

ANNUAL REPORT 2020-2021



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2020



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

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SECTION 1:
A VISION FOR LEARNING



FROM THE HEAD OF SCHOOL

The stories shared within this report give an account of an extraordinary year in the life of the International School of Beijing. The 40th anniversary of ISB's founding was celebrated with Covid-19 ever present in the background. The way in which my colleagues and the ISB community continued to set and meet high expectations made me proud to have accepted the offer to serve as the new Head of School. Observing all this taking place, I made a vow to serve your students in the finest traditions of ISB.

Covid's impact on us as a school is nothing compared to the impact on the families of people who've lost their lives both in China and around the world. As I write this, well over four million people have died in this epoch-defining pandemic. We can't understate the impact of Covid-19 on our world, or in fact on our school.

Nevertheless, let us not allow the virus to dilute the enthusiasm we must derive from being members of this special ISB community. 2020-2021 was a year in which ISB faculty, staff, students, and families weathered the storm of Covid-19 together – and arrived at a situation closer to normality. With the vast majority of students and teachers back on campus, ISB returned to a more familiar form of the challenging and joyful learning that is the school's stock-in-trade.

Those who started ISB 40 years ago, in humble origins, could hardly have imagined how this school would have grown to global preeminence, with a wonderful reputation for an inclusive, modern education involving the highest academic outcomes coupled with world-class care for students. How I would have loved to have been present in 2020-2021 for all the activities that celebrated ISB's first four decades!

Last year also saw impressive achievements including...

- The opening of amazing new campus facilities that have quickly become home.
- A number of students with intensive learning needs settling into the community, a situation made possible by expanded learning support services.

- The enactment of refreshed Mission and Vision statements for ISB.
- Outstanding academic results, including ISB's International Baccalaureate Diploma Programme students securing an average points score of 38 out of a possible 45, five points above the world average.

I offer my thanks to Patrick Hurworth and his team and the Board of Trustees for making all this possible and for their years of service and dedication.

It's never been more important for schools and families to work closely together. Community support is the bedrock for our continued success. Therefore, I would like to conclude by inviting you, dear readers, to explore new ways to deepen your engagement with the school: follow us on social media, volunteer for a parent organization, or attend a community event. Campus access and international travel may still be restricted, but I can't wait for the time when I can meet you all, and you can observe, and participate in, the transformational learning experiences taking place at ISB every day.

Daniel K Rubenstein

Daniel Rubenstein

FROM THE BOARD CHAIR

I am privileged to return as Chair of the ISB Board of Trustees for 2021-2022. It is an honor to serve ISB along with my colleagues during this period in which the school and the entire world have faced unprecedented challenges and opportunities.

After Covid-19 emerged in early 2020, we were able to reopen campus to all grades for the start of 2020-2021, working together with authorities on implementing the most appropriate policies to protect our community. Throughout the trials and tribulations of the year, and another period of mandated campus closure at the start of 2021, ISB continued to provide challenging and joyful learning of the highest caliber. We stood strong as a community, even in those early days when travel restrictions for the pandemic kept many students and staff away from Beijing.

These achievements in adversity fill me with pride. Reading this report, I hope that you too can reflect positively on the progress we have achieved, the commitment at ISB to our Mission, Vision, and Core Values, and exciting times ahead. 2020-2021 saw the opening of new facilities, more remarkable IB results for our Seniors, and many memorable community occasions as we celebrated the 40th anniversary of ISB's founding.

ISB's 40-year journey has established our unique position as the oldest international school in Beijing, privileged to have served as a witness and proud contributor to our host nation's extraordinary accomplishments. As we look to a future in which

technology will play an ever-increasing role in the post-Covid world, our purpose-built, state-of-the-art design center will equip students to be successful in a world that is continually reshaped by new technological breakthroughs.

The Board of Trustees bring our best judgment and passion for ISB to bear on the school's institutional interests. The focus of the Board's work is on fiduciary and strategic decisions with long-term implications and to provide resources to advance educational excellence.

Our outgoing Head of School, Mr. Patrick Hurworth, has performed his role with prowess and great dedication since August 2017. We bade him an emotional farewell in June. ISB would not be in its position of strength if it wasn't for his tireless leadership.

For the past few months, the Board has been working closely with new Head of School Daniel Rubenstein, appointed after the most thorough search process in which we were happy to have the whole ISB community involved. ISB families can all look forward to getting to know Mr. Rubenstein, and we can be confident that he will lead us to even greater heights.

The Head of School, my fellow Trustees, our hard-working teachers and staff, and ISB families have together charted a course that positions us for success a long time into the future. This report covers an eventful chapter for ISB, and it is an honor for all ISB trustees to be a part of the full story.

2020-2021 ISB BOARD OF TRUSTEES

Mathias Boyer
Gabriella Eitingon
Yushu Feng
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Jennifer Huang
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Su Jin (Chair)
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Su Jin
2021-2022
Chair, ISB Board of Trustees

40TH ANNIVERSARY

Recognized today as a leading center of learning, ISB was founded in 1980 as the first international school in the Chinese capital. 2020-2021 marked four decades since that historic moment. The school's 40th anniversary year was packed with celebrations. Even faced with campus access restrictions because of Covid-19, we made sure everyone was invited to join in through a range of events and initiatives.

ISB's Advancement Office joined with faculty, staff, students, parents, and alumni to organize and enjoy these events, celebrating and reflecting on the school's history and looking forward to its bright future. Some highlights are listed below...

September: On the first day of school, an opening ceremony for the festivities starred one of the world's finest violinists. Lu Siqing graced the stage for the inaugural event in ISB's new Elementary School Theater. Students and faculty gave moving speeches on what the anniversary meant to them.

Year round: Vintage photos and stories from community submissions and ISB archived materials were turned into "Monday Memory" articles on important and captivating moments in the school's history. Posted regularly in the news feed on our website, they also remain available to read on the Celebrating 40 web page.

October: On the 40th day of ISB's 40th anniversary year, students buried a time capsule – a historic cache of goods and information to be opened on the 50th day of the 50th anniversary year.

December: Some of the most prominent figures in China's design and art scenes praised the teaching of these subjects at ISB as they joined an opening ceremony for the school's new Middle School/High School Art & Design Center.

December: An ISB Birthday Gift Fund was launched to support student projects in the areas of service learning, sustainability, and creative learning. ISB community members including the Board of Trustees, parents, staff, and alumni gave over 250,000 RMB to the fund before it closed for the year. Students were invited to bid for access to the funds. Two High School clubs working on a sophisticated radio-controlled airplane and providing free education for underprivileged local children were among the first student groups to earn grants.

April: ISB students and teachers came together in formation of a giant 40 for an aerial photo commemorating the anniversary.

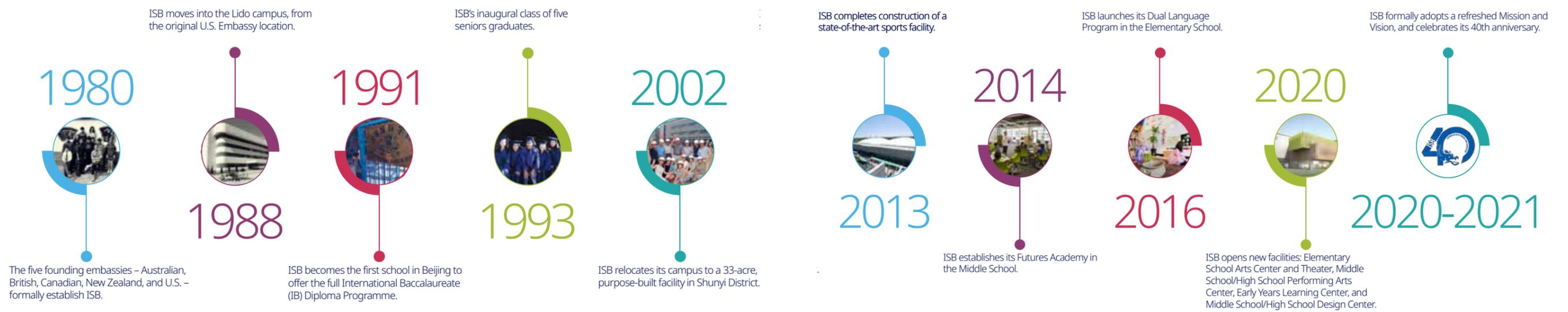
June: ISB's youngest students played a central role in a dedication ceremony for the Early Years Learning Community (EYLC). After enjoying and growing in this new space all year, Early Years 3, Early Years 4, and Kindergarten classes presented special projects to dedicate to the EYLC.

June: The publication of a 40th anniversary Memory Book gave ISB community members a beautiful memento. The book's more than 100 pages are packed with photos and stories from community submissions and the school's archived materials. Thank you to everyone who contributed their old photographs and ISB anecdotes, and to Tiffany Fung, a member of the ISB Class of 2017 and chief designer of the book.

June: Head of School Patrick Hurworth made a speech closing ISB's 40th anniversary year at a school-wide picnic lunch to kick off the annual ISB Spring Fair organized by the Parent Teacher Association. A birthday cake cutting ceremony made a tasty end to a big year for ISB.



ISB HISTORY TIMELINE



EMPOWERED WITH PURPOSE AND COMPASSION



OUR MISSION

We are an inspiring international community in Beijing, where thinkers and leaders find their place in the world and serve others. So that our learning is at its best, we build strong relationships and set high expectations together. We are committed to challenging and joyful learning with the freedom to explore.

OUR CORE VALUES

Global-mindedness fosters diversity of thought among students who consider their role in an increasingly connected world.
Integrity is as highly valued as results, laying the platform by which we function.
Respect among our community is a fundamental attribute for learning together.
Balance in the lives of all our community members is promoted and supported.
Service prepares engaged global citizens committed to contributing to the world around them.
Creativity is a critical quality for future success, which along with innovation is valued and promoted.



SECTION 2:
CHALLENGING AND JOYFUL
LEARNING



OFFICE OF LEARNING

The Office of Learning (OOL) strives to support the development and implementation of various programs school-wide. Our main drivers in this work are to keep student learning and the learning experience at the center, seek alignment between the three schools when and where appropriate, and to foster teacher and parent understanding of our program.

HIGHLIGHTS

The OOL continued to prioritize the development of our Social and Emotional Curriculum, which has become an official part of our program in 2021-2022. One of our strategic initiatives is focused on social and emotional care and to this end we have finalized our framework that targets the development of Self-Awareness, Self-Management, Social and Cultural Competency, Nurturing Relationships, and Purposeful Action. Implementation of the curriculum will primarily be through our mentoring and homeroom classes while seeking opportunities to make meaningful connections throughout all disciplines.

