In turn, they check for its overall alignment with financial planning prescriptions and previous budgets before forwarding it on for approval by the Board of Directors. The Inspector Auditors on the Board serve a valuable control function, verifying that systems and processes comply with the dictates of local law and established governance procedures.

## **Financial Planning**

### **CIS/WASC Comment:**

The evaluators received detailed narratives outlining the school's financial planning procedures, both for annual budgets and longer-term capital projects like the 2020 Vision initiative now underway. All such plans are subject to the scrutiny and ultimate approval of the Director of Business and Operations, the Head of School, and both the Boards of Directors and Trustees. Such approval takes into consideration the school's guiding statements, strategic objectives as articulated in the SDP, and also the long-term financial plans of the school. These plans have, in turn, already been carefully deliberated upon and endorsed by both Boards.

# Part 2: Ratings, Commendations and Recommendations

## (A) The School's Purpose and Direction

*The extent to which the school fulfils the promise of its mission and guiding statements and delivers on its obligation to nurture international mindedness and ensure for effective learning and well-being.*

### CIS/WASC Comment:

Nagoya International School (NIS) proudly promotes its guiding statements which drive the structure and the rhythm of school life, and with which the school community aligns closely. These statements feature in crafting school systems and identifying annual goals. They are referenced by the Board of Trustees, the Board of Directors, and the Administrative Team in strategic decision-making.

A re-drafting exercise, during a partial review of the guiding statements, created the notion of the "three Is", with the outcome that the notion of the "three Is" being embedded in how the school community now thinks and acts. In addition, the guiding statements have also been augmented by a statement of whom the school will serve, driving new considerations in both admissions and in how student needs are met.

The guiding statements align with both the CIS Code of Ethics and the UN Convention on the Rights of the Child. They show that alignment through strategic decisions undertaken by the school in terms of meeting student learning needs and needs concerning their broader well-being. The quality and the extent of the school's success in implementing its guiding statements is routinely tracked through the measurement of annual goals, which are derived from those statements. In addition to this, the Curriculum Leadership Team has drafted a very comprehensive "one-point rubric" to more clearly put into practice certain prescribed guiding statement outcomes so that their attainment can be more effectively measured.

There is a succinct statement of international mindedness which at this stage does not effectively drive student learning school-wide. In addition to implementing and embedding the statement of international mindedness, there is the need for the definition of high-quality learning to build sequenced learner outcomes. The far-ranging one-point rubric will need to effectively track how the guiding statements are being implemented. It will also be important to establish review cycles for both the guiding statements and the admissions policies and practices that follow from them, to ensure they continue to be appropriate for the school community.

## Domain A: Ratings, Commendations and Recommendations

Standard	CIS/WASC Rating	Commendations	Recommendations
<b>A1. The school's purpose, direction and decision-making is guided by clear Guiding Statements that are appropriate for the needs of all constituent groups. (CORE)</b>	<b>M</b>	None at this time.	None at this time.
<b>A2. The school's Guiding Statements conform to the CIS Code of Ethics. (CORE)</b>	<b>M</b>	The Board of Trustees, the Board of Directors, and the Administrative Team for ensuring the school's guiding statements influence the highly ethical way the school operates.	None at this time.
<b>A3. The Guiding Statements endorse the school's commitment to developing intercultural learning. (CORE)</b>	<b>M</b>	None at this time.	The school's Administrative Team embed the statement of international mindedness so that it actively drives the planning and outcomes of student learning and action.
<b>A4. The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)</b>	<b>E</b>	The Board of Directors and Trustees and the Head of School for introducing and developing a school-wide focus on student well-being and safeguarding in order that relationships between adults and students contribute to the students' learning quality and to the nature of their learning.	The Administrative Team include explicit references to the UN Convention on the Rights of the Child during staff induction and professional development activities.
<b>A5. All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.</b>	<b>P</b>	None at this time.	The Board of Directors and Trustees and the Administrative Team implement a review cycle for the guiding statements, which is genuinely consultative, involves all constituent groups, and the constituents are engaged with the school's purpose and direction.
<b>A6. The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.</b>	<b>M</b>	The Administrative Team for the effective creation and implementation of the "one-point rubric" in order to track the quality and scope of school progress in the effective use of the guiding statements.	The Administrative Team map out a timeline and a plan for the full use of the new "one-point rubric" so that progress with respect to its implementation can be tracked effectively.
<b>A7. The school has developed and adopted a contextually appropriate definition of high-quality learning and identified expected learning outcomes at each stage of a student's pathway through the school.</b>	<b>P</b>	None at this time.	The Administrative Team finalize the process of articulating the definition of high-quality learning and how it shapes curriculum planning, in order that it has consistent impact on sequenced student learner outcomes.
<b>A8. The school is inclusive in its admissions procedures, as defined by its Guiding Statements.</b>	<b>P</b>	The Board of Directors and Trustees and Administrative Team for their clear commitment to the generous provision of staff and facilities resources to meet a wide variety of individual learning needs, and to the alignment with the goal of being an inclusive school.	The Administrative Team, together with the Director of Admissions and Development, develop a review cycle of admissions policies and practices to assess its inclusivity within the terms of the policy and in the context of the guiding statements.

## **(B) Governance & Leadership**

*The extent to which the school Board of Directors and Trustees and Leadership Team work together to ensure for strong sustainable fiduciary, strategic and generative leadership of the school and the community it serves.*

### **CIS/WASC Comment:**

The governance and leadership structure is a real strength of the school. The roles and responsibilities of the Board of Trustees, the Board of Directors, leadership, and management are clearly defined and understood, though to a lesser extent with some members of the school community. The generative style of governance ensures that decisions are being made in alignment with the school's mission.

The Head of School is, quite clearly, the educational leader of the school. The level of trust and respect the Trustees and Directors have for the Head and vice versa ensures that there is a very high level of shared understanding about roles and responsibilities and lines of authority, based upon a shared vision. The Head has a deep understanding of Japanese culture and the contextual culture of NIS within the local community and beyond. The Administrative Team provides a great deal of support, experience, and expertise in helping the Head to promote intercultural competencies in relationships through the school community.

NIS is legally compliant as articulated via the Act of Endowment. There are very strong links between the school's mission and decision-making and they are reflected in practice. The next stage is to ensure that the wider school community is furnished with these links in order for them to be understood more clearly.

The approach adopted by the Board of Trustees and the Board of Directors during the process of creating the 2020 Vision has ensured that a worst-case scenario potentially having an impact on the structure of the school has been accounted for, thus ensuring continuity in the school long term. The 2020 Vision building plans are very impressive and imaginative. It is essential that the Board and school administration plan effectively for the further development of technology to accommodate the increased use of technology across the school.

