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SECTION 1:
A VISION FOR LEARNING



FROM THE HEAD OF SCHOOL

How the world has changed since I wrote my contribution to last year’s Annual Report. Preparing for our 40th anniversary year and on the verge of finalizing our new Mission and Vision, with all the enthusiasm that entailed, our progress through the school year was rudely interrupted by the outbreak of Covid-19.

The impact on us as a school is nothing compared to the impact on the families of people who’ve lost their lives both here in China and around the world. As I write this, well over a 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. Around a year after the virus showed itself, we are still not back to what we would describe as a normal situation.

However, let us not allow Covid-19 to dilute the enthusiasm we must derive from being members of this special community. 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, progressive education involving the highest academic outcomes coupled with world-class care for students.

Now that the vast majority of our students and teachers are back on campus, we recommit to examining our new Mission and Vision statements and establishing exactly what they mean for us all as we move from the 40th year with confidence into the future. As a community, we must consider what we mean by (for example) “challenging and joyful

learning,” what we mean by “an inspiring international community,” and what is meant by “freedom to explore.”

Those words must not simply remain on posters on walls in classrooms and corridors; they must be brought to life by our plans and our actions. We must fulfill the Mission and measure and assess, with qualitative and quantitative data, the degree to which we are successful. Whatever we do as a school today, tomorrow, and deeper into the future, it must help your daughters and sons meet the needs of the current world and the future world. And goodness knows, we’ve been reminded how quickly our world can change!

Preparing students for an unknown future and for rapid change have become quite cliched statements in education. Nevertheless, they are responsibilities we bear and responsibilities we will fulfill with our typical ISB humility and confidence.

Throughout this Annual Report, you will read examples of how successful our school year has been. Please take a moment to consider the narratives and the data shared. They give a broader picture of how we deliver on our Mission and Vision. The accomplishments of our students, support staff, and teachers, and the contributions of the parents, are extraordinary. Highlights of last school year which are dear to me include...

- Finalizing our refreshed Mission and Vision, rearticulating what we stand for as a school.
- Fully implementing a teacher effectiveness and growth model throughout the school, backed up by a student survey to inform these efforts.
- Increasing the number of teaching coaches charged with supporting, growing, and demonstrating excellence in pedagogy.

- Expanding our student support services to serve students with intensive learning needs.
- Completing 50 percent of our Facilities Master Plan (with the remaining 50 percent completed in August of 2020).
- Outstanding academic results, including our International Baccalaureate Diploma Programme students securing an average points score of 37 out of a possible 45, seven points above the world average.
- Deriving 100 percent of our electricity and power needs from renewable sources, underscoring our commitment to sustainability.
- Seeing our Advancement initiative grow, flourish, and bear fruit.

2019-2020 was not a year of inertia!

As I approach the end of my tenure as the Head of School at ISB and therefore make my final contribution to an ISB Annual Report, I will share again what a great privilege it has been to represent the school and make a small contribution to its further improvement since my arrival in 2017. I’ve been hugely fortunate to spend time with your children and with a remarkably talented team of people.

Now is not the time for goodbye – there is much work left to do, and I hope that all stakeholders will give my successor, Mr. Daniel Rubenstein, every chance to take the work of the last 40 years and move this great ISB community towards the 50th anniversary with a shared sense of excitement and pride.

Patrick Hurworth
Patrick Hurworth, M.A.

FROM THE BOARD CHAIR

What an incredible year this has been! The ongoing Covid-19 pandemic has brought unprecedented challenges for institutions worldwide and has presented by far the most profound test of resilience for our school.

As they say, good times build confidence and tough times build character. As incoming Board Chair, my heart is filled with immense gratitude and optimism for the future. I am deeply honored to serve the ISB community alongside my fellow Trustees – a group of passionately caring professionals who generously give their time for the stewardship of the school. Special thanks to past Board Chair Mr. Doug Cogle and other outgoing Trustees for their leadership and invaluable contributions.

I would also like to congratulate our students for achieving tremendous personal and academic growth in such a challenging situation and the Class of 2020 for your remarkable IB results and university acceptances. We are all so proud of you.

Upon the momentous start of our 40th anniversary year, on-campus learning has gradually returned to some sense of normalcy. We have proudly adopted our new Mission and Vision, and ISB has no doubt emerged through this crisis a stronger and more agile institution. This feat is due in no small part to the dedication of ISB’s current leadership, faculty, and staff, in particular Mr. Patrick Hurworth. Through their collective hard work and innovation, ISB is now in a better position to move forward and reach greater heights.

After the announcement of Mr. Hurworth’s departure at the end of the school year, the Board of Trustees launched a fully inclusive, virtual search process engaging the entire community to find the next great leader for ISB, which resulted in the appointment of Mr. Daniel Rubenstein as our next Head of School. The Board is fully confident of a successful transition as we thank Mr. Hurworth for his contributions and prepare a warm welcome for Mr. Rubenstein.

In a time of rapid change and uncertainty in the world, one thing we can count on is the resolve and spirit of everyone across the entire ISB community to overcome any challenge that lies ahead. Let us set higher expectations and build stronger relationships – together, empowered with purpose and compassion, we can create a better future for the extraordinary school we all love.

During the height of the pandemic, the broader ISB community also continued to thrive on unity and compassion – alumni, parents, teachers, staff, and students stepped forward to help one another and those beyond ISB in times of critical need. These stories of extraordinary community support are nothing short of acts of heroism and will forever be remembered.



2019-2020 ISB BOARD OF TRUSTEES

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Ken Lee
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Su Jin

Cynthia Wang
Jun Wang
Rachel Wang
Travis Wu

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2020-2021
Chair, ISB Board of Trustees



MISSION & VISION

ISB lives its Mission, Vision, and Core Values statements. They make clear the school's principles and purpose and provide an important guide for governance and operation. Among the responsibilities of the ISB Board of Trustees is periodically assessing the statements and making adjustments to them as needed. When community members told us via our Climate Surveys in 2017 and 2018 that the statements needed an update, the Board was happy to respond by authorizing a review.

ISB conducted a comprehensive community consultation in 2018-2019 to determine the content of new Mission and Vision statements. Guided by Ewan McIntosh (of NoTosh, a strategic planning firm which has worked not only with schools but also in the corporate sector), hundreds of staff, students, and parents provided their stories about what makes ISB the special place that it is.

The Mission and Vision statements on these pages were approved with overwhelming support (94 percent in favor) by a community vote in November 2019. They are now being formally put into operation, capturing the heritage of ISB, the work the school is doing, and the work it will do in order to give students the best possible experience in a world changing more rapidly than we might ever have imagined.

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 VISION

Empowered with purpose and compassion.

