



## NEASC Report April 5, 2026

### Written contribution as outlined in the submitted report

#### 1. Learning Structure (Updates on curriculum, your shared understanding of high-quality learning, academic programs offered, etc.)

At Ajyal Al Falah, the **Vision of a Learner** functions as our operational filter. It moves beyond a poster on the wall and dictates our resource allocation and pedagogical shifts to high-quality teaching and learning, and higher-order thinking and questioning. In practice, this is further evidenced by our commitment to the **STEAM** pedagogy.

When we decided to implement introductory coursework in **Aviation and Engineering**, it was not merely to expand our elective list; it was a deliberate move to fulfill our mission of providing the UAE with its next generation of technical practitioners. Everyday actions, such as our transition to digital literacy and the introduction of robotics in the Middle School, are direct responses to the "Core Competency" requirements of our mission. We aren't just teaching kids to code; we are building the "human capital" required for Abu Dhabi's 2030 vision.

Success at Ajyal is defined by **individual progress** and **21st-century readiness**. When faced with competing priorities, such as balancing a rigorous American Curriculum with deep cultural immersion. This shared definition keeps us focused on the "High-Quality" mandate of our vision.

For instance, when designating high school budget and time, we prioritize specialized tracks in **Business, Economics, Art and Design, Aviation, Programming, and Engineering**. We view these as non-negotiable "university-acceptable" pathways. To manage costs without sacrificing quality, we have cultivated **partnerships with UAE-based universities and institutions**. These bridge the gap between secondary and tertiary education, ensuring our students are "well-qualified citizens" who can compete globally while remaining grounded in the traditions fostered through our **Mothers' Council** and local community engagements.

Meaningful change at Ajyal is an evolution, not a replacement of our values. As we "internationalize" our academic programs to meet world-class standards, we anchor that growth in the **'My Identity' program** and the **Moral Education Curriculum** to ensure cultural alignment.

We pursue change, like the rapid integration of AI and programming, by ensuring these tools are used to celebrate and preserve Emirati history and the Arabic language. Our students engage in **volunteer programs** and national loyalty initiatives not as an "add-on," but as a core requirement of their development as global citizens. By keeping our **Board of Trustees and the Mothers' Council** at the centre of our curriculum management, we ensure that every technological or academic leap forward is taken with a profound respect for the UAE's history, culture, and values.

As a result, these aligned efforts have led to improved student engagement, clearer academic and career pathways, and stronger learning outcomes across all sections of the school.

## 2, Organizational Structure (Updates on guiding statements, governance/bylaws, general school policies, etc.)

The school continues to review and strengthen its organizational structure to ensure alignment with its mission, vision, and core values. Recent updates have focused on refining guiding statements to more clearly reflect the school's commitment to academic excellence, student well-being, and holistic development. These statements are regularly revisited to ensure they remain relevant and responsive to the evolving needs of the school community.

In terms of governance, the Board of Trustees operates under a clear policy framework that outlines guidelines for elections and meetings at the school level, covering finance, responsibilities, staffing, academics, building maintenance and upgrades, and other key areas. The Board maintains transparent structures with active involvement from both parents and staff, with clearly defined roles and responsibilities that support effective decision-making and accountability. The Board of Trustees identifies key needs and ensures that training from reputable providers is in place to support the development of staff and leaders. The Board meets once per term, and minutes of these meetings are recorded and maintained. Bylaws and governance protocols are periodically reviewed and updated, where necessary, to align with regulatory requirements and best practices. The Board of Governors continues to provide ongoing support to the school's leadership.

The Mothers' Council policy outlines the procedures and processes through which the council operates and supports the school through events and activities. The Mothers' Council meets regularly and serves as a direct link to the mothers of all students. Representatives at each grade level provide support to teachers, working collaboratively as the voice of parents and contributing to meaningful initiatives implemented across all sections of the school.

General school policies have also undergone review as per ADEK's new requirements to enhance clarity, accessibility, and effectiveness. ADEK has introduced a range of updated policies aimed at strengthening educational quality, student well-being, and regulatory compliance across private schools.

