

ANNUAL REPORT

2017-2018



北京顺义国际学校
INTERNATIONAL SCHOOL OF BEIJING

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We can learn
anywhere.

~~anywhere,~~ We learn at the beach, scho
parks, swimming pools, airp
transportation, ~~and~~ almost
even the universe.

SECTION 1:
A VISION FOR LEARNING

FROM THE HEAD OF SCHOOL

Dear ISB Community,

This Annual Report will demonstrate another year of impressive learning and progress at our cherished school. At the end of my first year as the Head of School at ISB, I remain convinced of the power of its Mission, excited by the ambition of its Vision, and reassured by our shared Values. With those three guiding principles, research-based programs, high-quality teaching, and outstanding and ever-improving facilities, our students are set for a first-class education preparing them for success in a world that keeps changing at a breathtaking pace.

To spend time together at the International School of Beijing at this point in history in the capital of such a dynamic country is an experience we should enjoy. We share the privilege of nurturing principled, ethical leaders who will make a tremendous impact in their communities and in the lives of others, in Beijing, China, and across the world.

Unity is vital to the success of our school. From the 12-member Board of Trustees guiding our work, to the hundreds of faculty and support staff, to our thousands of current students and alumni, the ISB community is a vibrant, diverse group of people from around the world united in our commitment to providing the best possible learning opportunities.

Our students deserve the very best. Our world requires young people with knowledge, skills, values, empathy, and character. Education is a fast-changing environment. It's quite a responsibility we share to keep well informed so that we provide the best for each child. It's a responsibility I accept with enthusiasm and, I hope, humility.

What is certain is that good relationships between home and school are of fundamental importance. Without parental support and engagement, we won't be as effective as we might otherwise be. I commit to strengthening communication from school to family, and I ask you please to keep partnering with us as we work together to make sure an ISB education remains as relevant as it always has been.



Patrick Hurworth, M.A.

FROM THE BOARD CHAIR

Dear ISB Community,

It was with much pleasure that the Board of Trustees saw Mr. Patrick Hurworth settle in as ISB's Head of School last year. Mr. Hurworth has proven to be the right leader for the school, and we are excited to partner with him to position ISB for continued long-term success.

Mr. Hurworth may be the Board's sole employee, but our relationship with all other teachers and staff in the school is also vital. We are grateful for the job they're doing. I would further like to thank Ms. Nadine Pettman, past Board Chair, as well as the rest of our outgoing Trustees for their energy and leadership.

As incoming Board Chair, I'm excited to see the progress shown in this Annual Report. Reading the coming pages, it is my hope you are as proud as I am of our students' accomplishments and the opportunities afforded them at ISB. All of this is made possible through a community effort of staff, parents, and our children.

As a Board, we continue to look to the future. Under the Facilities Master Plan that the Board was happy to approve in 2017-2018, construction is underway on new facilities strengthening the school in academics and co-curricular activities. We can all look forward to innovative learning spaces opening from August 2019, including new arts and theater centers, plus remodels of the Early Years Learning Center and MS/HS Design Center.

The new facilities will join the Board's and teachers' work over the next year in setting our students up to thrive, but our job is not complete. We have children attending ISB today who will graduate in 2025 and beyond. An important part of the Board's duty is to ensure those ISB graduates have the educational opportunities and experiences they need to develop skills for a future we cannot accurately predict. This report is our opportunity to reflect on the decisions made by Boards of years past and recognize expectations are high.

The Board helps govern the school through means including addressing fiscal management, strategic planning and oversight, and policy development and review. Ultimately, we serve in the best long-term interests of ISB's students. It is an honor for all Trustees to be a small part of the ISB experience.

2017-2018 ISB Board of Trustees

Xiaoping Cao	Philip Hu	Nadine Pettman (Chair)
Doug Cogle	Gus Kang	Sue Wang
Gabriella Eitingon	Liyin Liang	Thomas Wu
Ed Grulich	Soledad Matteozzi	



Doug Cogle
2018-2019
Chair, ISB Board of Trustees

OUR MISSION

The International School of Beijing offers an academically rigorous, balanced, and engaging learning environment, enriched by being in China and strengthened by collaboration with parents and external partnerships. We cultivate inspirational and creative opportunities to develop each student's unique potential. We nurture confidence and intellectual curiosity through experiential learning and innovative applications of knowledge and skills.

OUR VISION

The International School of Beijing aspires to be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student's passion for lifelong learning. We will nurture the intellectual, physical, social, and emotional development of each child. We will embrace change, inspire creativity and foster innovation. We will actively promote global understanding and respect within and between cultures. Our community will model integrity and seek opportunities to serve with compassion and conviction.

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:
EXCELLENCE IN EDUCATION

OFFICE OF LEARNING

The Office of Learning 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 support teacher and parent understanding of our programs.

Highlights

We evaluated our current parent education program as part of our work related to our school-wide strategic initiative Unite the Community. Based on this evaluation, we will be running a more comprehensive parent education program in 2018-2019 that centers on themes throughout the year.

Exploring coaching as a model for embedded professional learning at ISB, we brought in several outside experts this year to provide coaching opportunities for teachers, and we have our first full-time coaching position in 2018-2019 in the Elementary School. With this position in mind, we had a school-wide group convene in spring to explore models and philosophies of coaching and we created a Coaching Mission Statement and Values to guide our work at ISB.

We had over 100 people involved look at several school-wide initiatives. Through this process, teams outlined where the school was at with the initiatives and then made recommendations for moving forward. Based on these recommendations, ISB has set school-wide goals and priorities for 2018-2019.

OVERVIEW OF INITIATIVE GROUPS

Professional Growth

Purpose – identify best practices related to teacher growth and establish a school-wide framework, standards, systems, and structures for implementation in 2018-2019.

Personalized Learning

Purpose – to increase understanding of personalized learning in order to outline a vision for this work at ISB.

Whole Child

Purpose – to reflect on our work at ISB related to Whole Child and consider data we have at ISB to evaluate our impact on Whole Child development.

Inclusion

Purpose – to increase understanding related to inclusion at ISB and to recommend the pace of becoming more inclusive.

Learning21 (L21)

Purpose – to reflect on the Learning21 model of curriculum at ISB and make recommendations for updating and revision.

Interculturalism

Purpose – to define interculturalism at ISB and recommend work related to this concept and pacing for its implementation.