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

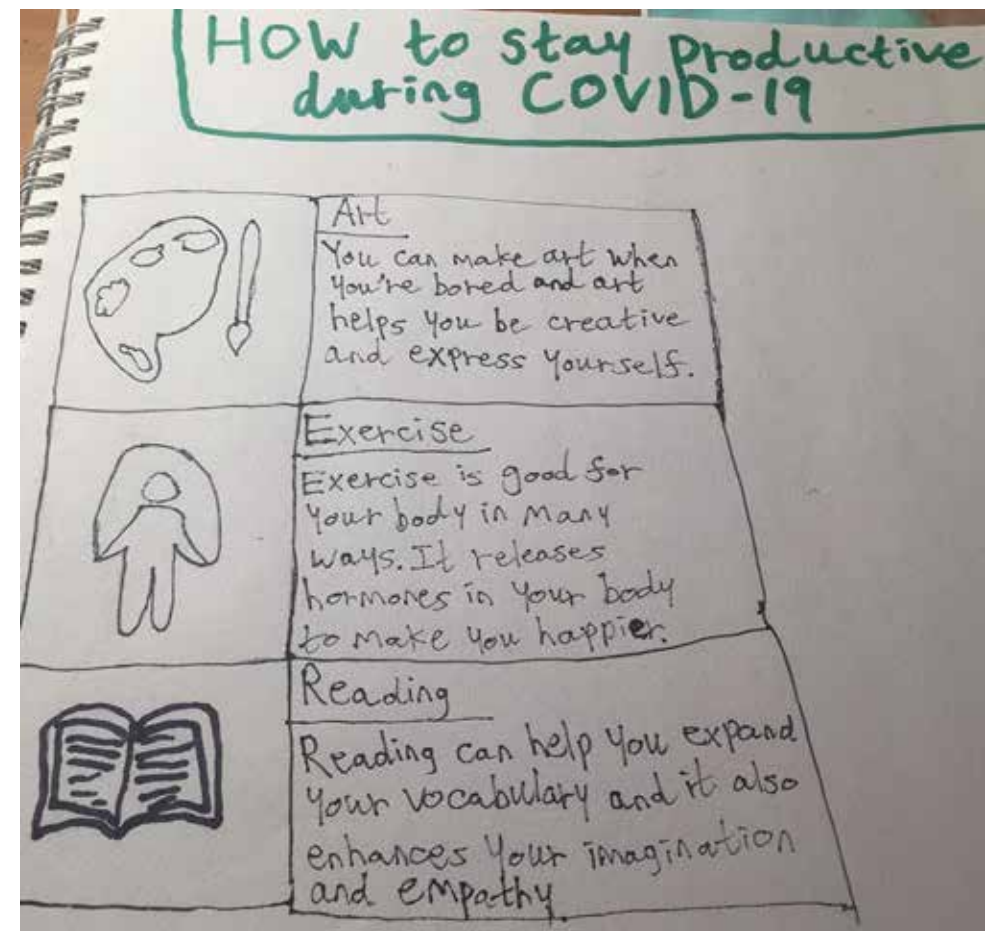
The Office of Learning (OOL) strives to support the development and implementation of various programs school-wide. Our main drivers in this work are to keep student learning and the learning experience at the center, seek alignment between the three schools when and where appropriate, and to foster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

HIGHLIGHTS

The OOL had a strong focus on developing a Social and Emotional Curriculum for our students in 2019-2020. One of our Strategic Initiatives is focused on social and emotional care and to this end we have developed a framework that targets the development of Self-Awareness, Self-Management, Social and Global Competency, Nurturing Relationships, and Compassionate Decision Making and Action. This will continue to be developed this year with implementation starting in mentoring and homeroom classes in second semester.

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 integrated learning experiences in Grades 6 to 10.

2019-2020 marked the full-school implementation of the 7Cs of Learning Model to support professional growth of our teachers. This model is based on surveys given to students two times per year. After the first survey, teachers reflect on the data and set goals for improvement with support of their supervisors, walkthrough procedures, and performance feedback. At the end of the year, they survey students again to see if there are changed perceptions and improvement based on student feedback. The 7Cs model is based on the Measures of Effective Teaching Project sponsored by the Bill and Melinda Gates Foundation.



ONLINE LEARNING

In January 2020, many ISB parents, students, and teachers headed off for our treasured Chinese New Year Break to explore the world, visit family, and spend time with friends. While away, China experienced a viral outbreak that came to be called Covid-19 and our worlds were upended. Schools and families faced unprecedented challenges. Many of us were eventually left trapped outside of China while others in Beijing and China faced strict lockdowns as our lives ground to a halt. School moved online.

ISB online-learned for 19 weeks. We experimented, we learned, we sometimes failed, and we ultimately prevailed in leading online learning with a faculty and students spread around the world. We learned the difference between synchronous and asynchronous learning, teachers learned to screencast, parents learned to teach, and students... well, they missed school. We all missed school.

Despite the loss and grief we suffered as a community, we also strived to deliver learning to our students and support our parents. Extensive resources were created for parents and posted on Dragons' Gate, numerous parent meetings and surveys were conducted to gauge parent feedback and provide help.

We are still in the process of reflecting on this traumatic event for our community. What have we learned? What did we do well? If we have to do it again, what will we do differently? Crisis brings out the best in many people and there is much to be proud of from our period of online learning last year. We must always remember that how we respond in crisis demonstrates our true character and commitment to the community.



PROFESSIONAL LEARNING

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 the following:

- Teachers in Kindergarten to Grade 12 met with consultants Nyssa Brown and Jeremy Holien to align our performing arts and visual arts curriculum and instruction.
- Our support of English as an additional language (EAL) learning continued with 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.
- We hosted a cognitive coaching workshop to increase the leadership capacity of ISB faculty.

In semester 2, we poured our resources into supporting teachers running online education.

- We organized a professional learning day via Zoom for all faculty to learn about online education, with a total of over 35 workshops offered to teachers.
- We partnered with consultant Jennifer Wathall to provide multiple Zoom workshops for our teachers about online assessment.
- We also created a 20-hour online course for new faculty to learn about ISB, in order to train our new hires who weren't allowed to come to Beijing in person. This orientation included modules on our Mission, Vision, and Core Values, service learning, curriculum, assessment, instruction, student support, and more. We saw these modules as a vital way to help new faculty understand ISB and connect with our values, since they joined our school in August 2020 without being physically present.

CHINESE INTEGRATION

2019-2020 was an extraordinary year due to the Covid-19 pandemic. We explored two scenarios of language teaching and learning models in Chinese – traditional classroom-based learning, and an unprecedented completely virtual learning journey.

CURRICULUM

We continued to design and create standards-based thematic units in the context of an international education for all courses in each pathway, as the second-year task of our three-year curriculum development plan. The vertical language goal from Kindergarten to Grade 12 in 2019-2020 was to improve students’ reading and oral communication. An adaptive Chinese Literacy Proficiency Assessment tool was introduced to measure the outcome of this effort.

Our October and May test results showed that many students made significant improvement in literacy over the year, with an average increase of two levels on the proficiency scale we use. All Chinese teachers

have completed Oral Proficiency Interview (OPI) training and started to implement proficiency-driven techniques to improve students’ interpersonal and presentational oral skills.

When we moved to remote learning in February, the online environment proved challenging but also provided opportunities for creative and personalized learning. Dozens of concept- and skill-focused mini lesson screencasts were created by Chinese faculty to ensure the most efficient experience possible in distance learning. Higher order thinking skills were also encouraged in media literacy and literary studies. Parent Education videos were created and shared in the community to promote understanding of research-based best practice in language acquisition and literacy instruction.



17 HIGHLIGHTS OF LANGUAGE STUDIES AND CULTURAL EVENTS

The Chinese Language and Culture Center (CLCC) continued to organize and offer a series of events to promote Chinese cultural understanding and appreciation at ISB.