A key focus has been on **student safeguarding and well-being**, with enhanced expectations for schools to provide comprehensive pastoral care, mental health support, and inclusive practices. Schools are required to implement structured well-being programs and ensure that safeguarding procedures are clearly defined, consistently applied, and regularly reviewed.

ADEK has also reinforced **curriculum compliance and academic accountability**, ensuring that schools meet Ministry of Education (MOE) requirements while maintaining alignment with international standards where applicable. Greater emphasis is placed on the accurate tracking of High School credit hours, assessment practices, and student progression to ensure eligibility for equivalency and graduation.

In addition, updated guidance highlights the importance of **teaching quality and staff accountability**, with expectations for ongoing professional development, improved instructional practices, and the use of data to inform teaching and learning.

**Parental engagement and communication** have also been strengthened, with schools expected to maintain transparent, consistent communication and provide clear channels for feedback and support. ADEK continues to emphasize **flexibility and innovation in learning**, encouraging schools to adopt approaches such as blended learning, project-based learning, and differentiated instruction, while maintaining high standards of academic integrity and student outcomes.

Our policy updates are built on the policies of ADEK, reflecting ADEK's commitment to ensuring high-quality, student-centered education, with a strong balance between academic rigor, well-being, and regulatory compliance.

Overall, these ongoing developments reflect the school's commitment to continuous improvement, strong governance, and a cohesive organizational framework that supports student success and community engagement.

### **3. Health, Safety & Security (Updates on child protection/safeguarding, emergency response, and training,**

Since the last NEASC inspection, and in alignment with ADEK requirements, the school's student population has grown rapidly, bringing increased responsibility to ensure the highest standards of health, safety, and security for the entire school community. This growth has required the school to expand and strengthen its systems to effectively meet the needs of a larger and more diverse student body. Greater emphasis has been placed on proactive planning, risk management, and the consistent implementation of policies and procedures across all divisions, ensuring that facilities, resources, and staffing structures continue to support a safe and secure learning environment.

In response, safeguarding practices have been reinforced through enhanced monitoring, reporting systems, and ongoing staff training to ensure that every student's well-being is protected. The school has increased supervision through additional staff, strengthened access control measures, and improved the safe movement of students across the campus. To further support these efforts, an additional Health and Safety Officer was appointed to manage the increased demands associated with a student population of 2,476.

The effectiveness of these systems is closely monitored through safeguarding logs, regular audit cycles, and daily and weekly safety checklists conducted across the premises, followed by timely actions where required. All safety-related incidents are formally reported to AI ADAA and ADEK safeguarding and are reviewed to ensure continuous improvement and accountability in health, safety, and security practices.

#### **Child Protection and Safeguarding:**

The school has reinforced its safeguarding framework to ensure a safe and supportive environment for all students. Clear child protection policies are in place, aligned with ADEK requirements, and are regularly reviewed and communicated to staff, students, and parents. Designated safeguarding leads have been assigned, and all staff receive ongoing training to recognize, respond to, and report concerns appropriately. Greater emphasis has been placed on early identification, documentation, and follow-up of student well-being concerns, ensuring timely intervention and support. To support all students, a social worker was employed for each cycle.

#### **Well-being and Student Support:**

In line with ADEK guidance, the school continues to integrate well-being into its daily practices through structured programs, counselling services, and awareness initiatives. Students are provided with multiple channels to seek support, including access to school social workers and well-being sessions, fostering a culture of trust and openness.

**Emergency Response and Preparedness:**

The school has updated its emergency response procedures to ensure readiness in a range of scenarios, including evacuation, lockdown, and medical emergencies. Regular drills are conducted and documented in compliance with ADEK expectations, and roles and responsibilities are clearly defined for staff and students. These procedures are periodically reviewed to ensure effectiveness and alignment with current regulations and circumstances.

**Training and Compliance:**

Ongoing professional development is provided to staff on health, safety, and safeguarding protocols, including first aid, fire safety, and crisis response. The school ensures that all health and safety measures meet ADEK regulatory standards, with routine audits and checks conducted to maintain a safe learning environment.