The Future of Middle School (Futures Academy and Beyond)

Purpose – to consider the future of “Futures Academy” and the potential implication for the Middle School.

Dual Language

Purpose – to make decisions related to entry into the program and recommend how far the program should go at ISB.

CURRICULUM REVIEW

We documented our curriculum, including each department's philosophy statements, unit titles, essential questions and enduring understandings on the public ISB website. Adding this page on the website means we can share our programs with parents and the whole community in more detail.

We updated and documented the vertical alignment of our Visual and Performing Arts courses in scope and sequenced documents to align to the National Core Arts Standards.

We piloted common formative assessments with the Math and Physical Education departments, having teachers sit down together with student data for the purposes of more targeted differentiation. This work will continue in 2018-2019 with English, Science, and Social Studies.

We created, administered, and analyzed the data from common vertical assessments in Math, English, Science, Social Studies, and Physical Education. These common vertical assessments help us evaluate our programmatic alignment and give us another way of ensuring that we as a school are measuring the complex learning goals that are most important to us.

PROFESSIONAL LEARNING

We have continued to bring some of the top people in the field of education to support teaching and learning at ISB. Key work included:

- ⌋ Continued support and development of the Writer's Workshop in the Elementary School.
- ⌋ We completed our Math Specialist in International Schools cohort with Erma Anderson for K-8 teachers.
- ⌋ We began to explore the implications of mindfulness practices for teachers and students.
- ⌋ Our support of our English as an additional language (EAL) learning continues with the work of Dr. Jose Medina and our commitment to train all ISB teachers in the strategies and practices that best support EAL students.
- ⌋ PE explored Physical Literacy and revised their program to better include this concept.

CHINESE INTEGRATION

To better meet diverse learning needs in the student population and the changing demands of modern curriculum and instruction, an evaluation of the Chinese program at ISB was conducted with a consultant. Based on the evaluation report, we restructured the Chinese program from two-track to a three-pathway model in order to cater for three major cohorts of our learners. We redefined our standards, adopting and incorporating a few new sets of standards so we will be able to differentiate the approach from the outset.

We recognize the importance of parent communication, partnership, and parent education. As International Chinese curriculum is still a new concept for many parents in the community, a series of Chinese teas was provided this year to start conversations on the curriculum reform and to build understanding of our new program.

We started to develop a rigorous and modern Chinese curriculum using an Understanding By Design (UBD) framework and concept-based approach. We've developed and aligned the K-12 scope and sequences for each pathway on themes, topics, and key concepts. We have documented the first stage of UBD units for unit ones and twos.

We've identified professional development and authentic learning opportunities to support the implementation of the new program. We sponsored and organized the first Chinese Panda Reading Challenge among international schools to promote Chinese reading and intercultural understanding through literature. We will bring in Dr. Theresa Jen for Oral Proficiency Interview (OPI) training in 2018-2019 to deepen teachers' understanding of the assessment of language oral proficiency and performance along with their implications for teaching and learning.

To support the school-wide goals as guided by our school mission and vision, we proposed to establish a Chinese Language and Culture Center, aiming to promote knowledge of China, and build intercultural understanding in our community.

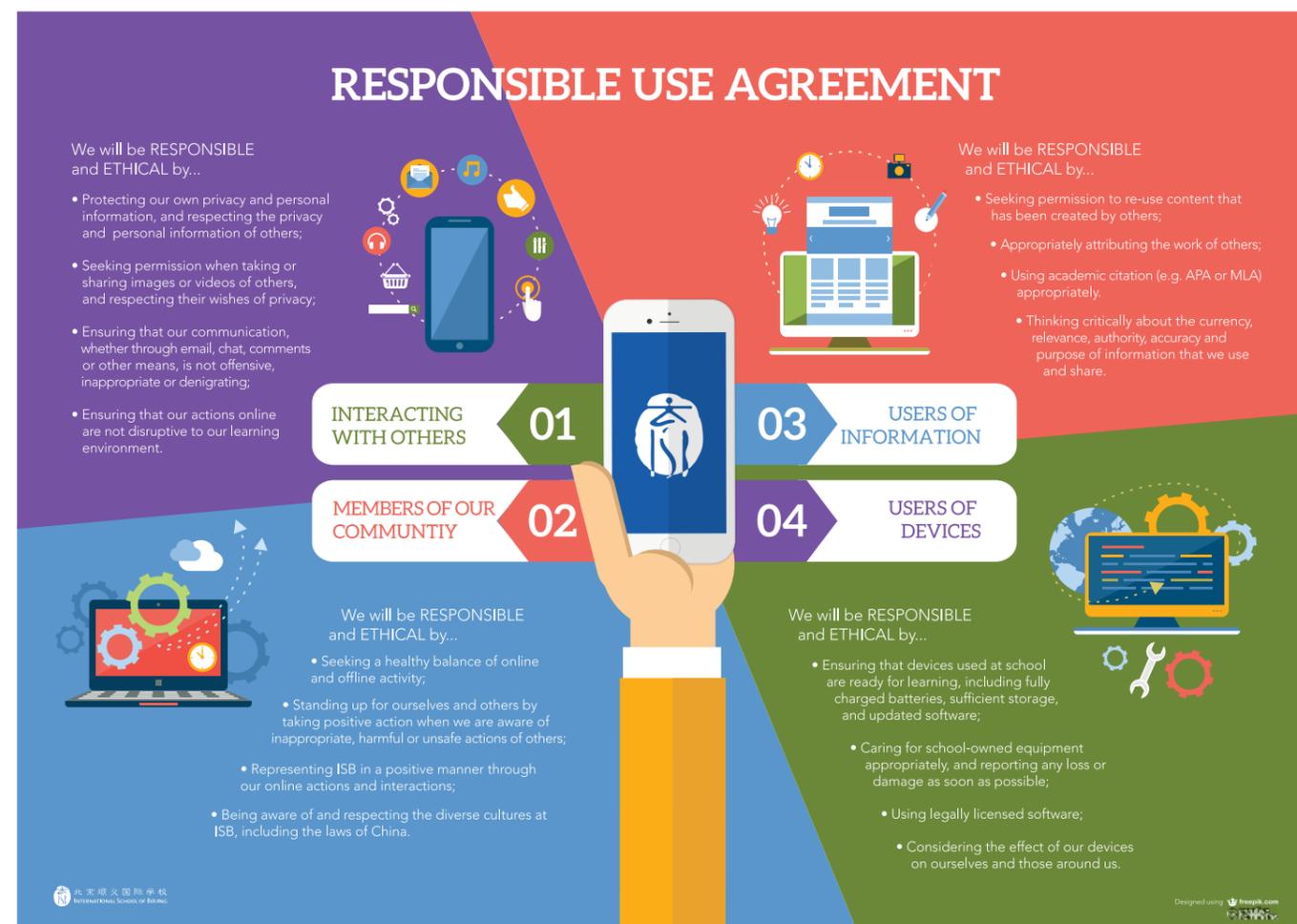
EXPERIENTIAL LEARNING

- ③ We supported the expansion of the Capstone Project to the entire eighth grade.
- ③ We piloted the Capstone Project for the High School Futures Academy. This project has been incorporated into a new course for the 2018-2019 school year for grade 10 students: Action Research.
- ③ We successfully ran our annual High School experiential learning opportunities (ELOs) and transitioned the program to run during the fall of 2018.