- ES students had opportunities to explore the charms of Chinese traditional arts and crafts, through creative, personalized, and hands-on experiences.
- Middle and High School students put on an amazing Chinese New Year show to celebrate their learning and understanding of Chinese language and culture, for the first time in school history!
- Our expatriate faculty also had the opportunity to explore China in a casual and interactive setting through a series of “Chinese & Chill” sessions. Topics encompassed food, medicine, Chinese philosophy, arts, etc. and the series was much enjoyed by participants – and missed after Covid-19 struck. We plan to build on this sentiment and organize out-of-school activities in the real settings next year.
- Some of our expatriate faculty took the advantage of small-group interactive Chinese language lessons offered by the CLCC, so as to help build stronger relationships with our students and connect with our local society. We believe
- “learning to speak another’s language means taking one’s place in the human community. It means reaching out to others across cultural and linguistic boundaries.” (Sandra Savignon)
- Our Panda Book Reading Challenge moved online with the temporary campus closure for Covid-19. Middle School students celebrated the collaborative use of languages outside the classroom and advocated for the value of language study.
- Students had opportunities to practice their linguistic proficiency, critical thinking, and cultural competency through a variety of activities promoted and coordinated through the CLCC: inter-school debate competitions, service-oriented project-based learning, a youth journal club, integrated art projects, cultural excursions, etc.
- Another impressive number of students obtained their IB Bilingual Diploma. What a milestone in their 18-year bilingual learning journey, equipping them with the most important language skills to help find their place in an ever more complex world.





Most curriculum updates were accomplished in the first semester before Covid-19 hit. In the second semester, only a few curriculum updates continued, as teams focused on honing their online teaching. A few accomplishments rise to the top:

- High School Math worked to create a new vertically aligned scope and sequence with the new integrated math courses rather than our previous model. Grade 10 integrated math courses were taught for the first time, and Grade 9 courses will be launched next year.
- The Middle School rolled out a new model for electives, combining Grade 7 and 8 physical

education, as well as clumping the other electives into “Make” and “Perform” categories, in order to give students more flexibility in exploring new passions.

- Working with the consultants Ted and Carolyn Temertzoglou, we improved the vertical alignment of our health and sexuality curriculum, running a gap analysis to ensure we were teaching age-appropriate content and skills in every section of the school. We also worked on a philosophy statement for this curriculum, and added lessons in Grades 11 and 12, where there was a gap in the health education.

- We created a new interdisciplinary project in Grade 9, combining all the core disciplines for a project on inclusion lasting several weeks.
- We rolled out full implementation of standards-based grading and reporting in our information portal PowerSchool across Middle and High School.
- Most teams are now considering their curriculum from a vertical lens with common vertical assessments. Teachers came together in vertical discipline-based teams around student exemplars and data to ensure that our assessments display a purposeful increase in rigor.

- Most teams are now coming together to reflect in grade-level teams on common formative assessments, to support effective differentiation.
- We made use of a data portal that allows teachers to see information on incoming students including from MAP tests and internal common assessments, to consider how best to support each learner.

SERVICE AND EXPERIENTIAL LEARNING OFFICE

There was much to be excited about in terms of service and experiential learning this year, and despite not being able to carry out everything as planned after Chinese New Year, we continue to work on a number of different areas to strengthen our programs.



EXPERIENTIAL LEARNING

Our team, with assistance from Graham Wardle of Current Trends Consulting, has been working on strengthening our systems of risk assessment across all aspects of our program. Changes made so far include:

- Updating processes around conducting and sharing information from risk assessments.
- Training for the Service and Experiential Learning Team around conducting risk assessments in the field.
- Working with third-party providers to ensure that they have conducted the required risk assessments and have appropriate risk management policies and procedures in place.
- Conducting a greater number of risk assessments, beginning with a focus on overnight trips.
- Planning for collaboration around risk assessments with ISB's security office.

Plans for consultations with principals and training for all trip leaders were put on hold due to Covid-19, as were plans to work with International SOS to update our emergency medical response flowcharts (and understanding for staff around this). We continued work with Mr. Wardle throughout semester 2 to draft an Experiential Learning Handbook outlining all safety and security measures for trips of all types. We hope that version 1 of this document can be shared in the 2020-2021 school year, alongside a rollout of updated procedures and measures for good practice around Covid-19 issues.

A highlight this year in the Elementary School was the new Grade 5 overnight trip, which went to Thaiwoo for the first time. This two-night trip was enthusiastically reviewed by teachers and students alike and we look forward to a time when we can run this again.

Fall Mentoring Trips took place in the Middle School, including a new location for the Grade 6 overnight trip – the Olympic Water Park. Although we had done a great deal of the work for the usual Spring Trips, sadly these could not take place this year.

In the High School, much of the first semester was dedicated to the newly adopted HS Experiential Learning Opportunity (ELO) framework, which now includes three categories of trips for students to choose from: Serve,

Explore, and Challenge. Within the framework, there are also distinctions made between local trips around Beijing, trips within China, and trips overseas. We gave students the choice, with a great deal of excitement generated by several new trips offered in line with the new framework. We were in the midst of finalizing plans for 16 different experiences to take place during May 2020 but unfortunately these could not go ahead. We're looking forward to fully trying out the new framework when restrictions and practicalities around Covid-19 allow.

Across the school, we continued to run a wide variety of field trips and on-campus experiences for students. Our office also has responsibility for the Student Cooking Lab, which is used with high frequency.

We continue to work with teachers from across the school to continue tried-and-true experiences, as well as developing new ones, such as a trip to the Yabuloni Ski Resort in Chaoyang Park for Grade 3 to have a hands-on experience with forces and motion.

A great deal of work also goes into the visiting expert program. Sadly, a lot of this work could not come to fruition in the second semester. However, we were fortunate enough to welcome three experts onto campus before the arrival of Covid-19, and had planned for a further seven.



SERVICE LEARNING

The Service Learning Committee continued to work on ISB's Service Learning definition and Service Learning Cycle. It was planned that this work would be ready to roll out to teachers sometime during the last quarter of the school year (or potentially the start of 2020-2021). We will need to reconvene around this work once things become more settled in 2020-2021. However, this foundation has already been very useful for our contributions for the social-emotional learning framework being developed for use across the school.

In collaboration with other colleagues working in this area, we began a series of training sessions for student leaders in service learning, in order to help them become more effective in their roles. These were planned to occur quarterly, and we completed two during first semester.

Our office has continued to build relationships with a variety of NGOs and community groups around Beijing, China, and the world. We look forward to making further use of these new and strengthened relationships in the future (such as through the Serve lens of our High School ELO program).

During online learning, we organized guest speakers for both the Grade 8 Capstone project and the Grade 8 Enable Project. We also worked with the Middle School Student Council to move the annual charity initiative Smile Week online. All of this work allowed students to connect with great role models and organizations, and enhance their contributions to our Beijing community, even from afar.

ELEMENTARY SCHOOL

UNITED THROUGH DIFFICULTY

Faculty and teaching assistants modeled 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 second semester of online learning. They served as positive, stable role models in spite of their own personal challenges with the pandemic.