## Domain B: Ratings, Commendations and Recommendations

Standard	CIS/WASC Rating	Commendations	Recommendations
<b>B1. The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school. (CORE)</b>	<b>M</b>	The Board of Trustees and the Board of Directors for ensuring that the roles and responsibilities of governance, leadership, and management are clearly defined, formally articulated in approved policy, understood, and respected by all Board members, leadership, and management and reflected in practice.	The Board of Trustees and the Board of Directors ensure that the roles and responsibilities of governance, leadership, and management are clearly articulated, understood and respected by all other members of the school community.
<b>B2. The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and wellbeing. (CORE)</b>	<b>E</b>	The Board of Trustees, the Board of Directors, and the Head, for ensuring that the relationship between them is a partnership based on a shared vision, trust, and common understanding about roles and responsibilities which empowers the Head to provide leadership for the total school program.	None at this time.
<b>B3. The Proprietors/ Governors ensure there are educational and financial plans to support the school's viability the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community. (CORE)</b>	<b>E</b>	The Board of Directors and Trustees for effectively ensuring that the school is aligned to its mission, able to finance its development into the future and, in the process, fully support current and future programs.	The Board of Directors and Trustees articulate and effectively communicate detailed educational and financial planning in order to ensure that this is widely understood by the whole school community.
<b>B4. Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.</b>	<b>E</b>	The Board of Directors and Trustees for facilitating a legally compliant governance structure which enables the school to have a clear and well-defined direction and effective support via the Act of Endowment  The Board of Directors and Trustees for providing policy and practice to ensure continuity for the school in the event of a sudden change in structure or leadership.	None at this time.
<b>B5. The Guiding Statements drive strategic planning and the school's strategic decision making.</b>	<b>M</b>	The Board of Directors and Trustees for ensuring that the links between the school's mission, the strategic plan, and decision-making are understood by the Directors and school leadership, and are clearly reflected in practice.	The Board of Directors and Trustees to ensure that the links between the school's mission, the strategic plan, and decision-making are fully understood by the wider school community.
<b>B6. The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.</b>	<b>M</b>	The Board of Directors and Trustees for appointing a suitably qualified Head who has intercultural competencies, perspectives, and appreciation relevant to the school's cultural context.  The Head for ensuring that intercultural competencies are promoted in relationships between and among all school constituents, in the curriculum and in the day-to-day life of the school.	None at this time.

<p><b>B7. The working relationship between the Proprietors/Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' wellbeing.</b></p>	<p><b>M</b></p>	<p>The Board of Trustees, the Board of Directors, and the Head for creating a positive working relationship which is well defined, articulated in policy, reflected in practice, and which establishes and sustains positive professional relationships and a climate that is conducive for teaching, learning, and student wellbeing.</p>	<p>None at this time.</p>
<p><b>B8. There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>None at this time.</p>
<p><b>B9. There is a clear roadmap for the storage, access and use of data to enhance learning.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Board of Directors and Trustees and the Administrative Team devise and implement an effective technology strategy for the storage, use, and analysis of data to support students in their learning, along with a policy to disseminate authority for data-driven decision-making to teachers.</p> <p>(reference Domain G, Standard 2.)</p>

## **(C) The Curriculum (ELC) (ELC Preschool & ELC Kindergarten)**

*The extent to which the school's curriculum meets the promise of its mission and guiding statements and delivers quality learning for students.*

### **CIS/WASC Comment:**

The Early Learning Center (ELC) curriculum is well planned, documented, reviewed, and articulated vertically and horizontally, with clear designation of responsibility for academic staff and coordinators. The school has also been proactive in responding to student needs. There is continuity between the Reggio approach and the inquiry-based approach of the PYP. There is a clear structure and process for planning meetings, which involves a wide range of staff.

There is documented evidence of opportunities for intercultural learning, though this was not found to be explicit in evidenced outcomes. Units of Inquiry are open ended and allow for flexibility based on individual learner needs. Students have opportunities to personalize and participate in their learning, with a commitment to child-centered and inquiry-based learning. Parents are informed about any plans for their children who require extra support. A range of technology used to support and enhance student learning is being developed, but a planned and systematic approach to digital citizenship is not clearly evident. There are effective structures in place which support the social, emotional and academic well-being of students.

Curriculum innovation takes place and professional development opportunities are available and utilized appropriately to support this. Processes are in place to evaluate and review units to ensure that teaching is having an impact on student learning. The implementation of the Reggio approach ensures alignment with, and support of, the school's mission in the form of the three Is: Inquire, Inspire, and Impact. The range of planned curricular activities connects to and engages with the wider community.

## Domain C: Ratings, Commendations and Recommendations (ELC)

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>C1. The documented curriculum is broad, balanced and sequenced in a way to promote students’ access and progression, and is guided by the mission of the school and the needs of the enrolled students. (CORE)</b>	<b>M</b>	The ELC academic staff for effectively developing and articulating the curriculum in light of the students' changing needs and circumstances.	The Administrative Team finalize the process of articulating the definition of high-quality learning and how it shapes curriculum planning, in order that it has consistent impact on sequenced student learner outcomes (reference Domain A Standard 7).
<b>C2. The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.</b>	<b>M</b>	The ELC and PYP coordinators for ensuring regular opportunities for all academic staff who work with ELC students to evaluate curriculum articulation in order to strengthen the knowledge and skills taught.	None at this time.
<b>C3. The curriculum promotes the development of global citizenship and intercultural learning.</b>	<b>M</b>	None at this time.	The ELC academic staff and ELC coordinator to make students' outcomes in global citizenship and intercultural learning explicit in the ELC POI document, in order to measure students' knowledge, skills, and understanding.
<b>C4. The curriculum promotes the development of digital citizenship.</b>	<b>P</b>	None at this time.	The Academic Leadership Team in collaboration ELC academic staff articulate a definition of digital citizenship and share its expectations with the students in different age appropriate forms, so that students are safer in their use of technology.
<b>C5. The curriculum offers challenge, supports the students’ academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.</b>	<b>M</b>	The ELC academic staff for providing many opportunities for ELC students to personalize and participate in their learning.	None at this time.
<b>C6. The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students’ changing needs.</b>	<b>M</b>	The ELC academic staff for piloting curriculum innovation to improve teaching strategies in order to have an impact on student learning and well-being.	None at this time.
<b>C7. The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school’s guiding statements.</b>	<b>M</b>	The ELC academic staff for creating a flexible learning environment to ensure the different needs of students are met.	None at this time.