EDUCATIONAL TECHNOLOGY

- 17
- ③ We opened two new spaces – the ES Design Lab and the MS/HS Fab Lab – to support critical, creative and design thinking across the school.
 - ③ We rolled out a student-centered Responsible Use Agreement (RUA) for both the ES and the MS/HS that was written, in part, with input from students and teachers and that reflects the positive, proactive and empowering approach to digital citizenship that we would like students to take.
 - ③ We supported the rollout and expanded use of Seesaw as a student learning journal for students across the ES. With over 800 connected parents and almost 40,000 posts added over the year, it has proven to be an important glimpse for parents into the learning of their children.



ELEMENTARY SCHOOL



More Mindfulness

Mindfulness practices are being implemented in Elementary School classrooms on an ongoing basis. Through guidance classes, the counselors embedded mindfulness practices in the social-emotional learning (SEL) curriculum.

Professional Development for Teachers

We showed commitment to the learning of all students by training teachers in the Sheltered Instruction Observation Protocol (SIOP), a planning framework.

Implementation of the Dual Language Program

The dual language program began fully at the start of the year in PreK3, PreK4, and kindergarten. It was implemented in kindergarten to a full cohort of 36 students.

Workshops for Parents

We offered parents education on the Writer's Workshop, the design process, and parenting.

ES Drama and Arts Program

Our students proved their talent for performance with artistic showcases including the second-grade circus and a production of *The Wizard of Oz*.

Science and Social Studies Development

There was implementation of concept-based science and social studies units from kindergarten to grade 5.

Professional Development for Math Teachers

We showed commitment to the professional learning of math teachers through the Mathematics Specialists in International Schools (MSIS) certificate program.

Strengthening Guidance Counseling

The year also saw ongoing implementation of a robust guidance counseling program that incorporates social thinking, child protection and digital citizenship concepts, and parent workshops.

Writer's Workshop

Elementary teachers were trained in the Writer's Workshop. Successful implementation occurred from kindergarten to grade 5.

New Design Space

The opening of an ES Design Space allowed students to apply skills in critical thinking, communication, and collaboration as they used the design process to create objects and solve problems.

MIDDLE SCHOOL

Parent Education Focus

- Middle School Back to School Night – We had a new format that was designed to help parents engage in the “why” behind many of our MS programs, features, and choices.
- We featured teachers at our parent coffees. The teachers continued the messages of Back to School Night.
- We featured teacher presentations on a variety of topics at our MS United event, taking place during Spring parent teacher conferences.
- We redesigned our parenting workshops called Parenting in the Digital Age. This was a project led by our counselors and EdTech.

Increased Capacity for Design and Technology in Student Projects

Additions in staffing, facilities, and teacher training have created greater opportunities for students to learn in hands-on, project-based formats. The Fab Lab is a great visual example of this work, but the real meaningful advancement in this area is the collaborative work between our MS teachers and our EdTech and Design Tech facilitators. They are redesigning projects and instruction to make it far more engaging and meaningful to students.

Implemented a New Master Schedule

- We moved to an eight-day schedule with rotating blocks so that students have classes at varying times.
- We moved from semesters to trimesters to assist in the timing of reporting and to repackage some of our longer courses into shorter periods of time.
- Teacher planning time was synchronized to create more opportunities for teachers to work collaboratively in the school day.

Future of the Middle School Initiative

- We convened a committee to consider different Middle School models and the needs of Middle School students in the future.
- We are drawing on our learnings from the Futures Academy, our Middle School program, educational research, and other Middle School programs to revise our Middle School. We will continue the work in 2018-2019 and develop a roadmap for future changes.

Work on Common Assessments

In cooperation with the Office of Learning, we are increasing emphasis on teacher discussions around assessment, particularly when teachers give the same assessment and then compare results and make plans to strengthen instruction collaboratively. This ongoing work will result in meaningful gains in student learning.



VARSITY CLUB COUNCIL HIGH SCHOOL

More Mindfulness

Author and mindfulness educator Kevin Hawkins visited ISB at the start of the year to provide workshops on well-being, mindful awareness, and emotion-regulation skills for students, faculty, and parents. This led a process of raising awareness of mindfulness across the HS. We trained some teachers to coach mindfulness and ran sessions on this skill for all grade 9 students.

Standards-based Grading

We are aiming at giving better feedback to students to help improve learning. After consulting with a wide range of parents, students, and teachers, we developed a system for standards-based reporting based on a one-through-seven scale.

Service

We enjoyed our third year of gold certification in the Duke of Edinburgh International Award program. Student clubs and service groups also made significant achievements in their work, contributing to the vitality of our school and the local community.

Science Integration

We introduced a new integrated science course in grade 9. While students in grades 11 and 12 still choose from four branches of science, younger learners now take a combined earth science, biology, physics, chemistry course for a broader understanding of the disciplines and how they relate to each other.

Exciting New Courses

We developed two inter-disciplinary courses based on the Futures Academy model – Science and Engineering for grade 9, and Action Research in a Developing World, which involved a service learning component in Cambodia. Students set goals before traveling and performed a needs assessment of the community. The 2018-2019 students will return to Cambodia and build on that assessment.

An Inspector Calls

High School drama students put on a powerful, thought-provoking production of this classic examination of the class system in Victorian England.

ASSESSING THE RESULTS

International Baccalaureate

In 2017-2018, ISB celebrated another year of success in the International Baccalaureate (IB) Diploma Programme, the world's toughest college preparatory course. Our students achieved an average score of 35 – 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 10 years.