These updates reflect the school's strong commitment to maintaining a secure, responsive, and student-centered environment, in full alignment with ADEK and NEASC's health, safety, and safeguarding priorities.

**4. Finance, Facilities & Resources (Updates on budget changes, salary provision, new facilities, technology)**

Since the last NEASC review, the school has made significant progress in strengthening its financial planning, facilities, and resource allocation to support its growing student population and to remain fully aligned with ADEK requirements.

The school has adapted its budgeting processes to accommodate the increase in student enrollment, as well as the corresponding need for additional teaching and support staff. All financial practices are aligned with ADEK's school fee regulations, ensuring full compliance. The school has maintained transparency with parents through circulars regarding tuition and transportation fees and has consistently submitted its audited financial reports on time, as required by ADEK.

Curriculum resource meetings are held with Heads of Department, where decisions are made on the resources required to enhance teaching and learning. These priorities are then incorporated into budget planning discussions, with regular budget meetings ensuring that financial decisions are directly linked to improving student learning experiences and outcomes.

**Staffing and Salary Provision:**

In line with market expectations in the UAE, the school offers competitive teacher salaries and provides accommodation for staff. This approach supports the recruitment and retention of qualified teachers and contributes to overall staff stability and high levels of satisfaction. Staff turnover is carefully monitored, with a continued focus on improving retention and aligning with international school benchmarks over time.

**Facilities Development:**

The school has invested in the continuous improvement of its facilities to enhance both learning and student well-being. Recent developments include new play facilities, a dedicated small football field for elementary boys, and upgraded sports areas, including new grass installed on the senior boys' football field. The kindergarten area has been enhanced with soft padding and soft flooring to support safe, multi-purpose use, as well as the addition of a cycle track to promote physical activity and development.

**Technology and Learning Resources:**

Significant advancements have been made in educational technology. All classrooms are now equipped with smart boards, and iPad trolleys have been introduced to support students' needs and enhance student learning experiences. The school now has seven ICT laboratories, ensuring increased access to digital learning. Additionally, Artificial Intelligence (AI) has been integrated into the school curriculum to prepare students for future-ready skills and innovation.

**Transportation:**

To support the growing school community, transportation services have been expanded, with a fleet of 78 buses now in operation. This ensures safe, efficient, and reliable transport for students across all areas served by the school.

Overall, these developments reflect the school's commitment to strategic financial management, high-quality facilities, and resource optimization, all aligned with ADEK regulations and focused on enhancing student outcomes and operational excellence.

**5. Ethical Practice (Updates on policy changes or significant incidents relating to conduct by students or staff; changes to faculty/staff handbook)**

In alignment with ADEK regulations, the school has reinforced ethical practices and conduct expectations for both staff and students to ensure a safe, respectful, and professional learning environment.

There have been no significant or reportable ethical incidents during this period.

**Staff Conduct:**

All teaching and support staff are required to sign the MOE Code of Conduct, which includes clear guidelines on professional behavior, dress code, and child protection responsibilities. These requirements have been incorporated into the updated staff handbook, ensuring that all employees understand their roles, responsibilities, and obligations in maintaining a safe and ethical school environment. Regular training and reminders reinforce adherence to these standards, supporting both compliance and professional development.

**Student Conduct:**

The school has updated its student Code of Conduct in line with ADEK's revised behavior policies. This policy outlines clear expectations for student behavior, including consequences for misconduct and procedures for suspension, ensuring that all disciplinary measures comply with ADEK regulations. The updated Code of Conduct has been communicated to students and parents to promote understanding and consistency in behavioral expectations across the school.

**Policy Integration and Monitoring:**

Both staff and student conduct policies are regularly reviewed and updated to reflect changes in regulations or significant incidents. These updates ensure that the school remains proactive in promoting ethical practice, safeguarding, and accountability. Monitoring mechanisms are in place to ensure consistent implementation, with clear reporting channels for concerns related to staff or student conduct.

These measures reflect the school's commitment to ethical practice, regulatory compliance, and fostering a safe and respectful learning environment in line with ADEK expectations.