PREK PROGRAM REVIEW

The PreK3 and PreK4 teachers undertook a program review incorporating research and a school visit to Singapore to examine best and promising practices in early years education. The team developed an Early Years philosophy statement and proposed changing the nomenclature from PreK to Early Years to reflect the focus on developing young learners, not a focus on preparing children for kindergarten.

ES LIBRARY REDESIGN

The redesign of the ES Library drew increased levels of activity and visibility. The library has become a hub for young bookworms. With lots of comfy nooks, it's a setting that really encourages an interest in reading.

DUAL LANGUAGE EXPANSION

Implementation of the Dual Language Program expanded into Grade 2 and continues to meet with success. Lilian Wong, the Dual Language Program Leader, continues to fine-tune systems and processes that support program and curriculum development.

THE 7CS

Elementary teachers committed to their own professional growth using the Tripod's 7Cs Framework of Effective Teaching. The 7Cs are Care, Confer, Captivate, Clarify, Consolidate, Challenge, and Class Management. Five of the 7Cs provided a framework for teaching and reflection during the second semester of online learning.

PARENT EDUCATION

Parent education on the Reader's Workshop, social-emotional learning, and how to support children throughout online learning continued to bolster ISB's commitment to keeping families informed.

READER'S WORKSHOP TRAINING

Elementary teachers were trained in August in the Reader's Workshop, which entered its first year of implementation. The Reader's Workshop, coupled with the Writer's Workshop, enables us to deliver a balanced literacy program.

CATERING TO DIFFERENT CHINESE LANGUAGE LEVELS

The ES Chinese Program completed its second year of implementation of a three-track pathway, which caters to the varying proficiency levels of students. The pathways are Chinese as an Additional Language (CAL), Advanced Chinese (AC), and Chinese Language and Literature (CLL). CAL serves students who are new to Chinese or have limited proficiency. AC serves students who have strong speaking and listening skills yet are limited in their literacy skills. CLL serves students who are primarily native speakers of Chinese and have a solid foundation in the four language domains of speaking, listening, reading, and writing.

BALANCED LITERARY PROGRAM

A shared approach to Word Study, one aspect of a balanced literacy program, was further implemented from Kindergarten to Grade 5. This undertaking led to greater consistency in practice.

STAFF COACHING BENEFITS STUDENTS

Instructional coaching entered its second year of implementation with a focus on student-centered coaching. The roles of coaching at ISB are instructional specialist, inquirer, classroom supporter, data coach, learning facilitator, and mentor. Greater inroads were made to establish a culture of coaching given the efforts of the two instructional coaches who worked in close collaboration with the literacy coordinator and Dual Language Program Leader to support the professional growth of both individual teachers and grade-level teams.

MIDDLE SCHOOL

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The 2019-20 school year was full of surprises and challenges, and through it all the students and teachers showed resilience and commitment to learning.

In Semester 1, Middle School students participated in baseball, soccer, volleyball, cross-country, and badminton seasons, with numerous competitions with other regional schools. Our drama program produced a fantastic retelling of *A Midsummer Night's Dream*, with incredible acting, costumes, and sets. At our Winter Concert, students in our choirs, orchestras, and bands performed for the community. Our Head of School even joined the band on the drums! Other events like the Terry Fox Run, International Day, Star Night, Movember, Spirit Week, and our Chinese New Year Celebration gave us many opportunities to celebrate learning and community together.

Many of our usual Middle School activities and highlights were cut short by the Covid-19 outbreak. The coronavirus closed our campus for most of the second semester, so numerous sports seasons, concerts, and trips were

canceled. Students and teachers moved the learning online, quickly adapting to new ways of learning and communicating. In spite of these challenges, students completed amazing projects, developed new competencies, and showed that a community of learners can function spread all across the world.

As we look to the future, we have plans to strengthen the partnership between mentors and families. We truly believe what our Mission says – the “learning is at its best” when supported by “strong relationships” and “high expectations” that we set together.

We are also looking forward to growth in our design and performing arts programs, supported by our new facilities and the work done over the last few years to establish a strong programmatic foundation.

It is certainly an exciting and hopeful time to be a part of ISB's Middle School!

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SAYING GOODBYE TO THE FUTURES ACADEMY

This was the final year of our groundbreaking Futures Academy (FA) project. The FA was designed to push the boundaries of Middle School education. Over the six years of the program, we tried an extraordinary number of new ideas, mostly related to project-based, personalized, and social-emotional learning. It was a learning experience for everyone involved, including our students, who flourished in the program and afterward.

In 2014, there were 24 students in the FA, all in Grade 7. They had volunteered to learn with three facilitators. The FA was created to accelerate the development of a new kind of learning at ISB, with the expectation that the students would thrive and that the rest of the school could benefit from the fresh ideas generated.

At the peak of the program, we had a core team of seven facilitators and over 80 students, all engaged

in exciting interdisciplinary learning in a unique community environment. Not everything in the FA was a resounding success, but, in life, nothing is. We take risks as learners, and we grow with new expertise whether we succeed or whether we fall short of our dreams. This deep belief is embedded in the values and character of ISB. We are a leader in the field of education, unafraid to try something new. We have hosted delegations from other schools inspired by the FA and presented on the topic at numerous conferences.

The differences between the FA and the rest of the Middle School shrank over time as we applied the innovations of the FA elsewhere. The challenge as we move forward is to continue innovating while ensuring successful outcomes for our students. Our experiences from the FA have made the Middle School a stronger learning community and we will continue to develop many features from the academy across the ISB secondary grades in the years ahead.

HIGH SCHOOL

HEALTHY YOUNG ADULTS

We improved our delivery of the sexual health and healthy relationships curriculum for Grade 11 and 12, better preparing students for life after ISB and aligning with the WHO sexual health curriculum.

BRINGING SUBJECTS AND PEOPLE TOGETHER

Fostering societal awareness and combining diverse academic disciplines, the Grade 9 interdisciplinary unit on inclusion was an innovative project in which students studied data to make a determination about the needs in our community for inclusion. They pitched their proposals, ranging from a wellness room for people with anxiety to merchandise promoting LGBT respect, in front of a large audience. Select proposals are now set to be put into practice.

NEW COMPLEMENTARY COUNSELING MODEL

After analyzing data from our community and outside consultants, and working with students and parents, we made the decision in 2019-2020 to split our counseling model. High School Counselors will from the start of 2020-2021 focus on students' academic, social, and emotional needs while College and Career Advisors will focus on preparing students for finding their place in the world.

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. We took the decision last year to organize our ELOs into Service, Exploration, and Challenge categories. The 18 ELOs we intended to offer were unfortunately cancelled due to Covid-19, but we will build on this planning for future ELOs.

SERVICE

- Serve alongside others to make a difference on an issue of significance.
- Serve by collaborating with peers and other stakeholders to improve lives and contribute to our local and global communities.

EXPLORATION

- Explore issues and ideas of personal, local, and global significance.
- Explore local and global history and culture.

CHALLENGE

- Challenge yourself to experience the natural world through undertaking a physical and mental journey.
- Challenge yourself to contemplate our connection to the natural world and the significance of this connection.

DRAGON TIME

We have revised our club and activity structure for more balance. We have given more students opportunities to engage in leadership positions.