2018 International Baccalaureate Results

Pass rates and points awards for the 72 graduates who completed the Diploma in May 2018 appear below, with comparative information for the previous two years.

	Class of 2018	Class of 2017	Class of 2016
Number of Diploma Candidates	72	83	91
Pass Rate	99%	96%	96%
Points Obtained by			
Successful Candidates	40-45: 14	20	17
	35-39: 26	32	40
	30-34: 19	22	24
	24-29: 12	6	6
School Mean	35	36	36
World Mean	30	30	30
Bilingual Diplomas	20	21	27



UNIVERSITY ADMISSIONS for the Class of 2018

UNITED STATES

American Musical & Dramatic Academy
 American University
 Art Center College of Design
 Amherst College
 Bennington College
 Bentley University
 Binghamton University
 Boston College
 Boston University
 Brandeis University
 Brigham Young University
 Brown University
 Bowdoin College
 California Inst. of Technology
 Cal Poly Pomona
 Cal Poly San Luis Obispo
 California State Fullerton
 Carleton College
 Carnegie Mellon University
 Case Western Reserve University
 Clarkson University
 College of William & Mary
 College of Wooster
 Colorado College
 Columbia College
 Cornell University
 Drexel University
 Duke University
 Eckerd College
 Elon University
 Emerson College
 Fordham University
 George Washington University
 Georgetown University
 Gettysburg College
 Harvey Mudd College
 Haverford College
 Hofstra University
 Indiana University Bloomington
 Iowa State University
 Ithaca College

Jacksonville State University
 James Madison University
 Kansas State University
 Loyola Marymount University
 Loyola University Maryland
 Mt. St. Mary's University
 Macalester College
 Marquette University
 Marymount Manhattan College
 Mass. College of Art & Design
 Mass. College of Pharmacy & Health
 New School University
 New York University
 Northeastern University
 Northwestern University
 Oberlin College
 Occidental College
 Pepperdine University
 Pomona College
 Pratt Institute
 Princeton University
 Purdue University
 Reed College
 Ringling College of Art & Design
 Rhode Island School of Design
 Rose-Hulman Institute of Technology
 Rutgers University New Brunswick
 San Diego State University
 San Francisco State University
 Santa Clara University
 Savannah College of Art & Design
 School of the Art Institute of Chicago
 School of Visual Arts
 Scripps College
 Seattle University
 Smith College

Southern California Institute of Architecture
 Stevens Institute of Technology
 Suffolk University
 Syracuse University
 Temple University
 Trinity College
 Tufts University
 Vassar College
 Union College
 University of Akron
 University of California Berkeley
 University of California Davis
 University of California Irvine
 University of California Los Angeles
 University of California Riverside
 University of California San Diego
 University of California Santa Barbara
 University of California Santa Cruz
 University of Chicago
 University of Georgia
 University of Hawai'i Manoa
 University of Illinois Urbana-Champaign
 University of Iowa
 University of Maryland College Park
 University of Miami
 University of Michigan Ann Arbor
 University of North Carolina Chapel Hill
 University of North Florida
 University of Minnesota /Twin Cities
 University of Mississippi
 University of Pittsburgh
 University of Redlands
 University of Rochester
 University of San Diego
 University of Southern California

University of Virginia
 University of Washington
 University of Wisconsin Madison
 Villanova University
 Wellesley College
 Wheaton College IL
 Whitman College
 Worcester Polytechnic Institute

CANADA

Durham College
 Emily Carr College of Art & Design
 Langara College
 McGill University
 McMaster University
 Ontario College of Art & Design
 Ryerson University
 Simon Fraser University
 Trent University
 University of Alberta
 University of British Columbia
 University of Toronto
 University of Victoria
 University of Waterloo
 University of Windsor
 Vancouver Film School
 Vancouver Institute of Media Arts
 York University

UK and EUROPE

Aston University
 Brunel University
 Cardiff University
 Goldsmiths, University of London
 Henley School of Management
 Imperial College London
 Queen Mary, University of London
 SOAS, University of London
 University College London
 University of Aberdeen
 University of Bath

University of Birmingham
 University of Brighton
 University of East Anglia
 University of Edinburgh
 University of Essex
 University of Kent
 University of Leicester
 University of Manchester
 University of Nottingham
 University of St. Andrews
 University of Sheffield
 University of Sussex
 University of Warwick
 Erasmus University Rotterdam
 Grenoble School of Management
 Les Roches
 Tilburg University
 University College Groningen
 University of Amsterdam
 University of Leiden
 University of Maastricht

ASIA

Ateneo de Manila University
 Chinese University of Hong Kong
 City University of Hong Kong
 Hong Kong Polytechnic University
 Hong Kong University Science & Technology
 Keio University
 Korea University
 Kyushu University
 Nanyang Technology University
 Seoul National University
 Sungkyunkwan University
 Tsinghua University
 University of Hong Kong
 Waseda University
 Yale/NUS

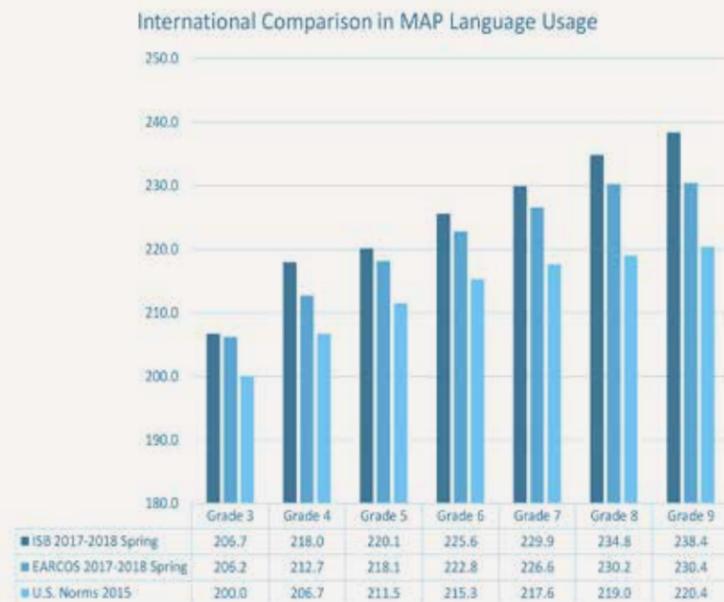
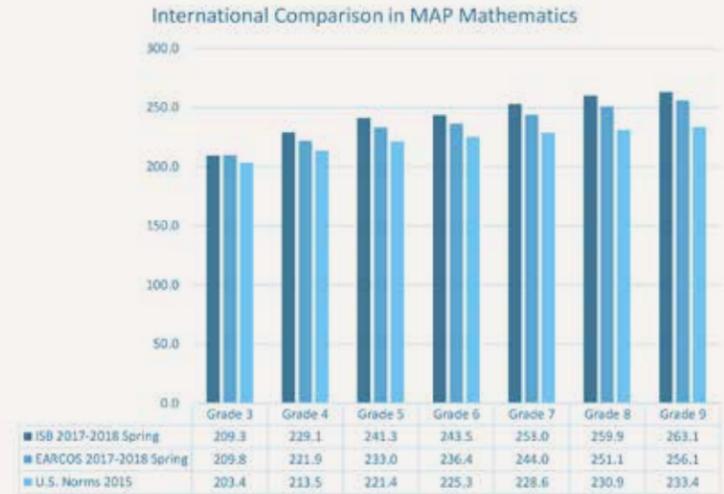
Measures of Academic Progress