**6. If your school has had a Team Visit (External Review Visit, Peer Evaluation Visit, or Team Evaluation), This Annual Update is where you record progress on your Standard Pathway, Future Designs, or Development Initiatives (Joint NEASC/CIS).**

Recognizing that those Plans may evolve, we invite you to summarize your current Plans here, commenting on progress and actions taken.

## **1. Curriculum Adaptations for Grades 8–12**

This Annual Update provides a comprehensive overview of progress on our Major Learning Plans (Action Plan – Standard Pathway) for Grades 8–12, highlighting ongoing curriculum adaptations, strategic student pathway planning, and alignment with ADEK, MOE, and international standards. It demonstrates how the school is fully prepared to support continued academic growth, university readiness, and successful outcomes for all students.

The curriculum for Grades 8–12 has been strategically redesigned to ensure vertical alignment, academic rigor, and readiness for post-secondary pathways while maintaining compliance with UAE national regulations and international benchmarks.

### **A. Alignment with International and National Standards**

- California Common Core State Standards (CCSS) for English, Math, and Literacy
- Next Generation Science Standards (NGSS)
- ADEK and MOE curriculum frameworks

This alignment ensures a balance between global academic rigor and UAE national identity requirements.

### **B. Vertical and Horizontal Curriculum Coherence**

- Curriculum mapping across Grades 1–12 ensures skill progression and continuity.
- Scope and sequence, unit plans, and assessment frameworks are aligned across all subjects.
- Regular audits and monitoring cycles ensure coherence and smooth transitions from middle to high school.

### **C. Shift Toward Skills-Based and Competency-Based Learning**

- Emphasis on critical thinking, problem-solving, communication, collaboration, creativity, and innovation.
- Embedded through the school's seven core competencies (e.g., collaboration, curiosity, confidence).

### **D. Integration of Real-World and Cross-Curricular Learning**

- Incorporation of STEAM, AI, and innovation projects.
- Project-Based Learning (PBL) and interdisciplinary tasks link learning to real-world applications and global challenges.

### **E. Expansion of Subject Offerings and Electives**

- Grades 10–12 electives include Business, Economics, Engineering, Aviation, Computer Science, Graphic Design, Music, and Advanced Placement (AP) courses.
- Supports pathway-based learning aligned with student interests and career goals.

## **2. Changes to Comply with UAE Regulations (Grades 8–12)**

### **A. Structured Graduation Framework**

- Minimum 24–28 credit requirement.
- Defined core subject distribution.
- Clear GPA calculation system (4.0 scale).
- Attendance, retention, and progression policies formalized.

### **B. Mandatory MOE Subject Integration**

- Arabic, Islamic Studies (for Muslim students), UAE Social Studies, and Moral Education are fully embedded.
- Defined credit requirements, assessments, and mandatory MOE final examinations.

### **C. Benchmarking and Assessments**

- Students assessed via MAP (NWEA), PISA, TIMSS, PSAT (Grade 10), SAT/IELTS as applicable.
- Ensures alignment with the UAE National Agenda and international standards.

### **D. Equivalency and University Compliance**

- Mandatory MOE Equivalency Certificate for all graduates.
- MOFAIC attestation guidance provided for students studying abroad.
- Emirati students registered in the NAPO platform.

### **E. Credit Recovery and Flexible Pathways**

- Structured support for failing students, transfers, and late admissions.
- Includes bridge courses, ILPs, and summer programs.
- Ensures no student is excluded from graduation due to gaps.

## **3. University-Readiness Initiatives**

### **A. College Readiness Pathways**

- AP courses, PSAT, and SAT preparation.
- Academic writing, research, and analytical skills development.
- University visits and guest lectures by university professors to bridge school-university expectations.

### **B. Structured University Guidance**

- Support for Common App (USA) and UCAS (UK) applications.
- Career counselling, scholarship guidance (RIZE, SCO, Khotwa Community College, Napo).