We continue to organize all departments in the OOL (Innovation, Curriculum, Library/Media, Chinese Language and Culture, and Service and Experiential Learning) to work together to create powerful learning experiences for our students. We assisted the development of new integrated courses in the High School as well as design-based learning experiences throughout the school. Our new Art and Design Center, with learning environments that inspire innovation and creativity, has led to greater engagement in design-based learning across a range of subject areas.

2020-2021 marked the second year using the 7Cs+1 Framework to support the professional growth of our teachers. This model is based on surveys given to students twice per year. Further to this work, the Professional Growth Model and Cycle were generated to guide the data collection, reflection, and goal setting process for teachers with support of their supervisors, walkthrough procedures, and performance feedback. Surveying students at the end of the year supports teachers to see if there are changed perceptions and improvement based on the initial student feedback. The 7Cs model is based on the Measures of Effective Teaching Project sponsored by the Bill & Melinda Gates Foundation.

Toward the end of the year, the OOL, in collaboration with administration and teacher leaders, created ISB's Learning Principles. These learning principles are laws of learning, and they provide a research-based and conceptual foundation for how people learn. Learning Principles add insight into what makes people learn most effectively and will serve as a guide for faculty through the process of instructional decision making.



RESPONSE TO COVID-19: PARTNERED INSTRUCTION MODEL

In June 2020, it became clear that many of our faculty would not be able to return prior to the start of the school year in August. In response, the Partnered Instruction Model was developed to support teachers stranded abroad while ensuring our students were able to learn on campus and in face-to-face environment. Central to this model of instruction were the Instructional Partners on campus, who worked closely with the teachers to deliver face-to-face synchronous and asynchronous lessons, activities and projects from within the classrooms. The Partnered Instruction Model meant that students had more opportunities to connect with teachers and with one another while engaging with classroom resources and school facilities.

ONLINE LEARNING

The preparation for online learning began in early September. This process involved reflecting on feedback from the community and adapting our model of online instruction to reflect the needs of our students. A transition plan was prepared, and then over the winter holiday, we were informed by local authorities that we would have to once again return to online learning.

The transition plan included a day for the community to learn. Parents engaged in a workshop with Dr. Jennifer Chang Wathall which focused on supporting students during online learning, while faculty participated in a variety of learning centered around student engagement and care in the online classroom.

DRAGONS ABROAD ACADEMY (DAA)

The period of serving students outside China using our online instruction model lasted much longer than any of us anticipated and the feedback from our community provided rich data to inform how we should improve online instruction. Findings told us that students and teachers needed stronger connections, parents wanted a team of teachers to specialize in a more personalized online program, and teachers were confident they could meet the needs of online learners with a dedicated model of instruction.

January of 2021 saw the launch of our fifth iteration of online learning, Dragons Abroad Academy. This revised online program ensured we were able to provide the best educational experience for our online learners. The program reorganized teachers and students online into their own unique learning environment that prioritized strong relationships, challenging and joyful learning specifically developed for the online environment, and freedom to explore.

PROFESSIONAL LEARNING

Professional learning began in the summer of 2020 with a 15-hour online course created for faculty to engage with in preparation for the Partnered Instruction Model. This training emphasized co-teaching partnerships and strategies for supporting students both online and in person.

Our new faculty also engaged in an online course to learn about ISB. This orientation included modules on our Mission, Vision, and Core Values, service learning, curriculum, assessment, instruction, student support, and more. These modules supported our new faculty to understand ISB and connect with our values, prior to their arrival on campus in August.

In Semester 1, we continued to bring some of the top people in the field of education to support teaching and learning at ISB. Some highlights included:

- During the summer, teachers from across the school engaged in a series of workshops with the Institute for Social and Emotional Learning to support the implementation of the Social and Emotional Learning Curriculum.
- Tanya Crossman, a consultant at TCK Training, facilitated thinking around our collaborative practices and how to develop partnerships that thrive. This work supported the partnership between the Instructional Partner and the classroom teacher during online learning in the first quarter.
- We partnered with consultant Dr. Jennifer Chang Wathall to provide multiple virtual workshops for our teachers about online assessment and engaging learners online.
- Dr. Will Parnell, Vice President for Conferences of the National Association of Early Childhood Teacher Educators, partnered with our Early Years team to bring to fruition their refreshed and redefined philosophy, values, and beliefs. Dr. Parnell worked specifically on inquiry, documentation and putting the newly formed Early Years curricular framework into practice. This work continued throughout Semester 2.

In Semester 2, we supported a variety of professional learning including:

- Tonya Gilchrist from Erin Kent Consulting, worked with the Middle School to support them in enhancing disciplinary literacy and effective utilization of the workshop model across languages.
- Our support of English as an Additional Language (EAL) learning continued with virtual visits from Dr. José Medina, as we work towards our commitment to train all ISB teachers in strategies and practices that best support EAL students.
- The coaching team worked alongside Diane Sweeney, from Diane Sweeney Consulting, to provide continued support with our Student-Centered Coaching model. Diane worked with the team to develop their coaching model which puts students front and center.



CHINESE INTEGRATION

We began 2020-2021 using the Partnered Instruction Model (see the Office of Learning section of this report) with many members of faculty outside the country. We've experienced multiple learning models, throughout which both teachers and students have demonstrated resilience, adaptability, flexibility, and creativity.

CURRICULUM AND INSTRUCTION

Despite the interruptions in 2020-2021, we successfully documented our new Chinese units created in the past few years. We reviewed the priority standards for each pathway of language learning and made adjustments to maximize students' learning opportunities at school. We continued to refine the curriculum and improve alignment so that our language program is more rigorous and reflective of the updated International Baccalaureate Diploma Programme and trends in Chinese Language Arts curriculum reforms in the region.

STAFF COACHING

A Kindergarten-Grade 12 Chinese coach position was created on staff in 2020-2021 to support Chinese faculty with their instruction.

Using a student-centered coaching approach, one-third of Chinese faculty engaged in a mini cycle of coaching to improve instruction quality and student learning. A series of in-house workshops was offered to deepen understanding of the standards-based curriculum and to upskill the teachers in literacy instruction. We continued to collect and analyze data on student literacy proficiency to help identify and facilitate learning the most essential concepts,

knowledge, and skills so our students can optimize their learning experiences while in China.

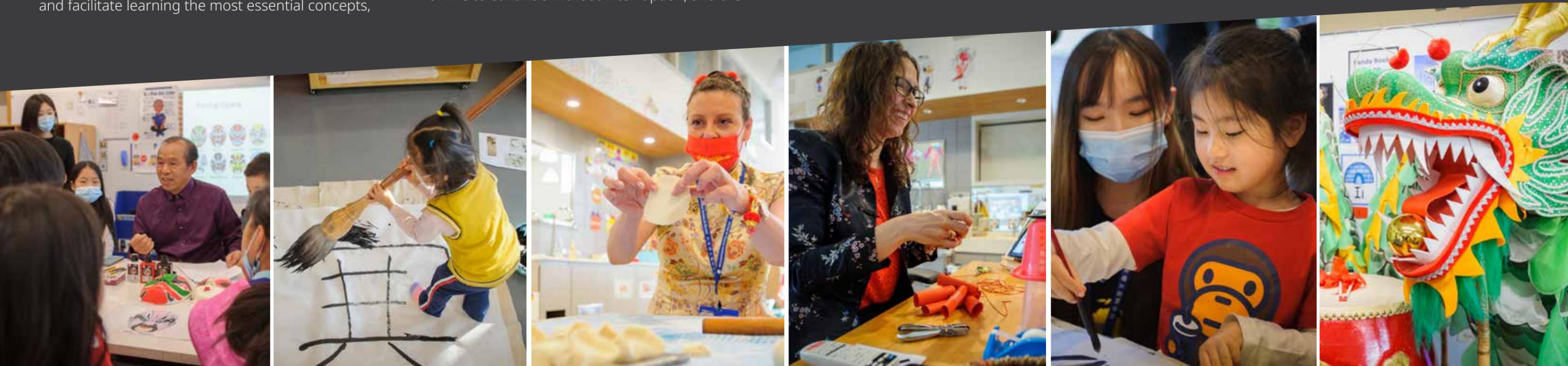
We hosted the first Virtual Chinese Language Conference to support professional learning in the wider community and continued to promote quality language instruction and cultural education in international schools. New ideas and best practices were shared at the conference, while research on bilingual education was examined and discussed by participants from 150 different schools and organizations.

HIGHLIGHTS OF CHINESE LANGUAGE PROGRAM AND CULTURAL INTEGRATION

- ISB's Chinese Language and Culture Center (CLCC) continued to sponsor and coordinate a variety of cultural integration opportunities for our students and staff in 2020-2021. For example, we implemented an Early Years-Grade 12 Calligraphy Campaign for students to enjoy and appreciate the charms of calligraphy as a traditional writing system and high form of art in Chinese culture. Chinese language lessons for staff also moved online to continue without interruption, and the

CLCC organized a zongzi making contest for students and parents to enjoy these traditional snacks during the Dragon Boat Festival.

- With Covid-19 restrictions, Chinese New Year festivities were not what we were used to, but we still managed to brighten up the season with an ISB video compilation of traditional New Year performances and tributes submitted by the community. The video was an apt celebration of our Chinese learning and culture.
- The Middle School Young Writers Association was launched as a bilingual after-school club in November. It benefits from a partnership with *The New York Times* that allows these budding journalists to work with professional guest editors associated with the venerable newspaper.
- Our Panda Reading Initiative continued to cultivate bilingual, bicultural, and biliterate scholars in our community last year. The fourth Reading Challenge attracted Upper Elementary School learners to celebrate and promote a joyful reading experience in and outside of the classroom.
- ISB students thrived in the first International Chinese Language Festival. ISB won the outstanding participation Award. More than 90 ISB students were among the thousands of entrants to this international competition, and 55 of our students won awards in various categories. These fantastic achievements are evidence of the students' learning in the Chinese program.
- Chinese culture is also integrated into units of study in other subject areas such as art, humanities, social studies, and science. Students have been able to make meaningful connections and apply their language and problem-solving skills in a China context.
- Twenty-three of the 71 International Baccalaureate Diplomas earned by our Seniors last year were bilingual diplomas. That such a high number of High School students graduate with the highest level of proficiency and literacy in both English and Chinese is very strong evidence of the quality of our language programs.