ISB marked its fourth year of Measures of Academic Progress (MAP) in 2017-2018. This assessment system has served as an important external data point for us. As we deepen our curriculum review cycle in 2018-2019, we aspire to develop our own internal systems to measure academic achievement.

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 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 to the right show the statistics for spring 2017-2018. 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 2015 RIT represents the average score of all students from public schools in that grade who took the test in the U.S. in the year of 2015.

As you can see from the results, most of our average scores are significantly higher than the average scores of the U.S. and EARCOS comparison groups.



SUPPORT SERVICES

Student Support Services at ISB intervene on behalf of students who need services that support their academics and emotional development. Student Support Services staff includes Counselors, English as an Additional Language (EAL) and Learning Support (LS) teachers at each division. The Speech and Language Pathologists and School Psychologist support all divisions.

Student Support Services professionals work with teachers and parents to make ISB's curriculum accessible to our diverse student population by tailoring instruction to support individual student needs. Recognizing and respecting developmental and cultural diversity, our partnership guides students across the developmental learning spectrum towards their unique social-emotional, linguistic, academic, and physical potential.

Learning Support

The LS model practiced at ISB has gradually moved away from a refer-test-place process towards a multi-tiered system of support (MTSS). MTSS refers to the practice of providing interventions matched to students' needs. Another key feature of the MTSS process is frequent evaluation of data on student progress to determine the level of support needed.

Learning support may be provided through remediation, accommodations, and/or modifications. The criteria for LS services, particularly at Tier 3, is often based on assessment scores or diagnosis of a learning disorder. Students may receive services for a short period, others for longer periods. LS specialists focus on promoting the development of skills and strategies necessary for a student to become a successful learner.

English as an Additional Language

The English as an Additional Language (EAL) program reflects the Mission, Vision, and Core Values of ISB by providing students the opportunity to learn language, learn about language, and learn through language. EAL students will acquire content and academic language skills that they need in order to be successful, independent learners in the mainstream classroom.

They are categorized into three levels – beginner, intermediate, and advanced. EAL teachers in grade 1 to 8 spend a considerable amount of time in the classroom in a “sheltered-immersion” model. The EAL and classroom teachers work collaboratively using a co-teaching model to ensure the curriculum is accessible to all students. Additionally, the beginner- and intermediate-level students may also participate in pull-out lessons taught by EAL specialists.

Counseling Services

Counselors are a vital link between other Student Support Services staff, classroom teachers, and parents. They work directly with students as they conduct small groups to address specific social-emotional issues that may adversely impact students, and meet with individual students as needed. Due to the nature of school counseling, counselors may refer a student and family to outside resources for more in-depth or therapeutic support when there is a need for this.

Counselors coordinate student transitions between Elementary School, Middle School and High School and the transition of incoming and outgoing students, and provide counseling pertinent to post-secondary educational decisions and opportunities.

Speech and Language Pathologist (Therapist)

The Speech and Language Pathologist (SLP) provides screenings, evaluations, interventions, and consultative services for students with a wide range of communication needs. The term “communication” encompasses three major categories:

- ① Speech Disorders are disorders related to the production of speech sounds. Students are eligible for therapy at ISB if teachers and peers find them substantially difficult to understand, or if speech and sound production is significantly and adversely impacting the child's academic progress.
- ② Language Disorders are deficits in understanding and/or producing language. Eligibility is based on significant linguistic need.
- ③ Pragmatic Disorders are difficulties in the area of social interaction. Pragmatic disorders are addressed by the SLP when they are a part of a more generalized language disorder that is significantly impacting the student's academic progress.

School Psychologist

The School Psychologist provides consultation, evaluation, intervention, prevention, and research services. These are specifically designed to benefit students, parents, staff members, and administrators across all ISB divisions, and are not intended to supplant diagnostic and clinical services by private practitioners. Consultation services consist of providing psychological expertise and input to issues or concerns by students, staff members, parents, and administrators.

Student Support by the Numbers

12

Learning Support Teachers

7

Instructional Assistants

1

School Psychologist

1

Full-time Speech & Language Pathologist

2

Part-time Speech & Language Pathologists

2

Elementary School Counselors

2

Middle School Counselors

5

High School Counselors

12

English as an Additional Language Teachers

CO-CURRICULAR

2017-2018 was another busy year in the Activities Office at ISB, as we hosted and participated in numerous events. We welcomed APAC Basketball and Badminton onto campus, as well as China Cups, a great weekend of ACAMIS Soccer and a multitude of ISAC events, involving students from across all divisions of ISB.

Season 1

Season 1 in the High School saw us crowned ISAC champions in Boys Volleyball, and then a slew of second-place finishes in China Cup in Boys and Girls Tennis, and Girls Volleyball. The Dragons were represented at nine APAC season-ending tournaments, with Varsity Girls Rugby, Boys Tennis, and Girls Cross-Country being our most successful.

The MS teams ended their opening seasons with the ISAC tournaments across Beijing, and our ES athletes attended both the ISAC Cross-Country event here at ISB, as well as the ISAC Soccer event at Dulwich College Beijing. In performing arts, we had a very classy HS production of *The Man Who Came to Dinner*, as well as a run of Showcase concerts.