## **(C) The Curriculum (Elementary School) (Gr. 1-5)**

*The extent to which the school's curriculum meets the promise of its mission and guiding statements and delivers quality learning for students.*

### **CIS/WASC Comment:**

The Elementary division of Nagoya International School (NIS) delivers a robust, student-centered program based on a curriculum that is broad, balanced, and sequenced. Although there is not a single school-wide definition of high-quality learning, the evaluators found evidence that both the written curriculum and the taught curriculum are grounded in the school's mission. Curriculum reflection and revision is facilitated by the Curriculum Leadership Team (CLT), which includes the Associate Principal for Primary who is also the PYP coordinator; this team leads the academic staff in regular review of the program and oversees changes and their implementation.

The written curriculum is organized into a scope and sequence around an IB Programme of Inquiry. The CLT is currently working to augment these Units of Inquiry with knowledge and skills progressions in math, language, arts, science, and social studies that are vertically aligned. A scope and sequence for student well-being was recently developed, which includes a strand for digital citizenship development. Further articulation and alignment work is required in physical education, music, and visual arts. Many examples of global citizenship, intercultural learning, and the mission statement's "Impact" were described in the curricular and co-curricular programs, but the written curriculum does not reflect this integration. The CLT is well aware of these articulation needs and has set into motion a plan to reconcile them. As part of this work, the school might consider a centralized location for all curriculum documents, to provide easier access for new and existing faculty members.

The implementation of the curriculum reflects a deep understanding of pedagogy among the faculty. Classroom activity demonstrates student-centered, inquiry-driven learning, differentiated to meet the needs of all students. Learning in Elementary clearly mirrors the school-wide goals of "Inquire, Inspire, Impact". Regular collaboration in grade-level teams around planning and assessment ensures an agile delivery of the curriculum. As the CLT works to strengthen the articulation and alignment of the written curriculum, it will be important to maintain the centrality of student agency and teacher agility alongside a guaranteed set of outcomes.

## Domain C: Ratings, Commendations and Recommendations (Elementary)

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>C1. The documented curriculum is broad, balanced and sequenced in a way to promote students’ access and progression, and is guided by the mission of the school and the needs of the enrolled students. (CORE)</b>	<b>M</b>	The Curriculum Leadership Team for acknowledging the gaps in curriculum articulation and alignment, and establishing plans, processes, and timelines to fill them.	The Administrative Team finalize the process of articulating the definition of high-quality learning and how it shapes curriculum planning, in order that it has consistent impact on sequenced student learner outcomes (reference Domain A Standard 7).
<b>C2. The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.</b>	<b>P</b>	The Curriculum Leadership Team for the development of a scope and sequence for student well-being.	The Curriculum Leadership Team continue with the vertical alignment of knowledge, concepts, skills, and dispositions and consider a means for evaluating this work.  The Curriculum Leadership Team develop a strategy for the centralized storage of all curriculum alignment documents, for easier access for current and future faculty members and leadership.
<b>C3. The curriculum promotes the development of global citizenship and intercultural learning.</b>	<b>P</b>	The Primary faculty for their passion and dedication in creating opportunities for their students to develop as global citizens.	The Curriculum Leadership Team formally articulate global citizenship objectives by grade level with respective student outcomes.
<b>C4. The curriculum promotes the development of digital citizenship.</b>	<b>P</b>	None at this time.	The Administrative Team, in collaboration with the academic staff, generate a school-wide definition of digital citizenship and clarify expectations and student outcomes for each division that are age-appropriate
<b>C5. The curriculum offers challenge, supports the students’ academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.</b>	<b>E</b>	The Primary leadership and the academic staff for the provision of authentic opportunities for inquiry and student-centered learning.	None at this time.
<b>C6. The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students’ changing needs.</b>	<b>M</b>	The Primary leaders for supporting agile teaching strategies, based on teacher efficacy and the needs of the students in a given learning environment.	None at this time.
<b>C7. The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school’s guiding statements</b>	<b>M</b>	The Primary leadership and academic staff for the provision of a co-curricular program that fosters well-rounded student development.	None at this time.

## **(C) The Curriculum (Secondary School) (Gr. 6-12)**

*The extent to which the school's curriculum meets the promise of its mission and guiding statements and delivers quality learning for students.*

### **CIS/WASC Comment:**

The Secondary School curriculum at NIS is broad and balanced and documented and sequenced to support progression in learning. The curriculum supports the school's guiding statements. Roles and responsibilities for overseeing the curriculum implementation are in place and systematic approaches to documentation and articulation are being developed to ensure the sustainability of the curriculum. Centralizing and standardizing documentation is a priority if the school is to be able to evaluate the impact of teaching and learning.

The taught and wider curriculum provide opportunity for cultural exchanges and widening perspectives and the students view themselves as global citizens. The school operates a bring your own device policy and teaches some elements of digital citizenship. There is work to do on embedding media and technology into the curriculum and up-skilling staff and students in digital citizenship.

NIS has an inclusive culture. Students feel they have some agency in their learning and the ethos of personalized learning is being developed. High levels of student efficacy were seen and a positive atmosphere of learning permeates the school. Staff interactions with students are positive and purposeful and some learning opportunities are creative and inspiring. Students have many opportunities to enact the vision of Inquire, Inspire, and Impact.

## Domain C: Ratings, Commendations and Recommendations (Secondary)

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>C1. The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students. (CORE)</b>	<b>M</b>	None at this time.	<p>The Academic Leadership Team implement a systematic approach to curriculum review to help department planning and learner experience.</p> <p>The Administrative Team finalize the process of articulating the definition of high-quality learning and how it shapes curriculum planning, in order that it has consistent impact on sequenced student learner outcomes (reference Domain A Standard 7).</p>
<b>C2. The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.</b>	<b>M</b>	None at this time.	The Academic Leadership Team implement a systematic and evaluative approach to curriculum articulation to ensure consistent, high-quality learning for all learners
<b>C3. The curriculum promotes the development of global citizenship and intercultural learning.</b>	<b>P</b>	<p>The students for embracing global citizenship and welcoming different perspectives.</p> <p>The academic staff for including an appropriate range of cultural references and activities in the taught curriculum that support intercultural learning.</p>	The Academic Leadership Team, audit the written curriculum to ensure all subjects document and provide opportunities for global citizenship linked to learning outcomes.
<b>C4. The curriculum promotes the development of digital citizenship.</b>	<b>P</b>	None at this time.	<p>The Academic Leadership Team in conjunction with the Technology Coordinator evaluate any digital skills deficit and ensure that this is factored into the new Well-Being curriculum and wider curriculum.</p> <p>The Academic Leadership Team, in conjunction with the Departmental Learning Leaders and develop a clear definition of digital citizenship that is understood by students, contextually appropriate, and linked to student learning.</p>
<b>C5. The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.</b>	<b>M</b>	The faculty for providing students with different ways to participate in their learning.	The Academic Leadership Team quality assure differentiation in the written, taught, and assessed curriculum to ensure students experience personalized learning across the curriculum.
<b>C6. The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.</b>	<b>M</b>	None at this time.	The Academic Leadership Team, in conjunction with the DP Coordinator, evaluate teaching strategies through assessment data to inform innovations in teaching pedagogy and impact on student outcomes.
<b>C7. The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's guiding statements</b>	<b>E</b>	The academic staff for supporting and empowering the students in their learning in an inclusive and broad co-curricular program.	None at this time.