CURRICULUM REVIEW

- Ran a school-wide curriculum audit to ensure updated and organized curriculum documentation after the disruption of Covid-19.
- Revised every subject area's Kindergarten-Grade 12 Philosophy statement to align to ISB's Mission and Vision, and the 7Cs+1 Framework.
- Built the ISB Social and Emotional Learning Framework, drawing on several leading frameworks in use in the field of education (CASEL, Service Learning, ISCA standards, Learning for Justice Standards, and others) to create something purpose-built for ISB.
- Built yearlong mentoring calendars for Middle School and High School, and yearlong Morning Meeting calendars for Elementary School to facilitate meaningful delivery of our Social-Emotional Learning Curriculum.
- Created a social and emotional learning philosophy statement, graphic, and mentoring purpose statement and guidelines as foundational documents to guide the teaching of social and emotional learning.
- Completed a new scope and sequence for Grade 9 and 10 Asia and the World social studies courses.
- Fully documented the Dual Language English Language Arts and Chinese Language Arts units and published them on the ISB website.
- Fully documented the units for the three pathways of the Chinese program, and published them on the ISB website.
- Implemented the new Grade 10 integrated math courses that had been planned as part of the three-year move to a fully integrated math program, in order to better align with the new IB DP Math courses.
- Implemented new puberty unit in Grade 4, to respond to the needs of our students.



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ASSESSMENT

- Implemented school-wide pre-assessments in September to reflect on students' learning in each class after the disruptions of Covid-19. These allowed us to be responsive to the needs of each student.
- Created an assessment values graphic and ran professional learning to deepen our understanding of the underlying values around our ISB assessment practices.
- Uploaded the data from Level Chinese into our data portal, in order to enhance the Chinese department's data-driven approach.
- Instituted the practice in Middle School and High School of regular gradebook moderations, to enhance the consistency within teams of teachers in how standards-based grades are determined.
- Updated and clarified our assessment, grading, and reporting policies, enhancing the vertical consistency.

SERVICE AND EXPERIENTIAL LEARNING OFFICE

The key word for both experiential and service learning this year was flexibility. We needed to adjust to the developing situation in a wide variety of ways. This need to adapt has led to growing and deepening many partnerships and much learning.

EXPERIENTIAL LEARNING

After not being able to run trips for many months at the start of the pandemic, there was a great deal of excitement and enthusiasm in late September 2020 when we could announce that taking students off campus could recommence! Our first experience for students was taking all of Grade 4 to hike in the Stone Forest Gorge as part of their Earth Changes unit.

This trip allowed us to hone several new practices and procedures at ISB – our Covid-19 safety guidelines for trips, and a new collaboration between the Experiential and Service Learning Office and the Security Office around good practice in risk assessment and management. Aside from this, it created a lot of energy and excitement among the students to be out and about again.

In terms of experiential learning, regulatory developments required us to be versatile. In particular, the limits on where we could travel and at other times a return to online learning were challenges that our team had to work around. However, the need for such flexibility and readjustment led to a great deal of learning and also a strengthening of many of our relationships with partner organizations and providers.

In the area of risk management, our team, alongside members of the Security team, have been implementing and expanding on a partnership to ensure that trips are risk assessed and carefully planned out. We developed guidelines for Covid-19 safety and emergency procedures on trips, based on government advice. These guidelines were shared and discussed with all staff before they

SERVICE LEARNING

A lot of the action part of service learning has had to slow down or be put on hold during the pandemic. Throughout this time, we have been working hard on readying the frameworks and doing the thinking to ensure that service learning is infused into the teaching and learning of ISB in the future, while maintaining and building on as much existing work as has been possible.

In particular, a lot of work has been done through our office to contribute service learning philosophies and concepts to ISB's Social and Emotional Learning Framework (see the Office of Learning section of this

headed out on trips with students and continue to be updated as the situation changes.

As we planned for trips, we needed to keep to experiences within Beijing Province. This required a great many changes or adjustments to our existing trip programs as we worked to ensure that students could still have great experiences that met age-appropriate learning outcomes.

The High School Experiential Learning Opportunity program needed an almost complete reprogramming. However, with the collaboration of our great teachers and some wonderful providers, the program itself was extremely successful and well-received by students and teachers alike. Students could choose from a huge variety of experiences, from ice hockey to hiking to sustainable fashion to cooking.

The Middle School trips also needed to be reimagined. It was, nevertheless, great to have all students heading off campus to experience nature, learn new skills, and see parts of Beijing they may not have explored in the past.

Another challenge was complying with local site-specific Covid-19 measures, which meant that some of our usual trips could not take place, needed extra work to be compliant, or had limits on how many students could travel to locations at once.

Overall, despite the challenges, a lot of wonderful experiences were carried out for students across the school during 2020-2021.

report). Domain 5, Purposeful Action, has been created with the clear intention to guide students towards strong service learning outcomes. However, input was also made across other domains, as those domains represent skills and dispositions that are vital to successful service learning outcomes as well.

This foundational work is very important and we look to next year with hopes that we can maintain and build upon existing programs, as well as introduce new experiences for students.





Program demonstrated growth and achievement on level with their monolingual program peers. Systems and processes to support program and curriculum development continued to be revised and fine-tuned. The publication of the Dual Language Program curriculum on the school website means it can now be viewed by the public.

The development of the Early Years (EY) Curriculum Framework, in conjunction with the EY Philosophy statement, grounded teaching and learning approaches in the belief that students are inquirers, creators, and explorers who can make meaning of the world around them. Information about the Early Years Learning Community can now be viewed by the public on the school website.

Elementary teachers deepened their commitment to professional growth using the Tripod 7Cs Framework of Effective Teaching, which was in its second year

of implementation in 2020-2021. The 7Cs are Care, Confer, Captivate, Clarify, Consolidate, Challenge, and Classroom Management. The teachers continue to use student feedback data to reflect and adapt their practices to cultivate a positive classroom atmosphere, ensure that learning experiences meet intended learning outcomes, and respond to the academic and social-emotional needs of students.

The opening and dedication of both the ES Arts Center and Early Years Learning Community increased our ability and capacity to effectively serve Elementary students and the ISB community. The purpose-built, modernized learning spaces have opened up new and varied opportunities for program development and enhanced student learning opportunities.

ELEMENTARY SCHOOL

Highlights of 2020-2021 in the Elementary School included...

Faculty and teaching assistants modeling lifelong learning, a growth mindset, and a commitment to professional growth; they collaborated and united to ensure the continued education of each Elementary student throughout the challenges that surfaced during the pandemic. They served as positive, stable role models.

The Partnered Instruction model, under which almost 100 experienced and highly qualified Instructional Partners joined ISB in Semester 1 to work closely with teachers unable to be in Beijing because of travel restrictions.

The flexibility and resilience of students, faculty, and staff as learning models shifted from face to face to online and back to in-person learning throughout the school year. An intentional focus on promoting well-being and care for oneself and others characterized all interactions as we aimed to embody and live the Mission and Vision of ISB.

The implementation of the Dragons Abroad Academy, which provided personalized learning experiences for students enrolled at ISB but unable to be present on campus.

Implementation of the Dual Language Program expanded into Grade 3. As evidenced by student achievement data, students in the Dual Language



MIDDLE SCHOOL

This was a year of reunification of the Middle School after six years in which the Futures Academy operated as a separate project focused on project-based, personalized, and social-emotional learning. We tried many new ideas designed to push the boundaries of Middle School education. Work on implementing some of the best Futures Academy features across the Middle School will continue into 2021-2022.

We continued to refine our Make-Perform-Enrich Elective program with new and updated course offerings, supporting students' learning and adjusting to their interests.

Our Mentoring program continues to get stronger, with updates to our leadership structures (now led by our counselors) and our curriculum. This supports students' social-emotional learning, a critical aspect of their well-being and success at ISB.

We revised our Middle School counseling model. We now have three counselors, one per grade, and these counselors follow their cohort through Middle School for three years.

We continued to train teachers in the C6 Biliteracy and Bicultural teaching methods to better serve our students for whom English is an additional language.

We engaged in significant training for our humanities teachers in the area of reading instruction. A strong reading foundation in Middle School supports personalized learning and will lead to greater success in students' educational careers.

We have employed coaches who work with teachers to improve our instructional methods. Our teachers, already strong in their practices, have embraced this new mode of embedded professional learning.

We continued to solidify our curriculum in all areas in 2020-2021, notably mentoring, design, Chinese, and science, as part of our ongoing curriculum review cycle.

Reacting to Covid-19 and government-mandated campus access restrictions, we successfully navigated various in-person and online models throughout the school year and continued to serve all students, whether they were in Beijing or delayed in their return to campus. In Semester 1, we were joined by over 20 Instructional Partners who worked closely

with teachers unable to be in Beijing because of travel restrictions.

Parenting workshops, coffee mornings, and mini conferences between mentors and their mentees' parents helped us maintain strong relationships with our parent community. This partnership is a key to success, especially with uncertainty around Covid-19.

We ended the year strong with a celebratory tone. In the last several weeks, we enjoyed occasions including the Grade 8 Formal, Olympic Day, the 2021 STEM Speaker Series, off-campus spring trips, a fantastic yearbook publication, and our annual Smile Week fundraising project to support orphans in China.





HIGH SCHOOL

NEW COUNSELING MODEL

This was a successful first year for our new counseling model. Allowing for greater specialization among our team of counseling staff, the new “complementary” model sees three School Counselors focus on social and emotional learning and support, and three University & Career Advisors solely focus on preparing students to find their place in the world post ISB graduation.

PERSONALIZED PATHWAYS

We delivered a second year of Pathways English (Literature and Social Justice) and Math courses (Business Math: Finance and Design) for Grades 11 and 12. Pathways is an alternative route through ISB’s High School that gives students access to service learning, internships, and personalized engagement in courses that tap into their passions.

SOCIAL AND EMOTIONAL LEARNING

We completed design and documentation of a social and emotional (SEL) curriculum framework and will actively implement it in school year 2021-2022. Mentoring was enhanced with the appointment of four new grade-level teacher leaders who have

started to work alongside the School Counselors to plan teaching units incorporating key elements of the SEL curriculum.

AUTHENTIC CONNECTIONS IN INTERDISCIPLINARY LEARNING

For the Grade 9 Interdisciplinary Unit (IDU), the theme this year was “Connection,” arising from Covid-19 experiences initially. As ever, the IDU maximized opportunities for collaboration, project-based learning, challenge, engagement in the High School Design Cycle, and meaningful change.

NEW ART, DESIGN, PERFORMING ARTS SPACES

ISB’s new facilities for the High School are fantastic! In the MS/HS Performing Arts Center and MS/HS Art & Design Center, teachers have their own teaching space and are close to each other so they can collaborate easily across their programs. There are three times as many break-out practice rooms for small groups of student musicians, as well as larger band and orchestra rooms with improved, high-quality acoustics. We made great use of these spaces and the new drama studios for the school-wide ISB Fringe Arts Festival in April.