Thanksgiving weekend was also great fun as we hosted another hugely successful Tim Callahan Great Wall Shootout, picking up bronze in the girls tournament and silver in the boys, narrowly losing the latter to a great team from International School Bangkok. Gym 2 was absolutely packed out for the final on Saturday evening – a great show of Dragon spirit from the ISB community! On top of this, we had excellent APAC Orchestra, Dance and Choir festivals in Shanghai, Manila and Japan respectively, an ISAC middle school Volleyball weekend, and of course the quite brilliant original MS production *Not a Box*.

Season 2

Early 2018 saw our students involved in China Cup, APAC, ACAMIS, and Model United Nations in Shanghai, Asian All Stars Swim, Kids Read and second-season performing arts festivals. China Cup Swimming was a big hit here on campus, as was APAC Basketball, in which our varsity boys did remarkably well to take silver in a tight final game against a very strong SAS team. BEIMUN on campus attracted more than 500 participants, and the Charity Fashion Show was a tremendous success, as always.

Spring was madness! Track and field journeyed first to Taipei, and then to Shanghai, breaking a bunch of school and conference records. ACAMIS Soccer and APAC Badminton came to the ISB campus and both were huge hits with everyone that attended. The players, the coaches, the spectators – each played their role in two fantastic weekends of action, great sportsmanship and great fun! The soccer was our very last ACAMIS conference event – from 2018-2019, we will be fully immersed in the newly formed JPAC conference designed specifically for JV teams, a very exciting development and one which we are certain will be great for our student athletes.

A large and dedicated group of MS thespians and teachers attended the ISTA Festival held in Hong Kong, and in May we hosted the “Community Media for Change” conference, welcoming Wendel Patrick from acclaimed US documentary series *Out of the Blocks* onto campus to work with MS students from across Asia on all things journalistic. This was a fabulous experience that was shared with the entire grade 8 class here at school, with many of the workshops being run by ISB students from the Futures Public Radio group.

ISB Main Events 2017-2018

September

China Cup Baseball
China Cup Tennis*

October

JV Invitational Baseball
APAC Baseball
APAC Rugby
APAC Volleyball
APAC Cross-Country

November

APAC Choir
APAC Dance
APAC Orchestra
Great Wall Shootout Basketball*

December

Tri-Cities Basketball

January

China Cup Swimming
China Cup Table Tennis*
APAC Basketball*
APAC Forensics

February

APAC Band
APAC Theater

March

China Cup Softball*

April

ACAMIS Soccer*
APAC Badminton*

May

AMIS European Middle School Honor Band
ACAMIS Track and Field*

*Tournament hosted by ISB

ACAMIS: Association of China and Mongolia International Schools

AMIS: Association for Music in International Schools

APAC: Asia Pacific Activities Conference

BEIMUN: Beijing Model United Nations

China Cup: Tournament between ISB, Hong Kong International School (HKIS), Shanghai American School (SAS)

ISAC: International Schools Athletic Conference

ISTA: International Schools Theatre Association

ASA

We put out over 200 ASA offerings for our elementary students, with close to 500 registering in every session. ES teams participated in ISAC Soccer, Handball, Cross-Country, Badminton, Swimming, and Track and Field, and once again we ran an outstanding Dribbling Dragons program for grades 3-5. The ES production of *The Wizard of Oz* had a cast of 130, and we showcased all our strings and band stars in the traditional ES Showcase concerts at the end of each semester.

18

Life Skills/Service

23

Performing Arts

41

Arts & Crafts

90

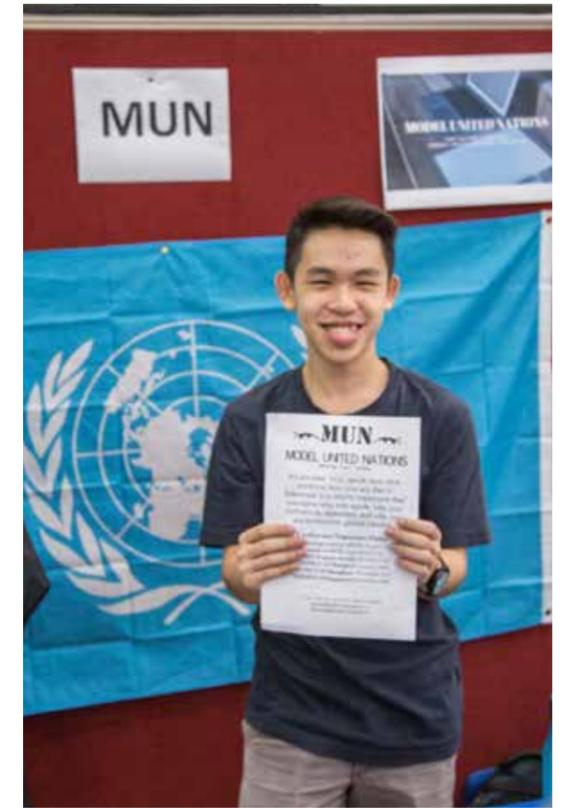
Movement & Games

64

Extension of Class

236

2017-2018
Total Offered ASAs





SECTION 3:
THE ISB FAMILY

ADMISSIONS

ISB continues to attract new families who want their children to be part of a vibrant, welcoming community and a school that provides a holistic, real-world education to prepare young people for success. Our admissions record validates ISB's balance of academic rigor and service-based co-curricular activities, as well as our first-rate teaching and impressive facilities. Presenting the school's many virtues begins in the Admissions Office, where staff are ready to help new families navigate the application process.

2017-2018 admissions activity, including a great deal of additional interest in our Open House program, secured a first-day enrollment in 2018-2019 of 1,715 – an increase of nearly 100 students on last year's 1,619.

Based on the fact that 2017-2018 opened with waiting pools in 10 of our 15 grades, coupled with a surge in applications throughout that academic year, ISB made the decision to open six new classrooms in the Elementary School (ES) to accommodate demand. These classrooms have allowed us to welcome 60 extra ES students this year. Our dual-language classes are full with waiting pools in PreK3 through first grade, speaking to the popularity of that program.

While growth is primarily in the ES, we are proud of our school's overall health. We have maintained enrollment in the Middle School and started with 15 extra students in the High School in 2018-2019.

The Admissions Office is ready to build on this success, and we are excited to be able to promote our Facilities Master Plan to families this year. With construction underway on these innovative new learning spaces set to open from August 2019, an ISB education is only going to become more attractive.