## **(D) Teaching and Assessing for Learning (ELC)** **(ELC Preschool & ELC Kindergarten)**

*The extent to which teaching and assessment meets the promise of the school mission and guiding statements and delivers quality learning for students.*

### **CIS/WASC Comment:**

Within the ELC, good teaching enables students to gain access to the curriculum. The majority of students are successful in their learning, relative to their abilities. At NIS there are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled. This ensures that all students have the opportunity to benefit from the PYP curriculum offered within the ELC. There is evidence that teaching and the assessment of learning are monitored and evaluated in response to students' needs. Visits to lessons and information drawn from varied assessments of student learning are reflected upon at regular ELC team meetings. Teaching and learning is adjusted to ensure that students can inquire in appropriate ways. The result of this is the presence of clearly inspired and happy children in the ELC. Students' progress is not currently tracked systematically using a range of achievement data in order to support the students in reaching their potential.

During lesson visits, it was evident to evaluators that teaching in the ELC engages and inspires the students in their learning to ensure that planned learning outcomes can be achieved. The assessment of students' learning and its reporting is yet to be based on clear, shared, and intelligible criteria that represent the attainment of knowledge, understanding, skills, and behaviors. A real strength in the ELC is that teaching draws on appropriate and authentic cultural contexts to provide meaning to the students in their intercultural learning and development. The connection with a local Japanese Kindergarten helps the students to make powerful links and local friends.

Although there is evidence of media and technology within the ELC, there need to be actions planned to ensure its effective use to enrich the quality of the students' learning. The ELC need to work to ensure that there are formal processes in place for recording, analyzing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate stakeholders, as a means of measuring success in meeting stated goals.

A strength in the ELC is the flexible approach to the timetable and the use of the learning space. There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively. Students with specific learning needs are given support from the specialist support teacher to gain access to the curriculum and to make suitable progress. The use of mother tongue is evident. Students are given support from the mother tongue coordinator so that they can access the curriculum and make suitable progress, relative to their capabilities.

## Domain D: Ratings, Commendations and Recommendations (ELC)

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>D1. Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities. (CORE)</b>	<b>E</b>	The ELC Coordinator, specialist support teacher, and ELC team for ensuring learning support is provided to students with special learning challenges as well as those who require additional direction in order to meet student learning and wellbeing needs.	None at this time.
<b>D2. There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes. (CORE)</b>	<b>M</b>	The academic staff for ensuring that they use a variety of means to maximize every student's self-expectation of high academic attainment.	The Administrative Team, in collaboration with the Academic Leadership Team, provide training and support for all teachers in order that they can better identify students who may have learning needs.
<b>D3. Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.</b>	<b>M</b>	None at this time.	The Curriculum Leadership Team include a section on assessment in ELC in the schoolwide Assessment Policy in order to ensure continuity of assessment school-wide.
<b>D4. Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.</b>	<b>P</b>	None at this time.	<p>The Administration Team, in collaboration with the ELC academic staff, ensure that the school implements a systematic process for the collection and analysis of students' achievement data in order to identify both accomplishments and gaps in students' learning, to monitor improvement, and to examine individual growth over time.</p> <p>The Administration Team, in collaboration with the ELC academic staff, ensure that externally validated assessment results are used to measure students' learning of the taught curriculum and benchmark with other similar schools to support students' ongoing achievement in the ELC.</p>
<b>D5. Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.</b>	<b>M</b>	The ELC team for creating opportunities for students to share their learning with peers and beyond, allowing them to make more connections in their learning as a result.	None at this time.
<b>D6. The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.</b>	<b>M</b>	None at this time.	The ELC team implement and embed systems to ensure that both students and parents know about the student's progress and achievement.
<b>D7. Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.</b>	<b>M</b>	The ELC academic staff for creating opportunities for students to share examples of their intercultural learning.	None at this time.

<p><b>D8. A range of high-quality media and information technology is used meaningfully to enrich the quality of the students' learning.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Academic Leadership Team ensure the full articulation of an IT strategic plan, including financial implications, for the acquisition and use of media and information technology and an associated technology for learning plan to enhance students' learning.(Reference Domain G, Standard 2.)</p>
<p><b>D9. There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Academic Leadership Team work with the ELC Coordinator to detail the ELC systems for recording, analyzing, and reporting students' progress and achievement in a school-wide assessment policy.</p>
<p><b>D10. There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Academic Leadership Team devise a policy addressing lost teaching, both for reasons within and beyond its control, in order to make expectations clear to parents and staff.</p>
<p><b>D11. Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities</b></p>	<p><b>M</b></p>	<p>The student services department for the development of a program which support students with a range of learning, social, and emotional needs and reaches beyond the walls of the school campus.</p>	<p>The curriculum leadership team evaluate the provision for gifted and talented students to ensure that all students' needs are appropriately provided for.</p>
<p><b>D12. Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.</b></p>	<p><b>M</b></p>	<p>The Student Services Department for meeting the needs of the changing demographics of the student population, which has an impact on students' ability to access the curriculum.</p>	<p>None at this time.</p>

## **(D) Teaching and Assessing for Learning (Elementary)**

*The extent to which teaching and assessment meets the promise of the school mission and guiding statements and delivers quality learning for students.*

### **CIS/WASC Comment:**

Dynamic classroom practices at Nagoya International School (NIS) allow all students to gain access to the curriculum and find success aligned to the school's mission. A strong understanding of pedagogy and a highly collaborative model keeps the academic staff-student ratio low and the method of teaching flexible and responsive. The identification of students with learning or language needs is based largely on qualitative data, and the school has identified the need to evaluate the use of quantitative data in these decisions.

A variety of classroom assessments monitor progress toward learning goals. This progress is tracked on documents maintained by the administration and grade level teams, with some concern about accessibility, security, and confidentiality. Additional data is gathered via external assessments, but not strategically used to measure the appropriateness of the school program or to benchmark student learning against students from other schools. Progress and achievement are communicated to parents in a variety of ways, many of which involve the students articulating and celebrating their own learning. Ample time is provided in the timetable for effective teaching, learning, and collaboration, including opportunities for intercultural learning in both the curricular and co-curricular program.