HIGH SCHOOL EVENTS STRENGTHEN RELATIONSHIPS

Graduation on campus, with families allowed to attend the ceremony, gave a sense of pride and closure for these students and families after a challenging couple of years. We also managed to host off-campus prom and formal events for students to celebrate their achievements and value their relationships.

SERVICE, EXPLORATION, AND CHALLENGE

The High School’s Experiential Learning Opportunities (ELOs) have always been a highlight for students. Far removed from the traditional school trip, ELOs are a menu of transformative experiences off campus. Despite practical challenges this year, we held a successful ELO Week in early June. We traveled only within Beijing, using school transport. Students were offered a choice of 16 different experiences, including with some new external activity providers. Student feedback told us this was challenging and joyful learning at its best.

29 RISING TO COVID-19’S CHALLENGE 30

Covid-19 continued to challenge us in 2020-2021, but we had enthusiastic staff and systems in place to cope with periods of campus closure and the absence of members of our community. Running through Semester 2, the Dragons Abroad Academy (DAA) served 15 High School students unable to return to Beijing. With around 30 faculty dedicated to the DAA, it was designed to support these students, provide them with personalization, and create a sense of community. Strong relationships came to the fore.

Online learning in this period has seen our entire faculty upskill, establishing new means to engage students and provide the best possible learning. We pivoted from asynchronous online learning to synchronous in 2020-2021, and we are grateful to the almost 100 experienced and highly qualified Instructional Partners who joined ISB in Semester 1 to work closely with teachers unable to be in Beijing because of travel restrictions.

We embraced online college “visits,” and these will continue to be leveraged by our University & Career Advisors.

ASSESSING THE RESULTS

INTERNATIONAL BACCALAUREATE

In 2020-2021, ISB students notched another year of excellent results in the International Baccalaureate (IB) Diploma Programme, with an average score of 38 – five points higher than the global average.

ISB students' IB average has been at 35 points or above since 2009. Demonstrating consistent excellence, their average score has now been five to seven points above the global average for over a decade. ISB students achieved a pass rate of 100 percent in the latest round of IB exams. While one was awarded the maximum 45 points out of 45, ISB is proud of all its students realizing their potential in the world's toughest college preparatory program.

2021 INTERNATIONAL BACCALAUREATE RESULTS

Pass rates and points awards for the 71 graduates who completed the Diploma in May 2021 appear below, with comparative information for the previous two years.

	Class of 2021	Class of 2020	Class of 2019
Number of Diploma candidates	71	85	77
Pass rate	100%	100%	95%
Points obtained by successful candidates			
40-45:	29	28	25
35-39:	28	36	24
30-34:	12	17	14
24-29:	2	4	8
School mean	38	37	36
World mean	33.02	29.92	29.63
Bilingual Diplomas awarded	23	22	26



UNIVERSITY ADMISSIONS FOR THE CLASS OF 2021

As of August 2021

Universities listed below with at least one enrolled ISB graduate appear in bold type.

UNITED STATES

Agnes Scott College
American University
Arizona State University-Tempe
Auburn University
Bard College
Barnard College
Berklee College of Music
Boston College
Boston University
Brigham Young University-Idaho
California College of the Arts
California Polytechnic State University-San Luis Obispo
California State University-Chico
California State University-Fresno
California State University-Long Beach
California State University-Los Angeles
California State University-Northridge
California State University-Sacramento
California State University-Stanislaus
Calvin University
Carleton College
Carnegie Mellon University
Chapman University
Citadel Military College of South Carolina
Coastal Carolina University
College of William and Mary
Columbia University in the City of New York
Cornell University
Dixie State University
Embry-Riddle Aeronautical University-Prescott
Emerson College
Emory University
FIDM-Fashion Institute of Design & Merchandising
Flagler College - St. Augustine
Fordham University
George Mason University

George Washington University
Georgia Institute of Technology
Haverford College
Indiana University-Bloomington
James Madison University
Lehigh University
Lewis & Clark College
Lim College
Longwood University
Los Angeles College of Music
Louisiana State University and Agricultural & Mechanical College
Loyola Marymount University
Macalester College
Maryland Institute College of Art
Michigan State University
Mount Holyoke College
Mount St. Mary's University
New York University
Northeastern University
Northern Virginia Community College
Northwestern University
Otis College of Art and Design
Pace University
Parsons School of Design
Pennsylvania State University
Pratt Institute
Purdue University
Rhode Island School of Design
Rice University
Rutgers University-New Brunswick
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Savannah College of Art and Design
School of the Art Institute of Chicago
Scripps College
St Olaf College
Suffolk University
Syracuse University

Texas A & M University-College Station
The Evergreen State College
The University of Alabama
The University of Texas At Austin
The University of Texas At Dallas
Trinity University
Tufts University
United States Air Force Academy
University of California-Berkeley
University of California-Davis
University of California-Irvine
University of California-Los Angeles
University of California-Merced
University of California-Riverside
University of California-San Diego
University of California-Santa Barbara
University of California-Santa Cruz
University of Chicago
University of Cincinnati
University of Colorado Boulder
University of Illinois At Urbana-Champaign
University of Michigan-Ann Arbor
University of Minnesota-Twin Cities
University of Mississippi
University of North Carolina At Chapel Hill
University of North Georgia
University of Oregon
University of Redlands
University of Rochester
University of San Francisco
University of Southern California
University of Utah
University of Virginia

University of Washington-Seattle Campus
University of Wisconsin-Madison
Utah Valley University
Vanderbilt University
Villanova University
Virginia Commonwealth University
Washington University in St Louis
Weber State University
Wellesley College
Western Washington University
Whitman College

U.K.
City, University of London
Durham University
Imperial College London
King's College London
University of London
Lancaster University
Leeds Arts University
Loughborough University
Royal Agricultural University
Royal Holloway, University of London
St George's, University of London
The University of Edinburgh
University College London
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Dundee
University of Essex
University of Exeter
University of Leeds
University of Manchester
University of Nottingham
University of Reading
University of Southampton
University of St Andrews
University of the Arts London
University of Warwick

CANADA
McGill University
McMaster University
Queen's University
Saint Mary's University
The University of British Columbia
The University of British Columbia-Okanagan
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor

EUROPE
Ecole Hôtelière de Lausanne
Jacobs University
Leiden University
Les Roches Schools of Hotel Management
University College Utrecht

ASIA
City University of Hong Kong
Korea University
Nanyang Technological University
National University of Singapore
Singapore
NYU Shanghai
Seoul National University
Singapore Management University
Sophia University
The Chinese University of Hong Kong
The Hong Kong University of Science and Technology
Waseda University
Yale-NUS
Yonsei University



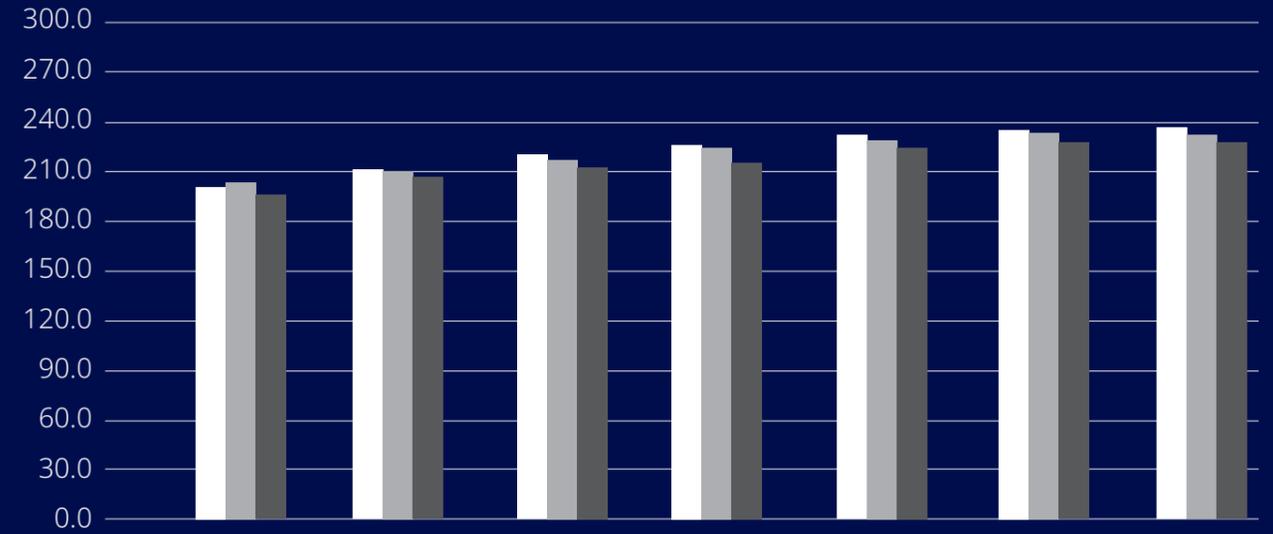
MEASURES OF ACADEMIC PROGRESS

ISB marked its eighth year of Measures of Academic Progress (MAP) in 2020-2021. This assessment system serves as an important external data point for us and it supports teachers to differentiate and adjust instruction to suit the needs of all students.

MAP assessments are given to students in Grades 3 through 9 in the areas of language skills, math, and reading. MAP assessments are criterion-referenced, meaning they generate a “Rausch Unit (RIT)” score that is based on a level of knowledge and skill that is not dependent on grade level. Since MAP assessments are given twice each year, growth is also calculated.

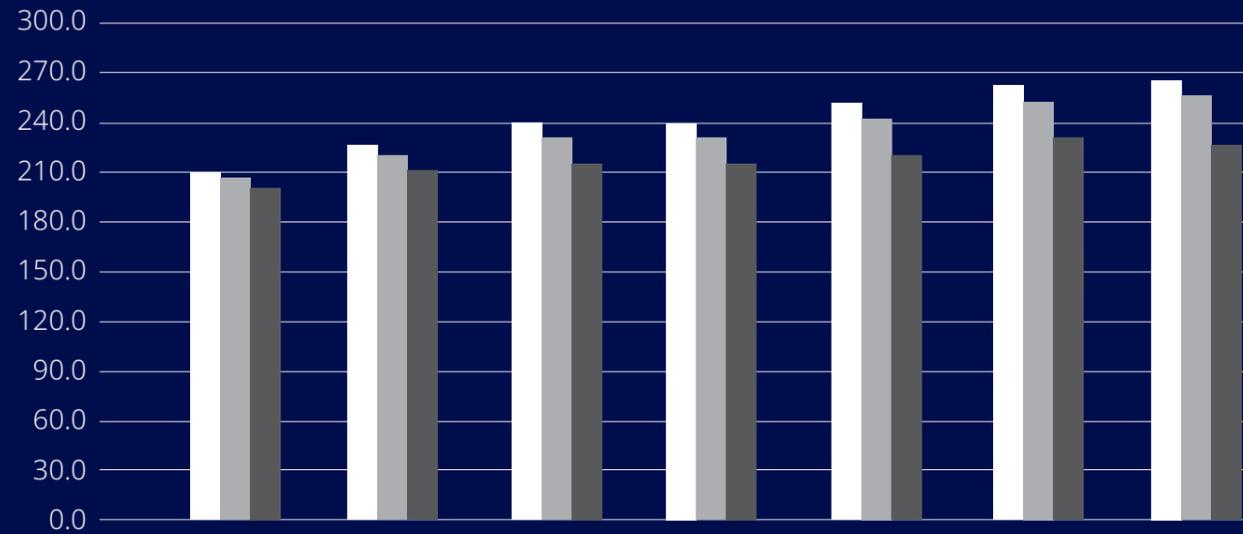
The charts on these pages show the statistics for spring 2020-2021. The ISB RIT score represents the average score of all our students in that grade who took the test. The East Asia Regional Council of Schools (EARCOS) RIT represents the average score of all students in that grade who took the test at EARCOS schools. The U.S. Norms 2020 RIT is a representative score calculated based on the scores of students from public schools in that grade who took the test in the U.S. from 2015 to 2018.