- A separate time was set aside for club leadership to plan and organize general club business.
- A student leadership training program was enacted for all club/activities leaders to help students develop their skills in leadership, team building, long-range planning, how to engage membership and lead productive meetings, and establishing a shared understanding of ISB procedures.
- Thirty-one clubs met during Dragon Time and an additional 11 clubs/activities met on Thursday afternoon. We welcomed five new clubs during the 2019-2020 school year.

BETTER MENTOR-STUDENT RATIO

We laid the groundwork to have smaller and more mentoring groups in 2020-2021 to support our focus on social-emotional learning.

HIGH SCHOOL PATHWAYS

We developed High School Pathways, a new 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.

ASSESSING THE RESULTS

INTERNATIONAL BACCALAUREATE

In 2019-2020, ISB students notched another year of excellent results in the International Baccalaureate (IB) Diploma Programme, with an average score of 37 – more than seven points higher than the global average in this world’s toughest college preparatory course.

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. This year’s 85 full IB Diploma graduates at ISB recorded a 100-percent pass rate. Two ISB students were even awarded the maximum 45 points.

2020 INTERNATIONAL BACCALAUREATE RESULTS

Pass rates and points awards for the 85 graduates who completed the Diploma in May 2020 appear below, with comparative information for the previous two years.

		Class of 2020	Class of 2019	Class of 2018
Number of Diploma Candidates		85	77	72
Pass Rate		100%	95%	99%
Points Obtained by				
Successful Candidates	40-45:	28	25	14
	35-39:	36	24	26
	30-34:	17	14	19
	24-29:	4	11	12
School Mean		37	36	35
World Mean		29.92	30	30
Bilingual Diplomas		22	26	20



UNIVERSITY ADMISSIONS FOR THE CLASS OF 2020

As of September 2020.
Universities listed below with at least one enrolled ISB graduate appear in bold type.

UNITED STATES American University Arizona State University-Tempe Babson College Bard College Barnard College Bellevue College Binghamton University Boston College Boston University Brandeis University Brown University Bryant University Bryn Mawr College Carnegie Mellon University Case Western Reserve University Central Washington University Chapman University Columbia University In the City of New York Cornell College De Anza College Dixie State University Drexel University Embry-Riddle Aeronautical University-Prescott Emory University Fashion Institute of Technology Florida State University Fordham University George Washington University Georgetown University Georgia Institute of Technology-Main Campus Goucher College Grinnell College Hartwick College Harvey Mudd College Haverford College Humboldt State University Indiana University-Bloomington Iowa State University Ithaca College James Madison University Johns Hopkins University Lasalle College of the Arts Lehigh University	Long Island University-Brooklyn Loyola Marymount University Macalester College Manhattan School of Music Maryland Institute College of Art Miami University-Oxford Michigan State University New York University North Carolina State University At Raleigh Northeastern University Northwestern University Occidental College The Ohio State University-Main Campus Oregon State University Otis College of Art and Design Pace University Pennsylvania State University-Harrisburg Pennsylvania State University-Main Campus Pratt Institute-Main Campus Purdue University-Main Campus Reed College Rensselaer Polytechnic Institute Rutgers University-New Brunswick Saint Edward's University Saint Mary's College of California Saint Xavier University Salem State University Santa Clara University Sarah Lawrence College Savannah College of Art and Design School of the Art Institute of Chicago School of Visual Arts Seattle University Seton Hall University Suffolk University Syracuse University Temple University The New School The University of Tennessee-Knoxville	The University of Texas At Austin Tufts University United States Military Academy University of Arizona 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-Main Campus University of Colorado Boulder University of Connecticut University of Georgia University of Illinois At Chicago University of Illinois At Urbana-Champaign University of Maine University of Maryland-College Park University of Michigan-Ann Arbor University of Missouri-Columbia University of Northern Colorado University of Oregon University of Richmond University of Rochester University of San Diego University of San Francisco University of Southern California University of Vermont University of Washington-Bothell Campus University of Washington-Seattle Campus University of Wisconsin-Madison	Vassar College Virginia Polytechnic Institute and State University Wake Forest University Washington State University Weber State University Wellesley College Wesleyan University Wheaton College Williams College	CANADA Brock University McGill University McMaster University Ontario College of Art & Design Queen's University Ryerson University Simon Fraser University Trent University The University of British Columbia University of Alberta University of Toronto University of Victoria University of Waterloo Western University York University
			U.K. Birbeck, University of London Birmingham City University Bournemouth University Bristol University of the West of England City, University of London Durham University Glasgow School of Art Goldsmiths, University of London Kings College London, University of London Lancaster University London School of Economics Queen Mary University Royal Holloway, University of London The University of Edinburgh University of the Arts London University College London University of Aberdeen University of Bath University of Birmingham University of Bristol University of Cambridge University of Dundee University of East Anglia University of Essex University of Kent University of Leeds University of Manchester University of Plymouth University of Sheffield University of St. Andrew's University of Warwick	THE NETHERLANDS Leiden University College The Hague Wageningen University
			AUSTRALIA University of Sydney	
			ASIA City University of Hong Kong Korea Advanced Institute of Science and Technology Korea University LASALLE College of the Arts Nanyang Technological University National University of Singapore Renmin University of China Seoul National University Shanghai Jiao Tong University The Chinese University of Hong Kong The Hong Kong University of Science and Technology The University of Hong Kong Tsinghua University	

SUPPORT SERVICES

INTRODUCTION

2019-2020 was unique. We began the school year with a new Director of Student Support Services, and we were filled with enthusiasm and energy to renew a focus on inclusive practices for all learners. In September, we hosted two educational consultants who conducted a thorough review of our learning support and English as an additional language (EAL) programs.

Recommendations from the review guided much of our work during the first semester. We started out strong, with teams developing structures and systems and engaging in professional learning and strategic planning. After the Chinese New Year, as the pandemic spread, our attention turned to supporting our students and families around the world while they navigated the new online learning environment. Our own learning curve was steep, while teachers and counselors developed new strategies for meeting the academic and social-emotional needs of students.

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. Prompted by the review of our programs and our own strategic planning, ISB will expand services to students and establish structures and systems that facilitate greater student learning. We embrace our students’ diversity and contributions to the school community; this diversity strengthens our community and empowers us all with greater compassion and purpose.

Student Support Services includes school counselors, EAL teachers, learning support teachers, speech language pathologists (SLPs), and our school psychologist.

The department is exploring and learning about Multi-Tiered Systems of Support (MTSS). A team attended the RTI (Response to Intervention) for International Schools Summit in Singapore. Another team is exploring aspects of the PBIS (Positive Behavioral Interventions & Support) framework and its alignment with our social-emotional learning (SEL) curriculum currently under development.

SCHOOL COUNSELING

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

In the 2019-2020 school year, the High School Counseling Department established a plan to change models from a comprehensive counseling model to one comprised of two focused departments: School Counselors, and University and Career Advisors.

From 2020-2021, School Counselors will focus on social-emotional learning, responsive services, and providing individual support for students. University and Career Advisors will guide students and families through the process of university admissions and career exploration. In order to provide a greater focus on social-emotional learning schoolwide, three additional counseling positions have been added for the 2020-2021 school year.

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 using the WIDA MODEL assessment. Middle and High School EAL teachers underwent training in the Wilson Reading System in order to provide explicit reading instruction for our English learners.