Qualified and dedicated academic staff are supporting students with learning and language needs using a variety of push-in, pull-out, and co-teaching strategies. Capacity building among the full academic staff has resulted in a paradigm shift that reflects more inclusive practices across the curriculum. Policies and procedures support students through admission and whilst enrolled and all students are encouraged to participate in all aspects of school life. The creation of the iSpace has been an effective complement to the delivery of support services. Community resources are limited, but available, to augment those provided by the school. Leadership and academic staff agree that additional development is needed to extend and challenge the highly-able and gifted and talented students.

## Domain D: Ratings, Commendations and Recommendations (Elementary)

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>D1. Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities. (CORE)</b>	<b>M</b>	The Primary administration and academic staff for their highly collaborative model of supporting student learning and well-being.	None at this time.
<b>D2. There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes. (CORE)</b>	<b>M</b>	The Administrative Team and the Student Services Department for implementing systems and structures to support a wide range of student needs that simultaneously build capacity among the academic staff.	The Administrative Team develop a plan for the strategic use of assessment data, both internal and external, in the identification of students with learning needs and the monitoring of their progress.
<b>D3. Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.</b>	<b>M</b>	None at this time.	None at this time.
<b>D4. Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.</b>	<b>P</b>	The Primary Administrative Team for designing a student-centered and comprehensive system of reporting progress to families.	The Administrative Team to create a (non-google) location for the storage of student data files to ensure student data confidentiality  The Administrative Team to develop a plan for the comprehensive and strategic use of standardized test data to improve the school learning results without compromising the level of inquiry and engagement present at the school.
<b>D5. Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.</b>	<b>E</b>	The Primary academic staff for providing an exceptional level of engagement, inquiry, and challenge to their students.	None at this time.
<b>D6. The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.</b>	<b>M</b>	The academic staff for providing learning experiences for students which they can articulate understanding about effectively.	None at this time.
<b>D7. Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.</b>	<b>M</b>	The students for being able to articulate and share specific examples of their intercultural learning.	None at this time.
<b>D8. A range of high-quality media and information technology is used meaningfully to enrich the quality of the students' learning.</b>	<b>P</b>	None at this time.	The Curriculum Leadership Team develop a technology-for-learning plan to include purposeful use of technology in the creation of new learning and the intentional targeting of key technological skills in order to enrich student learning.

<p><b>D9. There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Administrative Team create a more systematic and central means of assessing, analyzing, recording, and reporting the performance of individual student performance in order that the analysis has a greater impact on student outcomes school-wide.</p>
<p><b>D10. There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Academic Leadership Team devise a policy addressing lost teaching time, both for reasons within and beyond the school's control, in order to make expectations clear to parents and academic staff.</p>
<p><b>D11. Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.</b></p>	<p><b>P</b></p>	<p>The Student Services Department for the development of a program to support students with a range of learning, social, and emotional needs that reaches beyond the walls of the school campus.</p>	<p>The Curriculum Leadership Team and Student Services Team develop a strategic plan for addressing the needs of gifted and talented students.</p>
<p><b>D12. Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Administrative Team review the level of language provision in order to ensure that it is raised to meet the needs of all students in light of the recent changes in student demographics.</p>

## **(D) Teaching and Assessing for Learning (Secondary)**

*The extent to which teaching and assessment meets the promise of the school mission and guiding statements and delivers quality learning for students.*

### **CIS/WASC Comment:**

NIS is an inclusive school where students are supported to gain access to the curriculum, and success in all its forms is celebrated. Policies and procedures support students through admission and whilst enrolled and all students are encouraged to participate in all aspects of school life. Online curriculum resources and systems support students to make and track progress both in lessons and outside of school. Consolidating the different systems may improve academic staff, student, and parent experience. More could be made of media and technology to enhance learning in lessons. Benchmark tests and screening are carried out to identify any areas of growth a student may have. Student progress is tracked and those with identified growth needs are supported to make progress. Systematic evaluation and monitoring of assessment data is being developed and will benefit the school as it strives to define high-quality learning and challenge all students.

The curriculum is scheduled to provide a balanced experience for learners between the subject areas so that the learners can identify their strengths and areas for growth through effective exposure time to all subjects. A greater range of languages may need to be considered as the student demographic continues to change. High degrees of learner efficacy were seen, and teaching supports the idea of Inquire, Inspire, and Impact. Students are able to reflect on how this vision shapes their learning. Cultural experiences are built into student learning and students proudly see themselves as global citizens.

## Domain D: Ratings, Commendations and Recommendations (Secondary)

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>D1. Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities. (CORE)</b>	<b>M</b>	The Student Support Services Team for their passionate determination to change mindsets and create an inclusive culture and for their innovation and creative approach to support to ensure that learners can be successful.	None at this time.
<b>D2. There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes. (CORE)</b>	<b>M</b>	None at this time.	The Administrative Team evaluate professional development to ensure academic staff can meet the needs of all learners in the taught curriculum.  The Administrative Team evaluate and develop how collaboration time can support professional training and support for academic staff in the identification and referral of students with gifts and talents.
<b>D3. Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.</b>	<b>M</b>	None at this time.	The Administrative Team consolidate online systems to ensure all student data is accessible in one secure, comprehensive system.
<b>D4. Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.</b>	<b>P</b>	The Student Support Services Team for using data to focus on growth areas in their support of individual learners.	The Curriculum Leadership Team evaluate how data is analyzed to ensure it has an impact on learning.
<b>D5. Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.</b>	<b>M</b>	The students for their positive attitude to learning and their drive to make progress.	None at this time.
<b>D6. The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.</b>	<b>M</b>	None at this time.	None at this time.
<b>D7. Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.</b>	<b>M</b>	The students for authentically inquiring into other cultures for inspiration and for having impact as global citizens.  The academic staff for providing inspiring cultural contexts for learning so that students can have an impact as global citizens.	None at this time.

<p><b>D8. A range of high-quality media and information technology is used meaningfully to enrich the quality of the students' learning.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Board of Directors and Trustees and the Administrative Team devise and implement an effective strategy for the educational use of technology to ensure it is integrated appropriately and more consistently into teaching and assessment in order to enrich student learning.</p>
<p><b>D9. There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Board of Directors and Trustees and the Administrative Team devise and implement an effective technology strategy for the storage, use, and analysis of data to support students in their learning, along with a policy to disseminate authority for data-driven decision-making to academic staff.</p>
<p><b>D10. There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Academic Leadership Team devise a policy in respect of teaching time lost for reasons both within and beyond the school's control in order to protect learning.</p>
<p><b>D11. Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.</b></p>	<p><b>P</b></p>	<p>The Student Services Department for forging links with the local and wider community to support student needs as well as for taking the initiative to establish and maintain associations/networks focused on supporting student needs.</p>	<p>The Curriculum Leadership Team evaluate the provision for gifted and talented students to ensure that all students' needs are appropriately met.</p>
<p><b>D12. Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Administrative Team review language provision in order to ensure that it meets the needs of students given the changes in student demographics.</p>

## **(E) Student Learning and Well-Being**

*The extent to which the school climate and culture of safety and well-being provides a context in which children can learn effectively and holistically.*

### **CIS/WASC Comment:**

The well-being of students and staff is an area of high importance and significant focus at NIS. This is particularly pertinent given the recent rapid growth of the school and changes to the demographic of students. The Student Services Department play a key role in supporting the well-being of students and changes to structure and staffing have taken place in supporting the changing needs of students.