INTERNATIONAL COMPARISON MAP READING 2021 SPRING DATA



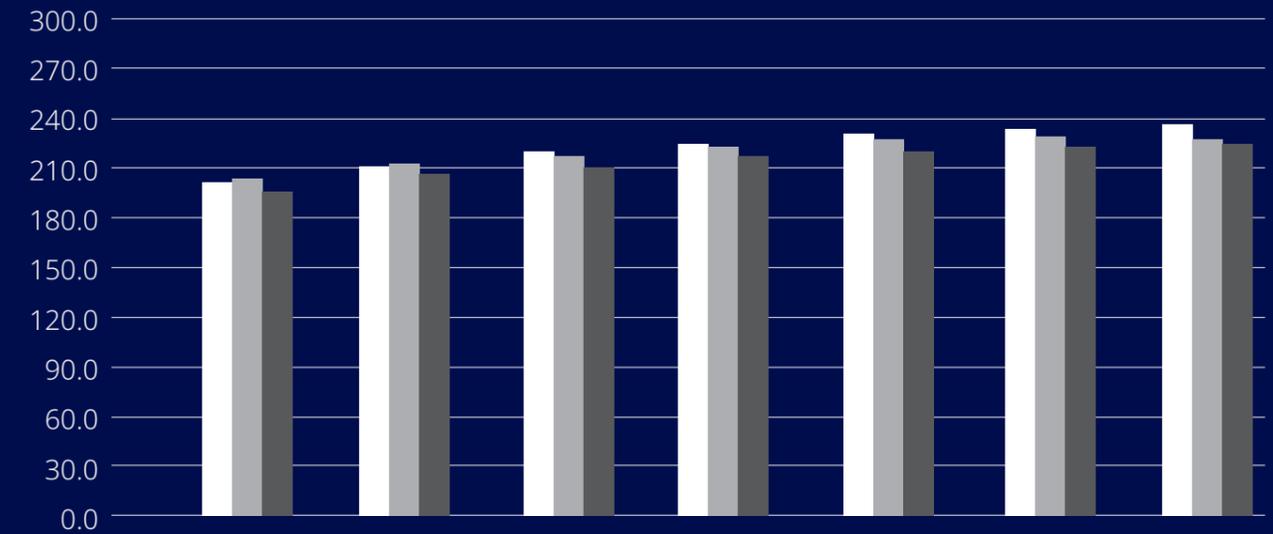
ISB 2020-2021 Spring	201.5	210.3	218.9	221.1	228.8	233.3	235.1
EARCOS 2021-2021 Spring	202.0	210.0	216.0	220.6	225.0	229.9	228.8
U.S. Norms 2020 Spring	197.1	204.8	211.0	215.4	218.4	221.7	221.4

INTERNATIONAL COMPARISON MAP MATH 2021 SPRING DATA



ISB 2020-2021 Spring	211.2	226.7	240.6	239.8	251.2	259.2	261.3
EARCOS 2021-2021 Spring	209.9	222.5	232.4	235.7	243.5	252.0	254.7
U.S. Norms 2020 Spring	201.08	210.51	218.75	222.88	226.73	230.3	230.03

INTERNATIONAL COMPARISON MAP LANGUAGE USAGE 2021 SPRING DATA



ISB 2020-2021 Spring	202.9	211.9	219.4	222.2	229.5	232.1	235.9
EARCOS 2021-2021 Spring	204.4	212.2	217.2	221.8	225.6	229.9	227.5
U.S. Norms 2020 Spring	198.3	205.0	210.2	214.2	216.5	218.7	219.0

SUPPORT SERVICES

INTRODUCTION

2020-2021 was another exceptional year at ISB, with months of online learning in which students and teachers were located around the world. In the first part of the year, teachers taught creatively with support from Instructional Partners while many of them were navigating the new processes for returning to China. Despite the challenges, we continued working towards the goals identified the previous year, developing systems and structures for our school-wide programs.

ISB continues to offer a continuum of services to students across all three school sections. We are dedicated to teaching students with a wide range of learning profiles, language experiences, social-emotional skills, and academic development. We embrace our students' diversity and contributions to the school, their diversity strengthening our community and empowering us all with greater compassion and purpose.

35 Student Support Services includes school counselors, English as an Additional Language (EAL) teachers, learning support teachers, speech language pathologists (SLPs), instructional assistants, the Life Centered Education team, and our school psychologist.

SCHOOL COUNSELING

School counselors provide services to students, parents, school staff, and the community in the following areas: school counseling, curriculum and classroom teaching, responsive services, individual student support, and systems level support.

The High School Counseling Department successfully expanded its model to include both school counseling and university and career advising. School Counselors focus on social-emotional learning, responsive services, and providing individual support for students. University and Career Advisors guide students and families through the process of university admissions and career exploration.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL teachers possess expertise in English language acquisition. They work in collaboration with classroom teachers to identify the language and literacy demands of the grade-level content and implement scaffolds and teaching strategies that promote English language learning with a focus on speaking, listening, reading, and writing. English language proficiency and progress are measured twice yearly using the WIDA MODEL assessment.

ISB continues to partner with Dr. José Medina to provide professional learning for our entire faculty in the C6 Biliteracy Instructional Framework. EAL teachers attended specialized training with Dr. Medina aimed at increasing their capacity to lead adult learning and advocate for English learners. In response to parent feedback, the EAL team developed English Learner Profiles (ELPs) as a way to communicate with parents about their child's English language progress. ELPs are also shared with homeroom teachers in order to guide their instruction and understand better each student's language proficiency.

LEARNING SUPPORT

Learning support teachers are special education-qualified and experienced teachers who provide targeted intervention in specific skill areas to students. Learning support teachers collaborate with classroom teachers, engaging in co-planning and co-assessing. Students who receive learning support are afforded accommodations to support access to the curriculum. For those students who require a greater degree of adaptation, the curriculum, assessment, and grading practices are modified to their individual level.

Learning support teachers will continue to undergo training in the Wilson Reading System in order to provide explicit reading instruction for students who require intervention in reading skills. The team finalized the new referral process – FOCUS (Focus on Collaboration and Understanding Students) and qualifying criteria for learning support.

LIFE CENTERED EDUCATION (LCE)

Despite the many hurdles placed in our way by the global pandemic, ISB opened the Life Centered Education (LCE) class for students with intellectual/cognitive disabilities. The class opened with three students and is predicted to grow in the coming years. In this program, students learn daily living skills, functional academics, social and communication skills, and vocational skills. Students are integrated to the maximum extent appropriate in classes with peers of the same age.

INSTRUCTIONAL ASSISTANT SUPPORT

Instructional assistants support student learning under the guidance and direction of learning support and EAL teachers. They are trained in delivering intervention and conducting small group remediation and English language acquisition. The primary role of the instructional assistant is to work with students.

SPEECH LANGUAGE THERAPY

ISB employs two speech language pathologists (SLPs) who provide therapy to students in all school sections. SLPs hold specialized degrees and credentials and work to prevent, assess, diagnose, and treat communication disorders. SLPs consult with parents and classroom teachers regarding strategies for use in the classroom and at home. Students receive therapy in the areas of language, fluency, articulation, social, hearing, and augmentative and

alternative communication devices. Students are eligible for therapy when they meet diagnostic criteria as determined by standardized speech language assessment measures.

SCHOOL PSYCHOLOGIST SERVICES

The school psychologist serves all three school sections, providing evaluation, intervention, and prevention services. Collaboration with teachers to determine academic and behavioral interventions tailored to the individual needs of students occurs on an ongoing basis. The school psychologist conducts psycho-educational evaluations and makes recommendations for research-based strategies and interventions. They also serve on the Child Safeguarding Leadership Team.

STUDENT SUPPORT SERVICES LEADERSHIP

The Director of Student Support Services (DSSS) provides coordination, facilitation, and oversight to school-wide processes, systems, and structures. New programs and procedures are developed and designed under the DSSS's leadership. The DSSS provides professional learning opportunities and advises on actions that increase the school's capacity for inclusive practices. The DSSS also serves on the Educational Leadership Team, the Operational Leadership Team, the Learning Leadership Team, and the Child Safeguarding Leadership Team.

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STUDENT SUPPORT BY THE NUMBERS



CO-CURRICULAR

What a crazy year! Looking back over past annual reports, it was made so much clearer just how different 2020-2021 was to what we consider the norm for our ISB Dragons. No APAC, no AMIS, no ISTA, no China Cup! Stop-start seasons, a slew of cancelled events and much frustration all round in Semester 1. But out of adversity comes opportunity and, looking back now, there is great pride in how we managed the tough times and adapted programs within the restrictions to meet the needs of our Dragons of all ages.

We kicked off the school year with a complete veto on any activity on campus after 3:30 pm. As this restriction slowly relaxed, November saw a “soft opening” for sport in Middle and High School, as well as after-school activity (ASA) Session 1 for our younger students. These proved to be great options – so many of our students had been in lockdown for so long that we saw very high turnout across the board at all age levels. And when we were eventually able to welcome a local high school for girls volleyball on a Saturday in mid-November, it was the greatest feeling and it looked like we had turned the corner.

And, for a short while we had! The month before the Winter Break saw campus fully alive again after school and on weekends – regular sporting fixtures

with local schools and a handful of virtual swim meets left us excited and planning for what we hoped was going to be a busy January and February. On December 13, we were able to welcome Keystone Academy here for Varsity boys basketball and the game was played out in front of our entire High School community in Gym 2, something which had looked impossible a month earlier.