ISB has partnered with Dr. José Medina to provide professional learning for our entire faculty in the Sheltered Immersion Observation Protocol (SIOP) and C6 Biliteracy Instructional Framework.

A team was chosen to attend the WIDA Institute in Shenzhen, China, in the spring. Unfortunately, due to travel restrictions, the event was canceled. The EAL team will attend a future WIDA Institute to explore the WIDA standards and assessment system.

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 underwent training in the Wilson Reading System in order to provide explicit reading instruction for students who require intervention in reading skills. In addition, the team developed a new Individual Learning Plan (ILP) template that is aligned with best practices in the field and used across all school sections.

In the 2019-2020 school year, ISB established a plan to open a class for students with intellectual/cognitive disabilities. In this program from the start of 2020-2021, students have begun learning daily living skills, functional academics, social and communication skills, and vocational skills. Students are integrated to the maximum extent appropriate in classes with their peers of the same age.

This program is the first of its kind in the Beijing area and has broadened our inclusive services for international and local families. An additional learning support teacher, with expertise in intellectual disabilities, was hired for the 2020-2021 school year to teach this class.

STUDENT SUPPORT BY THE NUMBERS

12

Learning Support Teachers

15

English as an Additional Language Teachers

9

Instructional Assistants

9

School Counselors

2

Speech & Language Pathologists

1

School Psychologist

STUDENTS RECEIVING EAL BY PERCENTAGE

Grades KG-2	44%
Grades 3-5	20%
Grades 6-8	13%
Grades 9-10	5%

STUDENTS RECEIVING LEARNING SUPPORT BY PERCENTAGE

Elementary School	7%
Middle School	6%
High School	8%

STUDENTS RECEIVING SPEECH LANGUAGE THERAPY BY PERCENTAGE

Elementary School	4%
Middle School	4%
High School	0.5%

CO-CURRICULAR



Most of us will not forget 2019-2020 in a hurry! There is a chance that it will be remembered in Activities as the year of cancellation and disappointment, with so many large events taking a hit due to campus closure as a result of the Covid-19 pandemic.

It is true that we lost multiple APAC and JPAC events, as well as theatrical productions, BEIMUN, and musical concerts and festivals. But let's not forget all the great things that did happen in the first half of 2019-2020 in Activities, and the hundreds of ISB athletes, scholars, and performers who had the chance to shine before the world was struck by the coronavirus.

In that first semester, we welcomed a China Cup, an APAC event, and a multitude of ISAC events, two full-scale productions, and a stream of concert performances involving students from across all divisions of ISB.

Season 1 sports in the High School saw us play host to China Cup Volleyball and Tennis – a huge weekend on campus. Our Boys Tennis players performed admirably in the Dome, with both the Junior Varsity (JV) and Varsity teams taking second spot. In the gyms, our teams were also on top form, with the JV Boys team taking first place and the Varsity Girls coming in as runners-up. Once again, the Dragons were represented at nine APAC season-ending tournaments!

Season 1 came to a close with a fantastic weekend of Rugby here at ISB as we played host to the APAC



event. Great weather and huge crowds made the three days an event to remember, our Varsity Boys team really lifting the community as they valiantly battled their way to a third-place finish, just missing out on the final after conceding a last-minute try in the semis.

The Middle School teams ended their opening seasons with the ISAC tournaments across Beijing, with the U14 Girls Soccer team running out as champions in one of the tightest competitions on record, and our Elementary School athletes attending both the ISAC Cross-country event here at ISB, as well as the ISAC Soccer event at Dulwich College Beijing.

It was a big semester for Performing Arts as we sent ISB students all across the region for APAC festivals. Unfortunately, our Dance team event in Hong Kong was cancelled, but our Choir and Orchestra were able to travel to Manila and Seoul respectively.

Our Middle School thespians once again excelled with a sell-out performance of *A Midsummer Night's Dream* or *The Night They Missed the Forest For the Trees*, while our High School actors shared a hard-hitting production of *Girls Like That* with the ISB community. Our High School Model United Nations group also participated in the SHASMUN and SINGMUN events in Shanghai and Singapore – this at least went a little way to make up for the disappointment of having to cancel BEIMUN!

Thanksgiving Weekend was as always great fun as we hosted another hugely successful Tim Callahan



Great Wall Shootout and picked up gold in the boys tournament with a win in the final against Concordia. Gym 2 was absolutely packed out on both Thursday and Friday afternoons as the whole High School student body was released to attend and cheer on the Dragons. And for the final on Saturday evening, it was another great show of Dragon spirit from the ISB community, who turned out in huge numbers to see the boys take center stage – there literally wasn't a seat in the house for that Saturday night epic!

Our Elementary and Middle School students were able to choose from 142 after-school activities (ASAs) during Session 1 and 2. There was a wide variety of ASAs offered in the following areas: Performing Arts; Science, Technology, Arts, Mathematics (STEAM); Movement & Games; Life Skills & Service.

Elementary students also participated in ISAC Cross-country, Soccer, Swimming, and Table Tennis events in the first half of the school year, joining other international schools in Beijing for competition. Our Middle School teams participated in Season 1 ISAC events and our baseball, cross-country, and soccer teams had very successful seasons, with high participation rates and positive results in competitions.

There was also a huge turnout for Middle School volleyball in Season 2, with one-third of the entire Middle School playing on a volleyball team. Unfortunately, ISAC tournaments did not take place due to the campus closure.

ISB MAIN EVENTS 2019-2020

SEPTEMBER

- China Cup Baseball
- China Cup Tennis
- China Cup Volleyball *
- North, South, East Tennis

OCTOBER

- ACAMIS Boys Tennis *
- ACAMIS Girls Tennis
- APAC Baseball
- APAC Cross-country
- APAC Rugby *
- APAC Tennis
- APAC Volleyball
- Dragon Cup Tennis *
- JPAC Volleyball
- Shanghai American School Model United Nations
- Shanghai Golf Invitational

NOVEMBER

- ACAMIS Table Tennis Tournament
- APAC Choir
- APAC Dance
- APAC Orchestra
- The Tim Callahan Great Wall Shootout *

*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

JPAC: Junior Asia Pacific Activities Conference

ACTIVITIES BY THE NUMBERS

142
number of ASAs offered

1,174
ASA enrollments

62%
average participation of ES
students in ASAs

38%
average participation of MS
students in ASAs

50%
average participation of MS
students on ISB school sports
teams





SECTION 3:
THE ISB FAMILY

ADMISSIONS

ISB continues to be a sought-after school attracting families from around the world. This was evident throughout 2019-2020 with enrollment across the school up 4 percent from the previous year and with the number of countries and regions represented in the student population increasing to 45.

The continued growth in enrollment was attributable to excitement around the completion of our new facilities (the Early Years Learning Community, Elementary School Arts Center and Theater, Middle/High School Performing Arts Center, and Middle/High School Design Center) as well as the innovative programming that distinguishes an ISB education from other international schools. Families were attracted to the Elementary School Dual Language Program, Elective offerings for Middle School students to individualize their learning, and new interdisciplinary High School courses that allow students to pursue their passions.