The school places a heavy emphasis on student voice and has implemented a number of initiatives to ensure that the student voice has impact. There is a significant range of service learning opportunities for students some of which are student-initiated projects and partnerships with the local community.

There is a formal homeroom curriculum which covers some child protection and safety content. This is currently being reviewed and developed to be replaced by a whole school well-being curriculum due to be implemented in the next academic year. This is to be based around four pillars: Identity; Social, Emotional, and Mental Health; Keeping Safe; and Physical Health. This will be vertically aligned across the whole school and aspires to thoroughly address the child protection areas of personal safety, grooming, online safety, and sexual health.

There are appropriate safety and well-being policies in place that are either being reviewed or scheduled to be reviewed. A new policy tracking document is being set up which will more formally outline review schedules for all policies. In line with the Child Safeguarding policy, full child protection training is given to all staff: academic and support. Appropriate documentation is in place, in full and in summary, for crisis incident management.

The online learning platforms are suitably structured to allow learning to continue in the event of a school closure and students responded positively and confidently on knowing how to proceed should this occur. There are positive relationships with community health services and the school plays an active role in supporting new families to the community and supporting their health-care needs, including annual health check-ups for students.

The school has recently reviewed the approach to trip requests and risk assessment for off-site trips and events. This is now centralized and more rigorous, including a post incident review process when issues do arise either on or off-site. The Student Services, including both college and well-being counselors, are able to appropriately support students' well-being and the diverse nature of student needs. Student transition is appropriate but currently being reviewed to ensure a more personal approach and that the changing needs of students are met, especially given the rapid recent growth of the school and changing demographics.

## Domain E: Ratings, Commendations and Recommendations

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>E1. The school environment is characterised by openness, fairness, trust, and mutual respect to support students’ learning and well-being, listen to their views and develop their leadership qualities. (CORE)</b>	<b>M</b>	The Administrative Team for the emphasis and importance placed on student voice and initiatives implemented to ensure that this voice has impact on student learning and well-being.	None at this time.
<b>E2. The school has documented effective written policies to safeguard and promote the welfare of all enrolled students. (CORE)</b>	<b>M</b>	The Whole School Principal for Well-Being and Curriculum Leadership Team for the review and development of a robust and effective written whole-school well-being curriculum covering child protection areas.  The Head of School for his commitment to working with the Japan Council of International Schools to lobby the Japanese authorities for a change to privacy laws to enable the school to request criminal record checks on staff already in Japan to enhance child protection.	The Whole School Principal for Well-Being and Curriculum Leadership Team to implement the new whole school well-being curriculum ensuring a robust approach to student learning and well-being.  The Administrative Team implement the new Peer-on-Peer Abuse policy to complement the Safeguarding policy which covers aspects of bullying and online safety.
<b>E3. The school implements policies and procedures in relation to antibullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records. (CORE)</b>	<b>M</b>	The Administrative Team for ensuring that the importance and significance placed on student wellbeing is formalized in policy documentation that is reviewed and implemented.  The students for their knowledge of, and confidence in, using the support services available through the Student Services Department in supporting their well-being.	None at this time.
<b>E4. The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.</b>	<b>M</b>	The Administrative Team and key staff for the effective review of the critical incident management handbook in the light of a prior critical incident	None at this time.
<b>E5. The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.</b>	<b>M</b>	None at this time.	The Administrative Team formally document the process and procedure for student learning to continue off-site in the event of a school closure.
<b>E6. The school provides health care and health education to support students’ well-being and enhance access to learning opportunities.</b>	<b>M</b>	None at this time.	None at this time.
<b>E7. There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.</b>	<b>M</b>	None at this time.	None at this time.

<p><b>E8. The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Administrative Team develop and implement a review process for evaluating the effectiveness of the Student Services Department and the effectiveness of the counseling programs to ensure that they remain effective.</p>
<p><b>E9. Those students and families making transitions between divisions of the school, and in and out of the school are supported effectively through advice, counselling and appropriate information.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Whole School Principal for Well-Being lead a review process of the current transition activities, programs, and support to ensure that the changing needs of students are being met in the transition not only of new students but also of those transitioning between programs.</p>

## (F) Staffing

*The extent to which the staffing of the school meets the needs of the students it serves and so enables the school to deliver on its mission and guiding statements.*

### CIS/WASC Comment:

Overall, the school has shown a consistent approach to the standards in Domain F. NIS follows recruitment and employment policies to determine its staffing needs, with suitable academic staff employed to deliver the school's curriculum and programs as well as to support school operations. The majority of academic staff have advanced qualifications, such as MAs and diplomas. Academic staff are assigned to appropriate duties and professional responsibilities with some academic staff assuming multiple roles. Some academic staff, who have positions of responsibility, expressed their concern regarding the time allocation given, which is perceived as not sufficient to effectively carry out the role. On the whole, academic staff feel supported and recognized for their work and the effort they put into their roles.

Ethical and transparent recruitment and employment practices are consistently followed in line with the CIS Code of Ethics, including the background checking and screening of prospective employees to safeguard students. Japanese law restricts NIS from completing full background checks that include criminal record screening for staff already working in Japan. Despite these challenges, NIS has approached this with a clear, solution-focused strategy. Clarity of procedures and alignment with the NIS code of safeguarding is needed for parent volunteers working with the school, particularly for support with field trips.

NIS effectively provides for the professional development of all staff that relates to school priorities and professional needs. The pathways approach in the professional growth model provides a clear structure enabling faculty to have autonomy and ownership of their own professional growth. This demonstrates a planned and coordinated approach to the professional development program informed by the school's professional growth model that supports student learning and well-being. All staff understand the performance evaluation policy and procedures, and are entered in the process. Academic staff appreciate the freedom the professional growth model gives them, but a greater presence of the Administrative Team in classrooms conducting regular drop-ins is desired.