However, over the Winter Break, Covid-19 reemerged, and with that came the desperately disappointing shutdown of all activities once more in January and February. But again, slowly, the restrictions started to relax and we were given the green light to get underway again from March 1. Warmer weather, committed directors, coaches and sponsors, along with super-keen students meant there was still hope we could salvage something really good before the summer, and indeed we did!

In sports, Season 3 played out better than anyone might have imagined, with over 300 Middle and High School students taking part. High School badminton, baseball, soccer, softball, and track and field all had a full season of practice and competition, minus the travel outside of Beijing of course. We hosted two ACAMIS events in soccer and track, as well as multiple local ISAC events in all activities.

Middle School enjoyed a full basketball and track season, with all our teams getting the opportunity to take part in their respective ISAC season-ending tournaments. And highlights, there were many! The sight of the facilities full of students again was of course right up there, as was the High School girls soccer golden goal win over Western Academy of Beijing (WAB) in the ISAC event and the return of parents to watch their own children play and perform. Then there was the hugely successful All Stars swim meet, when – for the first time in 18 months – we were able to host swimmers from other schools on campus, as well as the ACAMIS track meet in the ISB Stadium, an event which permitted us to welcome athletes from Suzhou, Nanjing, Hangzhou, and Qingdao.

We had plenty of special moments away from the sporting action. The very first ISB Fringe Arts Festival happened in April, three days that lit up the campus with over 800 students and staff members involved in over 30 performances, making use of all the performance spaces in school. The event was simply amazing. All venues were standing room only and it was heartwarming to see all our ISB student musicians and actors get the opportunity to showcase their talents and hard work in front of their teachers and peers.

It is worthy of note that more than 250 Elementary students were involved in the band, choir, and strings programs. That’s among the highest participation rates we’ve had in recent years. And while we’re on numbers... our ASA sessions had 583 and 567 students respectively taking part, meaning that around 75 percent of our Elementary School Dragons were involved in our after-school programs. Very pleasing totals indeed.

And, so, in summary, a very different year. Frustrating at times of course, but by the summer we had nailed it! Without many of the events that regularly appear on the ISB calendar, we were inspired to create our own opportunities for our students and give them the chance to shine. With the help of many people here at ISB as well as many of our colleagues in schools around China, new events popped up and old events were adapted to satisfy the restrictions. We are very proud of the achievements of all our students and our staff and look forward to 2021-2022 knowing that all our programs are in great shape.



ISB MAIN EVENTS 2020-2021

- ACAMIS:** Association of China and Mongolia International Schools
- AMIS:** Association for Music in International Schools
- APAC:** Asia Pacific Activities Conference
- China Cup:** Tournament between ISB, Hong Kong International School (HKIS), Shanghai American School (SAS)
- ISAC:** International Schools Athletic Conference
- ISTA:** International Schools Theatre Association

ISB FRINGE ARTS FESTIVAL BY THE NUMBERS

3

days

800+

student and staff performers

38

shows

9

venues across campus

13

year groups
from Kindergarten to Grade 12



ACTIVITIES BY THE NUMBERS

160
number of ASAs offered

1,150
ASA enrollments

75%
average participation of ES
students in ASAs





SECTION 3:
THE ISB FAMILY



ADMISSIONS

The ISB student population on campus receded during the start of the Covid-19 pandemic as many students were spread across the globe, unable to return to Beijing. Supported by ISB's online learning programs as a short-term solution, students applied to return to ISB with rolling enrollment throughout the year.

Students on campus were able to enjoy our new facilities (Elementary School Arts Center and Theater, Middle School/High School Performing Arts Center, Early Years Learning Community, and Middle School/High School Art & Design Center) as well as our continued innovative programming that distinguishes an ISB education from other international schools. In Elementary School, the English-based ISB Monolingual Program and Chinese/English Dual Language Program continued side by side, with the

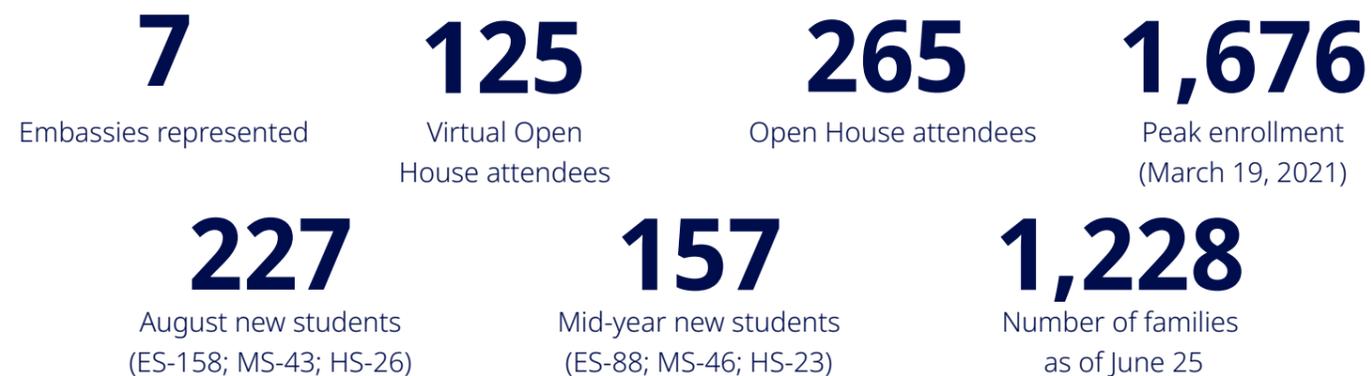
Dual Language Program extended to Grade 3. We hosted our first Virtual Open Day, which ran live with over 125 families participating. With its popularity, the recorded event was made available on the Admissions page of the ISB website. ISB implemented one-to-one Family Introduction Meetings via Microsoft Teams as part of the required application procedure, as a replacement for group presentations. In addition, English as an Additional Language (EAL) testing has been extended from Grade 1 to Grade 12 for all non-native-speaking students.

Despite the challenges of last year, ISB enrollment stood at 1,666 at the end of school year 2020-2021 and we continue to see increased growth in applications and retention rate from previous years.

COUNTRIES AND REGIONS REPRESENTED IN STUDENT BODY

Albania	China – HK	Germany	Japan	Pakistan	Sweden
Australia	China – Macau	Hungary	Malaysia	Philippines	Thailand
Austria	China – Taiwan	India	Mexico	Russia	United Kingdom
Belgium	Czech Republic	Indonesia	Myanmar	Saudi Arabia	United States
Bulgaria	Denmark	Iran	Netherlands	Singapore	
Canada	Ethiopia	Ireland	New Zealand	South Africa	
China Foreign PR	France	Italy	Norway	South Korea	

2020-2021 ADMISSIONS AT A GLANCE





FACULTY AND STAFF

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ISB is proud of its faculty and staff. With a history of more than 40 years, we are able to attract and retain passionate, professional, diverse faculty and staff, who bring a variety of experiences and views to enhance our students' education.

All members of the ISB administration and faculty have qualifications in their respective fields from externally recognized authorities. Our support staff are a dedicated team committed to supporting the advancement of ISB in areas including education, finance, facilities, human resources, government affairs, admissions, ICT, and communications and marketing. The dedication and expertise they bring helps to ensure ISB's success.

ISB families tell us the quality of our teachers and our commitment to recruiting top talent is one of the main reasons they chose the school. We put a huge amount of work into ensuring our staffing remains a strength and we believe wholeheartedly in providing the resources and pastoral care to help our faculty and staff be the best they can be.

2020-2021 saw a massive effort by ISB's Human Resources and Government Affairs teams to secure a return to China for the many members of staff left stranded abroad by global travel restrictions following the outbreak of Covid-19.

While this work was ongoing early in the academic year, almost 100 experienced and highly qualified Instructional Partners (IPs) were recruited, provided with a thorough orientation, and joined the team as ISB continued to provide challenging and joyful learning under a Partnered Instruction model. Teachers unable to be in Beijing because of the travel restrictions were assigned an IP on campus. These teachers and their IPs worked closely to deliver face-to-face and online lessons, activities, and projects as ISB provided for both the majority of students on campus and families still outside of China.

All international schools around the world have had to adapt their recruitment practices given the challenges thrown up by Covid-19. Pandemic restrictions continue to make it difficult to travel

internationally and for employers to secure work visas for new recruits. ISB has innovated to ensure we are continuing to hire high-quality faculty and support staff. We had the foresight from early in the pandemic to focus on hiring new candidates already in China. Naturally, our policy of only considering staff with top qualifications has been maintained.

In December 2020, more than 300 applicants attended our third Teacher Recruitment Fair. Further swelling the ranks of excellent educators ISB can draw upon, the event was hosted in downtown Beijing to identify talent and showcase the school to those interested in joining the community.

ISB's continuous professional development program supports faculty and staff attendance at a wide variety of workshops and online training sponsored by the International Baccalaureate Organization and other reputable educational institutions

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around the world. Even since Covid-19 threw up practical challenges to this program, ISB faculty have continued to enjoy contact with educational consultants virtually.

We have an appraisal system in place for all staff to set goals, improve, and reflect. In terms of teacher appraisals, 2020-2021 marked the second year using the 7Cs+1 Framework. This model is based on surveys given to students twice per year. Further to this work, the Professional Growth Model and Cycle were generated to guide the data collection, reflection, and goal setting process for teachers with support of their supervisors, walkthrough procedures, and performance feedback. Surveying students at the end of the year supports teachers to see if there are changed perceptions and improvement based on the initial student feedback. The 7Cs model is based on the Measures of Effective Teaching Project sponsored by the Bill & Melinda Gates Foundation.

YEARS OF SERVICE

	Admin	Faculty	Support
0-2 years	5	65	53
3-5 years	5	86	53
6-8 years	5	26	23
9-11 years	3	13	14
12+	4	26	42



2020-2021 STAFF AT A GLANCE

7.7:1

Student to Faculty Ratio

22

Administrative Staff

216

Faculty

185

Support Staff

4

Doctorate Degrees

195

Masters Degrees

151

Bachelors Degrees

121

U.S. Citizens

22

Australian/NZ Citizens

32

Canadian Citizens

169

Greater Chinese Citizens

79

Other



PARENT TEACHER ASSOCIATION

The PTA works with parents, faculty, staff, and students to organize and facilitate events that serve to enrich our students' educational experiences and build a strong and healthy community. It is led by 16 elected executive members and supported by scores of volunteers.