Nationalities

Albania 1	Denmark 5	Israel 1	Philippines 7	United Kingdom 17
Argentina 2	Ethiopia 4	Italy 6	Russia 4	USA 533
Australia 58	Finland 3	Japan 12	Saudi Arabia 2	Total 1619
Austria 4	France 8	Malaysia 10	Singapore 28	
Belgium 1	Germany 6	Mongolia 1	South Africa 3	
Botswana 2	Hungary 2	Netherlands 6	South Korea 291	
Bulgaria 1	India 27	New Zealand 11	Sweden 9	
Cameroon 3	Indonesia 2	Norway 6	Tajikistan 2	
Canada 157	Ireland 4	Pakistan 2	Thailand 1	
China (HK, Macau, TW) 377				

2017-2018 Open House Attendance

87
LES Open House

96
ES Open House

162
MS/HS Open House

345
Total Attendance

2017-2018 Admissions at a Glance

673
Family Tours

310
New Enrollment August 2017

90
Mid-Year Enrollment

1,619
Student Body

1,172
Number of Families

39
Nationalities

FACULTY AND STAFF

ISB is proud of its faculty and staff. With a history of nearly 40 years, we are able to attract passionate, professional, multicultural 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. ISB's continuous professional development program supports faculty attendance at a wide variety of workshops and online training sponsored by the International Baccalaureate Organization and other reputable educational institutions around the world. Furthermore, ISB faculty benefit from a variety of educational consultants who provide workshops on campus during the course of the year.

Our support staff are a dedicated team who are committed to supporting the advancement of ISB in areas including education, finance, facilities, human resources, admissions and communications and marketing. The dedication and expertise they bring helps to ensure ISB's success.

Years of Service

	Admin	Faculty	Support
0-2 years	3	54	36
3-5 years	9	60	30
6-8 years	5	24	18
9-11 years	0	12	13
12+	3	43	38

2017-2018 Staff at a Glance

8.5:1

Student to Faculty Ratio

20

Administrative Staff

193

Faculty

135

Support Staff

4

Doctorate Degrees

143

Masters Degrees

66

Bachelors Degrees

115

U.S. Citizens

27

Canadian Citizens

33

Australian/NZ Citizens

122

Greater Chinese Citizens

51

Other

PARENT TEACHER ASSOCIATION

The PTA works to build a strong and healthy school community, led by 16 elected executive members and supported by scores of volunteers. It raised nearly 500,000 RMB for student and community activities in 2017-2018, through channels including:

- The PTA Store. Situated on campus, this store selling school supplies and gift items is operated and maintained entirely by volunteering parents.
- Open to all comers, the ISB Spring Fair is pulled together by 300 PTA volunteers every year.
- Ice cream sales throughout the year on campus.

In 2017-2018, the PTA also organized popular events including:

- International Day. Students paraded in their national dress, and parent-run booths showcased the wide variety of nationalities and cultures that make up the ISB community.
- New Parents Welcome Breakfast.
- Teacher and Staff Appreciation Day, featuring a lunch prepared by parents and a ceremony for contract workers.
- A smartphone photo contest and training. Over 200 students, parents, and staff participated and shared their images of ISB and International Day.

PTA by the Numbers

- 479,885 RMB raised for student and community activities.
- More than 4,000 visitors attended the ISB Spring Fair. It took 300 PTA volunteers to organize the event. Visitors enjoyed products from over 200 sponsors and vendors.
- More than 18,000 ice creams sold.

BOOSTER CLUB

The ISB Booster Club works with administration, the PTA, and faculty to help enrich students' experiences at ISB. To achieve its goal, the Booster Club raises funds through the sale of school supplies, school merchandise, and community events.

With the strong support of parents and the ISB community, the Booster Club was able to contribute nearly 116,000 RMB for athletic and performing arts activities in the 2017-2018 academic year.

Booster Club Services

- Designs and produces ISB logo products sold at the Dragons' Den.
- Sells concessions at school events.
- Weekly popcorn sales.
- In charge of Coaches/Director Appreciation Luncheon.
- Coordinates receptions after Performing Arts events.

What We Gift

- T-shirts for performing arts and all MS sports participants.
- Travel bags for all HS students and coaches.
- Travel tags for all HS varsity students and coaches.





ALUMNI RELATIONS

The ISB Alumni Association continues to grow year after year. More than 1,200 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 and internship opportunities to current ISB students. Not only are members able to rekindle friendships from years past, they are also able to create new professional contacts with fellow alumni in industries of interest.

Our monthly newsletter provides an update of campus news and serves as a medium to showcase our alumni and their stories and successes. An active social media presence on Facebook 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 2017-2018 school year, we hosted reunions in Hong Kong, London, New York, Seoul, and Beijing. Our team of alumni representatives stationed around the globe also organized additional gatherings in their respective locales.

As we say at ISB, once a Dragon, always a Dragon.

Alumni Facts & Figures

- Establishment of School: 1980
- Establishment of Alumni Association: 2012
- Number of Alumni: 12,011 (as of June 2018)
- Alumni Students: 6,311
- Former Students: 3,600
- Graduates: 2,711
- Alumni Parents: 5,700
- First Graduation Class: 1993
- Alumni Nationalities: 60

Staying Connected

- ISB Alumni Network: 1,200 registered users
- Alumni Newsletters: 45
- Alumni Profile/Spotlight: 47
- Alumni Reunion Locations: Hong Kong, London, New York, Seoul, Beijing
- Facebook Groups: 12, representing different regions

Getting Involved

- Alumni Class Representatives: 27
- Alumni Regional Representatives: 22
- Alumni Ambassadors: 280
- Alumni Mentors: 777



SECTION 4: FACILITIES



21ST CENTURY CAMPUS

Overview

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 realize our vision; 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.

The Board of Trustees gave final approval in April 2018 to move ahead on our Facilities Master Plan, which provides new facilities strengthening ISB in both academics and co-curricular activity. The project includes new arts and theater centers, plus remodels of the Early Years Learning Center and MS/HS Design Center. These innovative learning spaces will open from August 2019, after work began at the start of the 2018-2019 academic year.

In 2017-2018, as ever, our dedicated facilities team worked hard to maintain and improve our campus. When we waved goodbye to students and staff, and the doors closed for summer vacation, the facilities department started work on some of our bigger renovation projects...