The evaluators were impressed with the highly dedicated and professional staff who work well together and are strongly committed to ensuring positive outcomes for all students. The evaluators noted, during classroom visits, the high level of engagement of all students who greatly respect and value the academic staff and the support they receive from them. While it was evident during the visit that the Administrative Team values its employees, the evaluators were informed by staff representatives that there has been an inconsistent approach to support for staff in their first year.

There are clear expectations for the performance of all staff that ensure expectations are understood and applied consistently. These expectations are widely disseminated through many different channels. Alongside staff job descriptions there are written contracts that contain the principal terms of agreement with salary grades, levels, and supporting criteria.

## Domain F: Ratings, Commendations and Recommendations

Standard	CIS/WASC RATING	Commendations	Recommendations
<b>F1. The faculty and support staff is sufficient in numbers, experience, qualifications and competencies. (CORE)</b>	<b>M</b>	The highly dedicated, professional, and caring team of administrators, teachers, staff, and interns who provide support for each other, ensuring that students have the best learning experiences possible in line with the school's curriculum and co-curricular activities.	The Administrative Team continue to monitor the workloads of staff, particularly those who teach and have positions of responsibility and/or multiple roles within the school, and ensure that these staff can fulfil their responsibilities effectively and efficiently.
<b>F2. Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information been taken into account in determining whether their appointment will be confirmed. (CORE)</b>	<b>M</b>	The Head of School for implementing a structured and consistent approach to background checks for non-Japanese expatriate employees to ensure appropriate safeguarding for the school community.	The Head of School seek and implement further advice on how to obtain appropriate background checks on parent volunteers, Japanese employees, and others moving from within Japan, using the recommendations of the International Task Force on Child Protection available on the website of The International Center for Missing and Exploited Children.
<b>F3. The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning. (CORE)</b>	<b>M</b>	The Head of School and the Curriculum Leadership Team for their work on the implementation of a professional development and personal growth model that is enabling NIS to become a stronger learning community that focuses on the needs of the classroom.	The Head of School and the Curriculum Leadership Team review the new staff induction process particularly with regards to curriculum induction to ensure that community wellbeing and teaching and learning remains of a high quality.
<b>F4. Staff recruitment and retention is managed in accordance with the CIS Code of Ethics. (CORE)</b>	<b>M</b>	The Head of School for his determination and commitment to ensuring a transparent recruitment process, as well as implementing measures to improve staff retention.	<p>The Head of School and the Director of Business and Operations review staff transition and retention data in order to evaluate if other strategies are needed to improve retention so as to improve the quality in student learning.</p> <p>The Head of School and the Curriculum Leadership Team review the new staff induction process particularly with regards to curriculum induction to ensure that community well-being and teaching and learning remains of a high quality.</p>

<p><b>F5. The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and other school priorities for students' learning. (CORE)</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Administration Team review their involvement in the professional growth model and look at ways in which administration can become more involved in feedback to teachers regarding teaching practice.</p>
<p><b>F6. Written policies and guidelines establish expectations for the performance of all staff - faculty and support staff - that are applied consistently.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>None at this time.</p>
<p><b>F7. All staff is employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>The Director of Business and Operations ensure that all staff are made aware that, if requested, they may have access to their written contract or employment agreement in their home language.</p>

## **(G) Premises and Physical Accommodation**

*The extent to which the premises and physical accommodation of the school are safe and fit for purpose in order for the school to deliver on its mission and guiding statements.*

### **CIS/WASC Comment:**

The creation of the Health and Safety Committee has had a direct impact on the level of maintenance, safety, and monitoring of the services provided to support the school's programs and activities and to enhance school-wide community health and safety. Maintenance of school facilities has greatly improved since the introduction of Essets in April 2017, as well as a significant amount of work taking place in order to improve the teaching and learning spaces.

School buildings provide bright and airy work spaces for the students, which has a positive impact on learning. Equipment in the classroom is appropriate. Policies and practices are in place related to building and facility design, layout, designation, and use to ensure best practice in child safety and protection.

The school's technology infrastructure supports both student learning and the operation and management of the school. The evaluators found inconsistencies and redundancies in platform usage and document and data storage practices. NIS is in the process of implementing iSams, a software solution that aims to better effectively support and integrate technology, media, and print resources. There is a technology plan which identifies goals, targets, success criteria, and persons involved; however, it does not yet include components necessary to support and enhance learning or sustain management and operational functions.

Auxiliary services to ensure maintenance, cleanliness, security, food services, and transportation are high quality and monitored effectively. Japanese privacy laws prevent the school from obtaining or conducting criminal record checks on auxiliary staff, contractors, and volunteers from within the country. There are effective school child protection policies and practices, one of which is a safeguarding policy in which the safeguarding code highlights expectations for sub-contractors and volunteers. The school is strongly encouraged to implement the recommendations of the International Task Force on Child Protection available on the website of The International Center for Missing and Exploited Children ([www.icmec.org/education-portal](http://www.icmec.org/education-portal)), with regard to matters of child protection and safeguarding referred to by the evaluators.

## Domain G: Ratings, Commendations and Recommendations

Standard	CIS/WASC RATING	Commendations	Recommendations
<p><b>G1. The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school. (CORE)</b></p>	<p><b>M</b></p>	<p>The Director of Business and Operations and Facilities Manager for responding effectively to all the recommendations of the Preparatory report ensuring that all student and adult toilets are segregated, establishing of a Health and Safety Committee, and introducing a system of staff identification while on campus which ensures best practice in child safety and protection.</p> <p>The Board of Directors and Trustees and Head of School for their commitment to providing appropriate physical facilities and teaching and learning spaces which in many cases are extending the curriculum and programs.</p> <p>The Facilities Manager for implementing a systematic approach to the maintenance of the school's physical facilities, teaching and learning spaces, and equipment.</p> <p>The Health and Safety Committee for implementing a rigorous and effective approach to emergency evacuation procedures and practices which ensures best practice in child safety and protection.</p>	<p>The Director of Business and Operations and Facilities Manager implement ways to increase the scope of the Health and Safety Committee in order to continually improve school premises' safety and protection.</p> <p>The Health and Safety Committee review the health, safety, and security of the gym to ensure best practice in child safety and protection.</p> <p>The Health and Safety Committee review security measures at the school taking into consideration the recommendations of the International Task Force on Child Protection available on the website of The International Center for Missing and Exploited Children <a href="http://www.icmec.org/education-portal">www.icmec.org/education-portal</a> to ensure best practice in child safety and protection.</p>
<p><b>G2. The technology infrastructure and data systems support the school's teaching, learning and managerial needs.</b></p>	<p><b>P</b></p>	<p>None at this time.</p>	<p>The Board of Directors and Trustees, Administration and Curriculum Leadership Team complete a costed technology action plan in a timely manner, and implement the provisions in order to effectively support and enhance all learning programs and sustain the management and operational functions of the school (reference Domain D Standard 8 - ELC, Primary and Secondary).</p> <p>The Academic Leadership Team and Technology Coordinator evaluate the technology platforms utilized for the management and operations of the school in a timely manner, in order to optimize the systems for storage, data backup, and ease of access of curricular materials.</p>
<p><b>G3. The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.</b></p>	<p><b>M</b></p>	<p>None at this time.</p>	<p>To further support the process of lobbying the Japanese authorities for a change to privacy laws, the Head of School is strongly encouraged to reference the recommendations of the International Task Force on Child Protection available on the website of The International Center for Missing and Exploited Children portal (<a href="http://www.icmec.org/educationportal">www.icmec.org/educationportal</a>).</p>