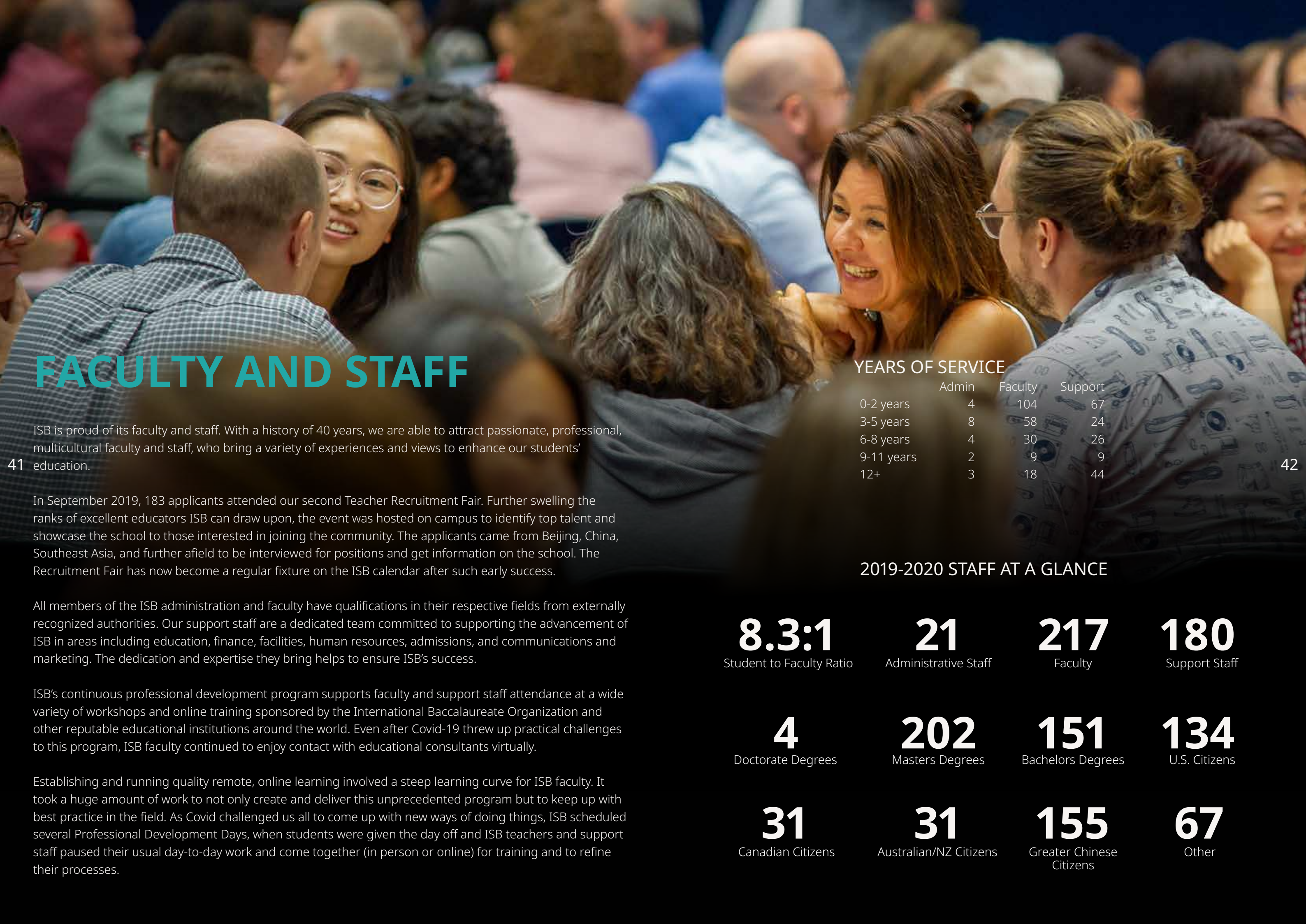
We enjoyed full enrollment for our Dual Language Program in PreK 3 to Grade 2. The program was extended to Grade 2 for 2019-2020 and has been further extended to Grade 3 for 2020-2021 as there is clear demand for this quality dual-language education.

COUNTRIES AND REGIONS REPRESENTED IN STUDENT BODY

Albania 1	Denmark 4	Netherlands 8
Argentina 2	Ethiopia 5	New Zealand 16
Australia 78	France 5	Norway 9
Austria 3	Germany 5	Pakistan 2
Belgium 1	Hungary 4	Philippines 4
Bhutan 1	India 18	Russia 5
Botswana 2	Indonesia 2	Saudi Arabia 4
Brazil 1	Ireland 5	Singapore 33
Bulgaria 1	Italy 2	South Africa 3
Canada 198	Japan 25	South Korea 265
China 189	Malaysia 6	Sweden 8
China – Hong Kong 285	Mexico 5	Tajikistan 2
China – Macau 10	Mongolia 1	Thailand 2
China – Taiwan 31	Myanmar 1	United Kingdom 22
Czech Republic 3	Nepal 2	USA 513

2019-2020 ADMISSIONS AT A GLANCE

596	382	74
Family Tours	New Enrollment August 2019	Mid-year Enrollment
1,792	1,307	45
Student Body	Number of Families	Nationalities



FACULTY AND STAFF

41 ISB is proud of its faculty and staff. With a history of 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.

In September 2019, 183 applicants attended our second Teacher Recruitment Fair. Further swelling the ranks of excellent educators ISB can draw upon, the event was hosted on campus to identify top talent and showcase the school to those interested in joining the community. The applicants came from Beijing, China, Southeast Asia, and further afield to be interviewed for positions and get information on the school. The Recruitment Fair has now become a regular fixture on the ISB calendar after such early success.

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, admissions, and communications and marketing. The dedication and expertise they bring helps to ensure ISB's success.

ISB's continuous professional development program supports faculty and support staff attendance at a wide variety of workshops and online training sponsored by the International Baccalaureate Organization and other reputable educational institutions around the world. Even after Covid-19 threw up practical challenges to this program, ISB faculty continued to enjoy contact with educational consultants virtually.

Establishing and running quality remote, online learning involved a steep learning curve for ISB faculty. It took a huge amount of work to not only create and deliver this unprecedented program but to keep up with best practice in the field. As Covid challenged us all to come up with new ways of doing things, ISB scheduled several Professional Development Days, when students were given the day off and ISB teachers and support staff paused their usual day-to-day work and come together (in person or online) for training and to refine their processes.

YEARS OF SERVICE

	Admin	Faculty	Support
0-2 years	4	104	67
3-5 years	8	58	24
6-8 years	4	30	26
9-11 years	2	9	9
12+	3	18	44

42

2019-2020 STAFF AT A GLANCE

8.3:1	21	217	180
Student to Faculty Ratio	Administrative Staff	Faculty	Support Staff
4	202	151	134
Doctorate Degrees	Masters Degrees	Bachelors Degrees	U.S. Citizens
31	31	155	67
Canadian Citizens	Australian/NZ Citizens	Greater Chinese Citizens	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. Annually, the PTA organizes a range of community events to promote cultural exchange, foster community spirit, and raise funds for student and community activities. 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.
- International Day, a Charity Dinner, and the Winter Holiday Bazaar.
- The ISB Spring Fair, the single largest community event, organized and supported by hundreds of PTA volunteers every year.