Summary of Major Projects 2017-2018

- Track resurfacing
- Gym 4 renovation
- OLE stream and pond modification
- CCTV system upgrading
- Electronic locksets installation
- Aluminium doors replacement for offices and classrooms
- Wall repainting for Gyms and common areas
- Bulletin boards replacement for ES classrooms
- Acoustic ceiling tile replacement for classrooms on 2nd floor
- EdTech room renovation
- Main building rooftop waterproofing-phase I
- North gate 1&2 ground tile replacement
- Furniture replacement for all ES classrooms and ES cafeteria
- C-BUS upgrading-lighting control system
- LED lights installation for domes and Gym

School Bus Service 2017-2018

- Buses: 54
- Bus drivers: 54
- Bus monitors: 54 (full-time), 9 (part-time)
- Student passengers: 1026
- Staff passengers: 161
- Bus stops: 105
- Taxi drivers: 10
- Field trips: 850
- Total distance traveled by ISB buses: 1,047,502 km



SECTION 5:
FINANCES

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 excellent 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 are voluntary members 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 due to ISB's legal status conversion process, the functional 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 (95 percent) comes from tuition and capital fees, with bus fees, interest income and grants making up the remainder.

ISB's income for 2017-2018 adequately supported our personnel and operational needs. School revenue was 1 percent in excess of projected budget, driven by additional enrollment in the second half of the school year. Most of ISB's operating expenses (67 percent) are used to support personnel expenses. Salary adjustments in 2017-2018 included an average 4-percent increase in employee salary schedules, while school fees increased 6 percent year on 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 2017-2018 school year, ISB's targeted operating reserves, as detailed in Board policy, amounted to over 98 million RMB.

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 2017-2018, our capital fee income was 54.2 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.

Major capital expenditures for 2017-2018 were:

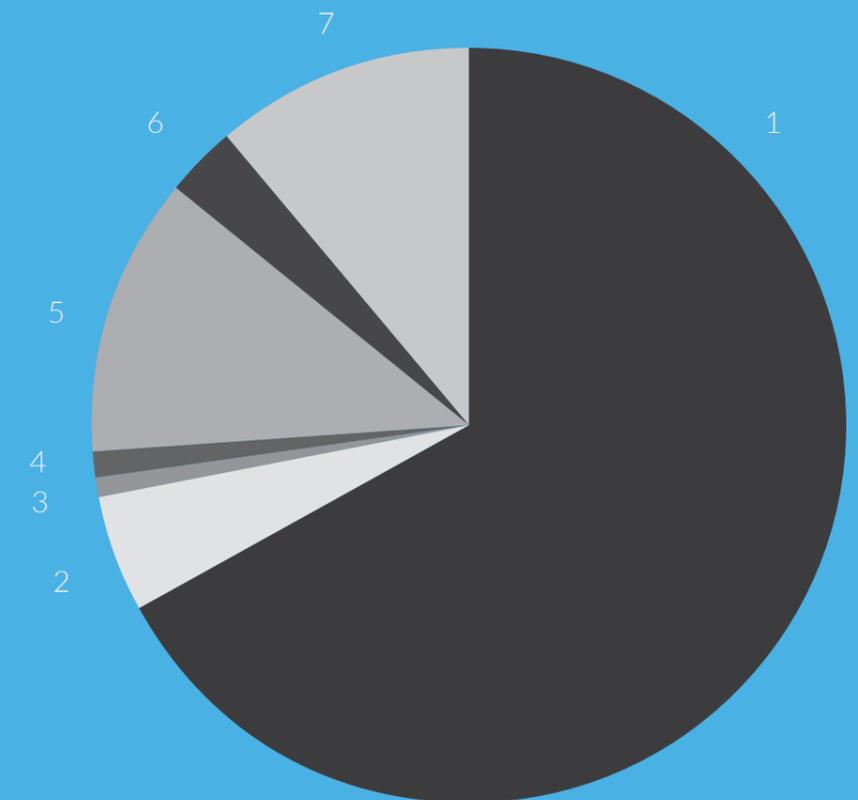
- Roof maintenance
- Stadium artificial turf replacement
- Science lab renovation
- 1,500 MS/HS chairs
- Wireless network upgrade
- Computer replacement

How School Fees Are Used

1. Personnel: 67%
2. Instructional: 5%
3. Student Activities: 1%
4. Technology: 1%
5. Facilities: 12%
6. General & Administrative: 3%
7. Capital Expenses: 11%

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 conservative budget based on 1,625 students for the 2017-2018 school year, keeping salary and benefits competitive, to ensure we continue to attract highly qualified faculty and staff. We continue to assess trends and when needed we realign our budget at the start of the new school year.





SECTION 6:
COMMUNICATIONS AND
MARKETING

TELLING THE ISB STORY

The mission of the Communications and Marketing Office is to:

Build a reputation by telling the story of ISB both locally and globally. We serve the ISB community in the development, delivery, and support of Alumni Relations, Advancement, Community Relations, Communications and Marketing.

When planning our storytelling for the year, we consider the strategic goals of the school as well as areas where we know misperceptions may exist within both the ISB and wider communities. We aim to be flexible with our storytelling and adapt to changing priorities. Some of the areas we have focused on include:

- Differentiating among regional and international schools
- Research-based, intentional, thoughtful
- Whole Child/social-emotional learning
- Individualized/personalized learning
- Community focused

In total, we shared 53 stories through the ISB website, Dragons' Gate and our social media accounts in 2017-2018.

We made the decision to upgrade the ISB website to improve not only functionality, but to stay abreast of online trends and ensure that ISB continues to stand out among international schools. This work is ongoing with a goal for a completion during the 2018-2019 school year.

Working closely with our consultants, IMPACT Marketing, we continue to grow our reach to the global online community. Our social media channels attract more and more attention, and our website continues to rank highly in online searches. Most importantly, data shows that the number of qualified visitors to our website continues to grow.

A key focus this year has been to communicate ISB's successes to our internal community. Working with Admissions, we have developed display areas within the school to showcase student work as well as highlight the skills and expertise of our faculty.



55

56



	2017-2018	2016-2017
Followers	5,035	4,575
Posts	223	243

	2017-2018	2016-2017
Followers	632	466
Impressions	108,314	66,073



	2017-2018	2016-2017
Followers	937	481
Likes	11,865	5,071
Posts	132	94

	2017-2018	2016-2017
Followers	7,819	4,808
Reads	63,046	68,278



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