## **(H) Community and Home Partnerships**

*The extent to which the partnerships with the home as well as with partners in the local and international community support the school in delivering on its mission and guiding statements.*

### **CIS/WASC Comment:**

The evaluators established that NIS uses effective communication, both digitally and face-to-face, to enhance the education of students and engage the parent community. The new communication strategy uses Twitter as the primary means of showcasing daily teaching and learning and connections to Inquire, Inspire and Impact.

Community survey results show that 83% of parents are satisfied with school home communication and 92% are satisfied with the relationship the school has fostered with families. A recent influx of expatriate families, many of whom are on short-term contracts, has created a need for NIS to evaluate structures to support transitions into the school and to analyse whether communication in English allows for parents to learn about and support the school's mission, vision, and values.

Parents reported that the school provides regular opportunities for face-to-face interaction with teachers and school leadership and that these interactions show a great deal of investment into their children. Online communication tools were found to be a source of confusion for some parents who felt there were too many school platforms or did not always know where to go to find the information they wanted. Parents acknowledged a desire for greater understanding of how to use these platforms and about NIS philosophy on grading and reporting.

NIS students benefit from opportunities for rigorous learning, sport competition, and service-learning with other international schools. The school desires to collaborate more with local Japanese schools but has found building ongoing relationships difficult to sustain. Strong partnerships with organizations in Japan have fostered very good learning opportunities outside of NIS's walls.

Systematically embedded service-learning is emerging throughout the IB programs.

## Domain H: Ratings, Commendations and Recommendations

Standard	CIS/WASC RATING	Commendations	Recommendations
<p><b>H1. Effective communications foster a productive home-school partnership and a positive learning community. (CORE)</b></p>	<b>M</b>	<p>The Administrative Team and all staff for creating a culture of accessibility and responsiveness to parent needs.</p>	<p>The Admissions and Development Office evaluate the effectiveness of the outreach and structures to induct new families into the NIS community in order for them to understand the mission, vision, and values of the school and to foster greater engagement with the NIS community.</p>
<p><b>H2. The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.</b></p>	<b>M</b>	<p>The Admissions and Development Office staff for fostering positive relationships with prospective families, current families, and alumni.</p> <p>The Head of School and active Twitter users for showcasing a vibrant school community and the alignment of daily teaching and learning to the mission tag line Inquire, Inspire, and Impact.</p> <p>The Curriculum Leadership Team further embed service-learning in the curriculum in order to deepen and enrich student learning.</p>	<p>The Admissions and Development Office and Curriculum Leadership Team evaluate their communication practices in order to identify a communication strategy that streamlines school-home communication.</p> <p>The Admissions and Development Office continue to identify ways to engage recently arrived families in order to more effectively induct them to the NIS parent community.</p> <p>The Curriculum Leadership Team further embed service-learning in the curriculum in order to deepen enrich student learning.</p>

# Part 3: Conclusions

## CIS/WASC Comment:

The evaluators congratulate the Steering Committee and the sub-committees for the thorough approach adopted through the self-study process. The approach has been focused on a vision-led, mission-driven alignment to the CIS four main drivers of Purpose and Direction, Student Learning, Student Well-being, and Global Citizenship and similarities between the evaluators recommended planned actions and those of the school.

The big picture commendations include:

1. the Governance and leadership, which collaboratively create a school community and a safe and secure environment strong on student wellbeing;
2. the Head of School and Director of Business and Operations, with a determination and commitment to ensuring a transparent recruitment process, as well as implementing measures to improve staff retention;
3. a governance structure that effectively ensures a school aligned to its mission, able to finance its development into the future and, in the process, fully support current and future programs;
4. a Student Services Department which has developed a program that supports students with a range of learning, social, and emotional needs and reaches beyond the walls of the school campus; and
5. a highly dedicated, professional, and caring team of administrators, teachers, staff, and interns who provide support for each other, and who ensure that students have the best learning experiences possible in line with the school's curriculum and co-curricular activities.

The big picture recommendations identify the need to:

1. finalize a definition of high-quality learning which can then be shared with all members of the NIS community and translated in curriculum into sequenced learner outcomes to allow planning, instruction, and learning to achieve those outcomes;
2. develop a technology-for-learning plan to include purposeful use of technology in the creation of new learning and the intentional targeting of key technological skills in order to enrich student learning;
3. evaluate how data is analysed to ensure it has an impact on learning; and
4. address identified health and safety issues highlighted in the report using the Recommendations of the International Task Force on Child Protection as a guide.

It is clear to the evaluators that the school community has been proactive both during and since the period of self-study, where the depth and quality of the work has had an impact on a great many outcomes. The evaluators gained much evidence for the school community, who engaged in a highly authentic way which demonstrated real and genuine dialogue.

The evaluators triangulated the evidence provided from the following sources:

1. the school's self-study report and the documentation provided by the school;
2. the school's website and the school's social media channels; additional documentation provided by the school during the visit;
3. the data generated by the CIS community surveys; more than 65 classroom visits;
4. attendance at school assemblies; co-curricular activities;
5. more than 50 scheduled and unscheduled meetings with a range for school staff, parents, students, and with the Trustees and Directors of the schools.

The evaluators would like to thank:

1. the school's support staff for the high level of support provided before and during the visit;
2. the Steering Committee and the sub-committees for their commitment to school self-improvement and the accreditation process;
3. the school's CIS Coordinator for crafting the whole process and setting up a highly effective schedule for the evaluation team during the visit;
4. the staff for their engagement and positive input during meetings; the parents for their invaluable input with the evaluators;
5. the students for their ability to INQUIRE about what the evaluators were doing at the school, to INSPIRE the evaluators with their responses, and to have an IMPACT on the authentic evaluation of student learning and wellbeing;
6. the members of the Trustees and Directors who took time to spend with the evaluators, at the school and afar via Skype, to demonstrate the very high level of commitment to appropriate governance of the school.

Finally, the evaluators acknowledge that there exists in the school-wide community a positive climate, clearly built on mutual trust and respect.