### **C. Academic Rigor and Assessment Design**

- Depth of Knowledge (DOK) and KAR (Knowledge–Application–Reasoning) models employed.
- Focus on higher-order thinking and problem-solving skills.

### **D. Language and Academic Proficiency**

- Students guided to meet IELTS/TOEFL benchmarks and academic English proficiency for university entry.

## **4. Workforce-Readiness and 21st-Century Skills**

### **A. Embedding Key Skills Across Subjects**

- Communication, leadership, collaboration, digital literacy, enterprise, and innovation.

### **B. Performance-Based and Applied Learning**

- Projects, presentations, research tasks, and real-world problem-solving (e.g., MUN).

### **C. Integration of Technology and AI**

- AI tools and digital platforms are embedded across subjects to develop digital fluency and adaptability.

### **D. Career-Oriented Electives**

- Business & Economics, Engineering, Aviation, and Computer Science provide exposure to career pathways.

### **E. Assessment Supporting Workplace Skills**

- Oral exams, research projects, collaborative tasks, and performance-based evaluations assess both knowledge and real-world competencies.

## **5. Assessment Policy Enhancements**

### **A. Balanced Assessment Structure**

- 40% formative / 60% summative (Grades 9–12).
- Continuous monitoring and feedback for all students.

### **B. Differentiation and Inclusion**

- Tiered support (Tiers 1–4), IEPs, and individualized plans.
- Equity-focused assessment practices.

### **C. Data-Driven Instruction**

- Weekly formative tracking, post-assessment analysis, and intervention strategies.

## **D. Standardization and Moderation**

- Cross-department moderation, unified rubrics, and grading criteria ensure fairness and reliability.

### **Final NEASC Summary Statement revised for Middle and High School**

The curriculum and assessment redesign for Grades 8–12 at Ajyal International School – Al Falah reflects a systematic transformation, ensuring:

1. Academic rigor and coherence across grade levels.
2. Full compliance with UAE graduation and equivalency requirements.
3. Strong preparation for university pathways (local and international).
4. Development of transferable skills for employment and future careers.
5. Equity, inclusion, and data-driven continuous improvement.

Overall, these developments are strengthening curriculum coherence across Grades 8–12, clarifying student pathways, and supporting improved readiness for university entry and post-secondary progression.

## **7. Other Updates, including Special Issues or any other progress**

### **Enhancement of Safety and Security Measures**

In line with our commitment to student safety, the school has significantly upgraded its security infrastructure. New CCTV cameras have been installed across the campus, providing comprehensive coverage of classrooms, hallways, playgrounds, and common areas. These enhancements allow for continuous monitoring and rapid response, always ensuring the safety and well-being of students.

To complement this technological upgrade, the school has increased its security personnel and expanded the cleaning staff to maintain a safe and hygienic environment. These measures not only ensure physical security but also contribute to a welcoming and orderly learning atmosphere.

### **Expansion of Learning Support Services**

The Inclusion and Learning Support Team has been expanded to better meet the diverse needs of students across all cycles and subjects. Each cycle level now has dedicated learning support staff, ensuring timely interventions, individualized education plans, and targeted assistance for students with academic, emotional, or behavioral needs. This enhancement supports equity and inclusion while promoting academic success for all students.

### **Other Updates and Special Issues**

- All assigned progress reports for students were prepared and distributed to parents, ensuring timely communication with parents and adherence to academic timelines.
- Regular review and monitoring of individualized learning plans (ILPs) continue to track student progress, identify gaps, and implement strategies for improvement.
- Any special issues or incidents are documented and addressed promptly in accordance with school policies and ADEK regulations, with a focus on safeguarding, academic, and ethical practice.

## 8. Additional Observations/Comments:

Ajyal International School Al Falah has continued to experience rapid growth since the start of the school in 2016, with the majority of the student population being Emirati. Many families have enrolled multiple siblings, reflecting strong confidence in the school's academic programs and student support services. The school is firmly committed to preparing students for higher education, professional careers, and workplace readiness, ensuring that graduates are equipped with the knowledge, skills, and competencies required for success in the 21st century.