Events and fundraising channels typically include:

- The PTA Store. Situated on campus, this store selling school supplies and gift items is operated and maintained entirely by volunteering parents.
- The ISB Spring Fair, the single largest community event, organized and supported by a large group of PTA volunteers every year.
- International Day, in which students parade in their national dress, and parent-run booths showcase the wide variety of nationalities and cultures that make up the ISB community.

Despite disruption from Covid-19, the PTA also organized events in 2020-2021 including:

- Homeroom parents coffee mornings
- Faculty, Staff, and Coach Appreciation Lunch and gifts
- Community events like a flower arranging workshop, photography workshop, jewelry making, and a field trip to Spin ceramics shop
- Supported campus tours and Design Center opening Ceremony

PTA BY THE NUMBERS

- Over 110,000 RMB raised for student and community activities
- 93,000 RMB contributed to support divisional-level student activities
- Hundreds of hours of voluntary work contributed to serve the community
- Graduating classes in three grades (5, 8, and 12) received sponsored gifts from the PTA



BOOSTER CLUB

The ISB Booster Club works with administration, the PTA, and faculty to help enrich students' experiences at ISB.

In 2020-2021, the Booster Club continued its mission of promoting school spirit through the support of student activities. It overcame Covid-19 challenges and contributed a total of 70,000 RMB to multiple school events.

Fundraising channels have included:

- The Dragons' Den store, selling Dragon logo products and merchandise and operated and maintained by volunteering parents
- Concession sales of drinks and snacks during ISB sports events
- Popcorn sales every Thursday in the High School Cafeteria

- Pop-up shops off campus selling Booster products to the ISB community

Despite disruption from Covid-19, the Booster Club supported gifts and initiatives in 2020-2021 including:

- Dragons' Den vouchers to the six winners of the 40th Anniversary Logo Design Competition
- Cheering items for High School Spirit Week
- Faculty, Staff, and Coach Lunch (joint effort with the PTA)
- Dragons' Den vouchers to winners of the Spring Fair Logo Design Competition
- Senior group photo with frames to all graduates
- Cash contribution to the 40th Anniversary ISB Birthday Gift Fund
- Popcorn for Smile Week movie night



ALUMNI RELATIONS

The ISB Alumni Association continues to grow year after year. Over 1,600 former students, parents, and faculty members have created profiles on the Alumni Network website, isbalumninetwork.com. The platform provides the opportunity for alumni to connect with one another online, and to give back to ISB by offering mentoring, career, and internship opportunities.

Our monthly newsletter and alumni spotlights/profiles provide an update of campus news and serve as a medium to showcase our alumni and their stories and successes. And an active social media presence on Facebook, WeChat, Instagram, and LinkedIn also helps to ensure we reach as many alumni as possible and continue to grow our global network.

The opportunity to connect in person with old and new friends alike is still important to us and to our alumni. During the 2020-2021 school year, ISB hosted virtual alumni events including a webcast, a career skills workshop, and the annual university panel with Grade 12 students and parents. Alumni judged year-end presentations by the Research Symposium High School club and made guest appearances in the Middle School's new STEM speaker series. Alumni also hosted two online summer courses for current High School and Middle School students. Forty-eight alumni attended the Beijing reunion held on campus in June as part of the celebrations for ISB's 40th anniversary, and 35 attended one held in New York the same month.

ALUMNI FACTS & FIGURES

- Establishment of School: 1980
- Establishment of Alumni Association: 1995
- Number of Alumni: 12,288 (as of June 2021)
- Alumni Nationalities: Over 60

GETTING INVOLVED

- Alumni network: 1,623 registered users
- Alumni mentors: 1,023 registered users
- Alumni communication: 253 alumni messages sent via the alumni portal

TOP 5 COUNTRIES WHERE ALUMNI LIVE

- United States
- China
- South Korea
- Canada
- United Kingdom

TOP 5 INDUSTRIES ALUMNI WORK IN

- Finance
- Technology
- Media
- Marketing
- Healthcare

STAYING CONNECTED

- Facebook groups: 12 representing different regions, 4 representing different graduating classes
- WeChat groups: 3 alumni WeChat groups, 1 parent alumni group
- ISB alumni network groups: 3 different regional groups, 2 graduating class groups
- LinkedIn groups: 1 alumni students group

ADVANCEMENT

53 ISB established an Advancement department in the spring of 2018 with the aim of consolidating the school's strong community networks and leveraging them to finance transformative educational opportunities and support long-term financial health. Amid the ongoing pandemic, the advancement program at ISB continues to survive and thrive. Schools around the world are pursuing organizational adjustments to ensure fiscal sustainability, provide for the well-being of students, faculty and staff, and offer even more value to members of the community.

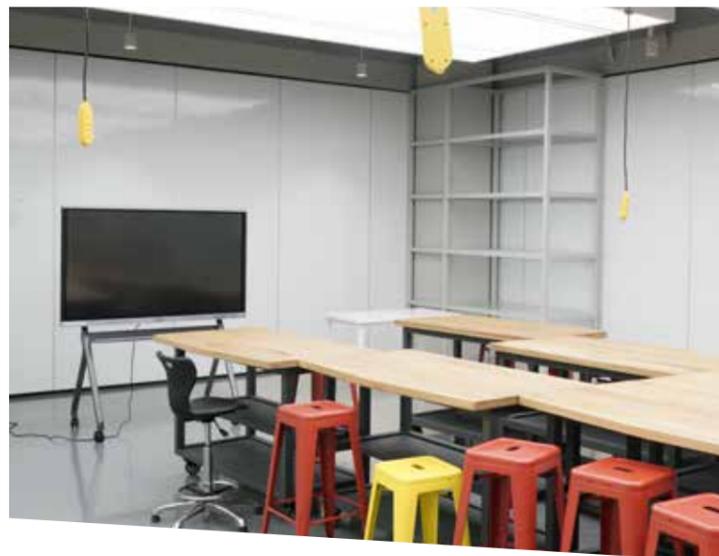
The connections and the generosity of the ISB community are a core strength that allowed the school to mark an incredibly successful 40th anniversary celebration year. Read about some of the events and activities supported by the Advancement Office in the 40th anniversary section of this report. Overall, in 2020-2021, a vital role has been played by the Advancement Office in uniting the community and championing the collective ISB Mission and Vision.

Notable progress and achievements in advancement in 2020-2021 include...

- Many ISB parents have now donated significant sums of money to the school, money that ISB has and will continue to put to good use. In March 2021, one family gave 1 million U.S. dollars (more than 6.5 million RMB), the largest single donation the school has received to date. This money will directly support ongoing and planned work focusing on the professional growth and improvement of our teachers, giving them further opportunities to learn to best serve students.
- In December, an ISB Birthday Gift Fund was launched to support student projects in the areas of service learning, sustainability, and creative learning. ISB community members including the Board of Trustees, parents, staff, and alumni gave over 250,000 RMB to the fund before it closed for the year. Students were invited to bid for access to the funds. Two High School clubs working on a sophisticated radio-controlled airplane and providing free education for underprivileged local children were among the first student groups to earn grants.
- The Advancement Office connected and introduced community resources for school events and programs including Head of School and Principal Parent Coffees, celebrations of Chinese culture, ISB's Chinese Language Conference, the recruitment fair, and the school's sustainability program.



SECTION 4:
A 21ST CENTURY CAMPUS



FACILITIES

At ISB, we are committed to providing the best possible environment for our students to excel. Our campus is an extension of our learning philosophy and was designed to nurture the intellectual, physical, social, and emotional development of our students. Providing a campus which supports our Mission and Vision is of utmost importance. Every year, we invest time and money to ensure we continue to meet this high standard.

2020-2021 was rich reward for this hard work and careful planning as the Facilities Master Plan projects that opened at the start of the year had become a beloved home for students and faculty by the end of it. It's becoming hard now to imagine campus without the new Elementary School Arts Center and Theater, Middle School (MS)/High School (HS) Performing Arts Center, Early Years

Learning Community, and MS/HS Art & Design Center.

While these have been the most dramatic recent developments in our facilities, there are many smaller but nevertheless very important maintenance and campus improvement tasks that keep our facilities team busy throughout the year.

MAJOR PROJECTS 2020-2021

- Renovation of Elementary School Library
- Early Years courtyard construction
- Road and landscape upgrades surrounding new expansions
- Middle School art classroom relocation
- High School media center construction
- New office design and construction for Head of School (relocated to a more prominent position in the school)

SOME OF THE THINGS WE OPERATE AND MAINTAIN

42,000 KVA transformers	3 absorption chillers	2 boilers
2 diesel engine generators	2 cooling towers	50 exhaust fans
3 harmonic filters	68 air-handling units	25 sewerage pump units
317 electrical sub-boards and distribution boards	1,190 fan coil units	4 septic tanks
8,807 indoor lights, 658 outdoor lights	40 split air conditioners	30,000 square meters of artificial turf

SUSTAINABLE ISB

People Planet Purpose



It would have been easy to temporarily set aside our ambition for a more sustainable ISB given the challenges of the 2020-2021 school year. However, as we teach in our classrooms, global issues such as climate change are not going to solve themselves or take a year off. ISB believes taking purposeful action to positively impact people and the planet is critical, potentially even more so during these challenging times.

Last fall, we published our first Sustainability Impact Report, covering the 2019 calendar year. ISB is the first international school to publish such a report and we hope sharing our journey will inspire others to chart a similar path forward. For the report, we asked Louisa Song, a 2019 ISB graduate and contributor to the Sustainability Roadmap working group, to share her thoughts: "I feel proud to be a part of a

community where sustainability is a priority... I am most grateful for ISB's determination to engage the entire school community in its sustainability journey. The experience [of being on the working group] allowed me to develop my confidence and voice, two factors that have been integral to my growth as a person."

Sustainability comes alive when we empower our students and staff to drive positive impacts throughout our community. 2020-2021 demonstrated the wealth of ideas and passion that lives within our community. While we can only highlight a few of our most impactful actions from last year, know that every action, no matter how small, is critical to creating a healthier and more prosperous society.

OUR HIGHLIGHTS

- Reduced carbon emissions by 81 percent in 2020 compared to 2019, which places ISB in alignment with the global ambition of limiting global temperature rise to 1.5 degrees Celsius.
- Saved over 2.6 million RMB in electricity and natural gas costs by implementing energy efficiency measures researched and proposed by 2020 ISB graduates Hannah Lu and Anna Ng.
- Presented the value of sustainable schools at the 2021 ACAMIS Conference to further our impactful sharing commitment.
- Conducted a compensation analysis for all workers on our campus in comparison to the local livable wage.

STUDENTS IN ACTION

- 2021 ISB graduates Siri Cavallerano and Raima Puntso first started to campaign for plant-based diets with their Grade 10 climate change project and saw their work realized with plant-based meats added to the menu last spring.
- Over 16 students from the Middle and High School have worked to bring nature into our school. Last year, Grade 9 students Hazel S and Ryleigh R carried the project over the goal line, and they hope the community

enjoys the new living green wall in the Elementary School staircase.