### Strategic Partnerships and Support Services

The school has established a series of strategic partnerships to enhance student perceptual development, learning skills, well-being, education, and personal career development:

- **American Centre for Psychiatry and Neurology:** Provides support in occupational therapy, psychology, and speech therapy.
- **Abu Dhabi University:** Collaborates on placements for postgraduate students and oversees teaching and learning projects in Business and Economics.
- **Aviation College:** Oversees the quality of teaching and learning in aviation programs.
- **Lewa University:** Monitors and supports the quality of science teaching and learning.
- **Goethe Institute, Germany:** Offers scholarships for students to participate in annual summer programs in Germany, fostering international exposure and language development.
- **IDP Partnership for IELTS:** Through the partnership with IDP, students receive specialized guidance and preparation for the IELTS exam, which is essential for university admissions abroad. This initiative not only improves English language proficiency but also equips students with the communication and academic skills required for global higher education and professional opportunities.
- **Zayed University Professors:** Professors from Zayed University regularly visit the school to conduct workshops, guest lectures, and project evaluations. This direct engagement exposes students to university-level academic standards, research methodologies, and critical thinking skills, helping them bridge the gap between school and higher education.
- **Abu Dhabi School of Management Career Talks:** Representatives from the Abu Dhabi School of Management provide career talks and mentoring sessions. These sessions guide students in understanding different career paths, industry requirements, and essential workplace skills such as leadership, teamwork, and entrepreneurship.
- **Ajman City University Collaboration:** The school collaborates with Ajman City University to offer academic guidance, career counselling, and opportunities for students to participate in university-led initiatives and workshops. This partnership helps students make informed decisions regarding their academic and professional futures.
- **Cleveland Clinic Abu Dhabi partnership:** Students in Chemistry and Physics had the unique opportunity to visit Cleveland Clinic Abu Dhabi, where they explored the use of artificial intelligence in modern surgical procedures. During the visit, they observed how advanced technologies and AI are integrated into surgeries, enhancing precision, efficiency, and patient outcomes. This experience allowed students to connect their academic knowledge with real-world medical applications, gaining valuable insight into how science and innovation are shaping the future of healthcare in the UAE.

### Through these initiatives, students gain:

- Enhanced academic skills and global competencies.
- Exposure to university expectations and standards.
- Practical guidance on career planning and professional development.
- Support for university applications and scholarship opportunities.

- Gaining scholarships

Students who excel academically at Ajyal International School Al Falah have been accepted into prestigious universities abroad without needing a foundation year. These include universities in Canada, Australia, and the United States. We are particularly proud to note that **NYU Abu Dhabi** has been accepting our top students since 2021, recognizing their strong academic preparation and readiness for university-level studies. These partnerships reinforce the school's mission to prepare students not only for university but also for meaningful careers and lifelong success.

### **Extracurricular and STEAM Achievements**

The school's Robotics Program and National Drone engagement have achieved high levels of participation and success in UAE competitions, and selected students have been invited to participate in international competitions in China. In addition, students in Grades 8, 9, and 12 registered for the AI Innovators competition, sponsored by Sandooq Al Watan.

These academic and extracurricular achievements demonstrate the school's effectiveness in preparing students for both higher education and future careers, highlighting a strong culture of excellence and readiness as we welcome the upcoming NEASC visit.

The exceptional creativity and talent of our students are reflected in their elaborate artwork and innovative designs. We are proud to share that a selection of these outstanding pieces has been recognized by Abu Dhabi Municipality and ADEK and chosen for display on large billboards across Abu Dhabi communities. This achievement highlights not only the artistic abilities of our students but also their ability to inspire and connect with the wider public through visual expression.

These programs enhance STEAM skills, creativity, and problem-solving abilities, while also providing real-world opportunities for students to collaborate on and innovate on projects.

The school's rapid growth, strong community engagement, strategic partnerships, and extracurricular successes highlight its commitment to providing high-quality, globally relevant education. These developments support student readiness for university, careers, and meaningful contributions to society.

Yours sincerely,



Dr. Antoinette C. Brown  
Principal Director