- To demonstrate our commitment to student efforts, we introduced refillable whiteboard marker pens to classrooms, replacing standard single-use pens. This was first researched and proposed by 2019 ISB graduate Louisa Song two years prior.

SUSTAINABLE ISB BY THE NUMBERS

- 20 | # of staff recognized as Sustainability Change Agents
- 60+ | # of students learning the qualities needed to become Sustainability Change Agents
- 81 | % reduction in our carbon emissions compared to 2019
- 31 | # of buses and ISB passenger vehicles switched to all-electric
- 100 | % of the electricity used by ISB sourced from clean wind power
- 2.6M | RMB saved from energy efficiency measures
- 4,000 | # of organic apples provided to students and staff during our healthy women and men campaigns



How We're Funding Peace House

We're helping Peace House by providing more stable wages for the caregivers to make sure we keep that 2:1 ratio so that the babies receive the medical and developmentally-appropriate attention they need to thrive.

SECTION 5: FINANCIAL RESPONSIBILITY

FINANCIAL REVIEW

As a not-for-profit institution, ISB invests all revenue back into the school, to further our Mission and Vision and provide an excellent education for our students. To continue to provide the education ISB is known for, we need to be able to attract and retain highly qualified administrators, faculty, and staff; invest in quality instructional resources; provide excellent equipment and world-class technology; and construct, renovate, and maintain top-tier facilities. Our Board of Trustees is comprised of voluntary members of the ISB parent community who receive no financial compensation for their commitment of time or effort.

ISB budgets and manages its finances in alignment with the school-year cycle, such that financial results are based on the period from July 1 to June 30. Note also that ISB's booking currency is required to be the Chinese renminbi (RMB), thus all amounts are stated as such.

REVENUES, EXPENSES, AND OPERATING RESERVES

The majority of ISB's income (93 percent) comes from tuition and capital fees, with bus fees, interest income, and grants making up the remainder.

ISB's income for 2020-2021 adequately supported our personnel and operational needs. School revenue was slightly less than the projected budget amount (99.6 percent of budgeted revenue). This small shortfall is due to decreased interest revenue and to the return of school bus fees to ISB families owing to the period of campus closure because of Covid-19. ISB ended the school year with 70 more students enrolled than at the start of the 2020-2021 school year, a growth that positively impacted the school's financial performance.

Most of ISB's operating expenses (79 percent) were used to support personnel costs. The salary and benefits for ISB employees were frozen for the 2021-2022 school year, and all employees signed contracts for the exact value of the salary during the 2020-2021 school year.

The remaining portion of the school's operational expense is dedicated to support instruction, student activities, facilities, and technology needs. Board policy targets that ISB maintains operating reserves of 25 percent of its operating budget. These reserves are earmarked for use if there is any sudden emergency closure or a sudden reduction in enrollment brought about by external forces. These reserves provide the resources for ISB to wind up the business of the school or to carry through any protracted period of adversity in an orderly manner. At the end of the 2020-2021 school year, ISB's targeted operating reserves, as detailed in Board policy, met this targeted amount.

CAPITAL FEE INCOME AND EXPENSES

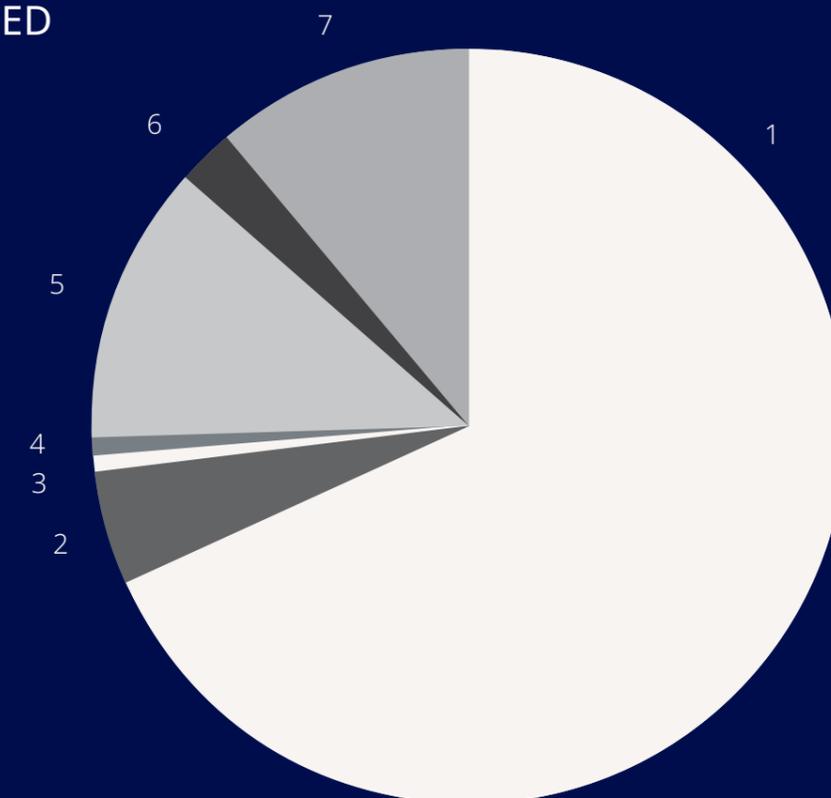
The capital fee is used to fund major capital expenditures and the annual debt service of the school's construction loans. In 2020-2021, our capital fee income was 53.2 million RMB. Capital fee income was used to address needs for construction and renovation projects throughout the school, furniture replacement, fixture upgrades, and the purchase of computers and other equipment for educational use.

LOOKING AHEAD

ISB continues to be in a financially sound position as reflected by positive audit results and meeting the school's reserve targets. Through ongoing trend analysis, we are able to financially plan for the best interests of educating our students. The Board of Trustees approved a budget based on 1,725 students for the 2021-2022 school year, and the school is expecting between 1,725 and 1,750 students to enroll in ISB. ISB programs and student experiences continue to be priorities for school resource allocation, as we continue to assess trends and realign our budget at the start of the new school year.

HOW SCHOOL FEES ARE USED

1. Personnel: 71%
2. Instructional: 5%
3. Student activities: 1%
4. Technology: 1%
5. Facilities and transportation: 11%
6. General and administrative: 2%
7. Capital expenses (facility and technology): 9%



HOME > NEWS & MEDIA

ISB NEWS

News Categories

All Alumni Co-Curricular Community ES HS MS



First week of 2021-2022 in pictures

September 7, 2021

The buzz of day one, new students and staff join the community, campus in



ISB ready for 2021-2022

August 31, 2021



SECTION 6:
TELLING THE ISB STORY



COMMUNICATIONS AND MARKETING

The 2020-2021 year was another exceptionally busy one for the Communications and Marketing Office:

40TH ANNIVERSARY CELEBRATIONS

ISB's 40th anniversary was a common theme throughout communications in 2020-2021. With the various events being organized throughout the school year, we made sure the community was aware of them taking place and that they had the opportunity to attend where possible. News stories and retrospective Monday Memory articles helped to remind the community of our rich history.

surveys needed to be filled in and information gathered at short notice.

INTEGRATION WITH ADMISSIONS

We have been working with our consultants, Impact, over the past five years to develop our inbound marketing campaigns. The content we have produced and targeted to our priority families has helped to grow our community with families who understand our programs and who we know we can serve well. The adoption of our integration system allows our admissions team to keep pace with the research process of those priority families; they can offer even better customer service by ensuring that these prospective ISB families are receiving the information on the school that is of most interest to them.

COVID-19

Unfortunately, Covid-19 continued to play a large role in ISB communications. With campus access restrictions, campus closure resulting in online learning, and frequently changing situations, it was important to ensure updates were shared with the community in a timely manner and that we also looked for ways to connect with parents through different events. In this context, we supported various offices to arrange and publicize Parent Coffee events and presentations in locations off campus.

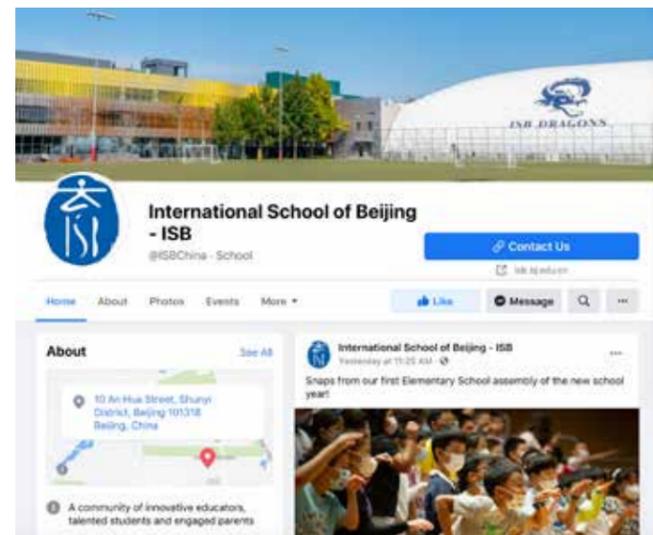
BRANDING

With the formal adoption of ISB's refreshed Mission and Vision statements in our 40th year, we updated and added signage around the school to ensure the visibility and prominence of the Mission and Vision and to remind our community of our philosophies. As a community, we want to 'live' our Mission. By using the language in our communications and demonstrating this visually, it helps put our values and goals front of mind today and into the future.

We supported the Office of Learning with preparing parent guides for the different learning models that were adopted for this school year – including Partnered Instruction, Online Learning, and Dragons Abroad Academy. This also involved building a mini-site within Dragons' Gate that provided multiple resources for parents and students during times when face-to-face learning was not possible.

We supported the Elementary School with visual displays in the new Early Years Learning Community. These displays show the students' learning journey and help parents and visitors to understand our Early Years educational philosophy. We also worked with the Office of Learning to create new and refreshed visuals that illustrate our working practices and philosophies.

We also introduced a new communications system, WeCom, which allows us to send urgent messages to the community through personal WeChat accounts. Parents have found this very convenient. We had great success in community engagement when



	2020-2021	2019-2020
Followers	5,738	5,626
Posts	202	236
Reach	135,625	191,402



	2020-2021	2019-2020
Followers	1,829	1,536
Likes	10,180	8,069
Posts	86	62
Engagement	14,319	11,054



	2020-2021	2019-2020
Followers	1,125	992
Impressions	86,276	152,396
Engagement	4,497	1,853



	2020-2021	2019-2020
Followers	13,684	11,087
Reads	117,657	100,490



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