Despite disruption from Covid-19, the PTA organized events in 2019-2020 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 Parent Welcome Breakfast.
- Winter Holiday Bazaar.
- Chinese New Year Celebrations. Parents and teachers at ISB worked together to prepare a cultural showcase to celebrate the most important Chinese festival.

PTA BY THE NUMBERS

- 61,000 RMB raised for student and community activities.
- 33,500 RMB contributed to support student charity events.
- 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. 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 60,000 RMB for athletic and performing arts activities in the 2019-2020 academic year.

ADVANCEMENT

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. In 2019-2020, an Advancement fund of over 2 million RMB supported teacher professional enrichment programs that enhance teaching quality.

While the Covid-19 pandemic will certainly have obstructed the pipeline of major gifts in the immediate term, these dramatic events have only reinforced our commitment that the school should build long-term financial security and funds. The ISB Board has reached an agreement to explore a mechanism for setting up an endowment program to encourage long-term giving. The Advancement Department has put a lot of effort into applying empathy and innovation to future projects and ensuring we remain connected with potential donors.

Advancement – progress and achievements in 2019-2020

- Financial gifts received – 2,060,631 RMB
- Financial gifts formally pledged – 6,800,000 RMB
- Gifts supporting teaching excellence and professional growth (for example, an ongoing commitment for an ISB cohort to attend Harvard University's prestigious Project Zero)
- The Board reached an agreement to explore a mechanism for setting up an endowment program.
- Initiated and organized a 40th anniversary logo design competition and photo and story collection campaign
- Planning for 40th anniversary celebrations – 2020-2021 and Birthday Gift Fund
- Facilitated and supported Covid-19 relief initiatives led by High School students in partnership with ISB alumni. The event raised over 110,000 RMB in less than a week. More than 4,000 surgical masks were delivered to the Hospital for Special Surgery in New York, 8,000 masks were donated to two schools in Shunyi.
- Facilitated new field trip opportunities for students
- Connected and introduced professional experts for various school programs including celebrations of Chinese culture, Elementary School social studies, the Middle School annual theater production, and Varsity basketball games
- Continued to engage pro-bono experts advising on the school sustainability program

Global Network

8,013 Network size

0 - 2,000 2,000 - 4,000 4,000 - 6,000 6,000 - 8,000 8,000 - 10,000



ALUMNI RELATIONS

The ISB Alumni Association continues to grow year after year. Nearly 1,500 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.

An active social media presence on Facebook, WeChat, and Instagram 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 2019-2020 school year, we hosted three in-person reunions – in Seoul, Los Angeles, and New York. We also hosted two events virtually – an alumni reunion, and a webinar series in which alumni held career conversations with current students. Our team of alumni representatives 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: 1995
Number of Alumni: 12,192 (as of May 2020)
Alumni Nationalities: Over 60

GETTING INVOLVED

ISB alumni network: 1,482 registered users
Alumni mentors: 937 registered users
Campus visits: 67

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, 1 graduating class group



SECTION 4: FACILITIES

A 21ST CENTURY CAMPUS

FACILITIES MASTER PLAN FINALLY COMES TO FRUITION

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.

2019-2020 was a massive year as it saw the completion of the Facilities Master Plan (FMP) projects. Students have begun learning in a new Elementary School (ES) Arts Center and Theater, Middle School (MS)/High School (HS) Performing Arts Center, Early Years Learning Community (EYLC), and MS/HS Design Center.

These FMP projects have been years in the planning, including extensive community input and consultation. We have finally seen some of the most significant construction projects in ISB's history come to fruition.

The FMP was divided into new-build and remodel projects. ISB was excited to open the two brand-new projects – the ES Arts Center and Theater, and the MS/HS Performing Arts Center – in February 2020. They were joined by the remaining two remodel projects – the EYLC, and MS/HS Design Center – in time for the start of 2020-2021.

The EYLC is a large, purpose-designed space to better serve ISB's youngest learners. It features 13 classrooms, lofts, and large common spaces for our youngest students. There's an early years art classroom, music classroom, and student kitchen. Child-sized facilities and indoor play spaces are

connected to outdoor play spaces.

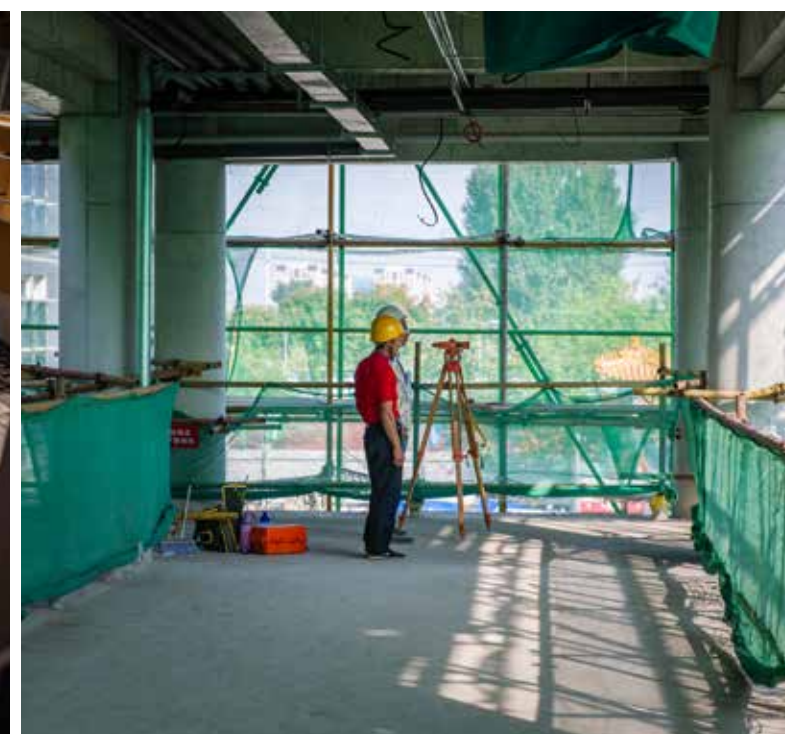
The MS/HS Design Center is a centralized facility for showcasing design and engineering programs. Designers can work in a robotics and electronics lab, fabrication lab, finishing lab, three HS art classrooms, and three flexible collaborative spaces. This area of the school provides inspiring spaces to facilitate interdisciplinary and project-based learning.

The ES Arts Center and Theater is a flexible, creative performance/practice space unlike any other on campus, expressly designed to meet the needs of ES performers and audience members. It includes a purpose-built theater, performing arts classrooms, elementary art classrooms, and demonstration areas.

The MS/HS Performing Arts Center was purpose-built to create a space for the growth of ISB's dynamic performing arts programs. The center includes specially designed performing arts classrooms and practice rooms (band, orchestra, choir, drama, and dance) with consideration for acoustic, lighting, and flooring requirements.

We have recently also opened a new ES Library, an inspiring space for students to bury their noses in a book and build literacy.

Our dedicated facilities team worked hard throughout 2019-2020 not only to manage these projects but to implement a large range of smaller but also important maintenance and campus improvement tasks.



SUSTAINABLE ISB

People Planet Purpose



It's been three years since ISB made the transformative decision to create a long-term plan of what sustainability should look and feel like at the school, a process many educational institutions such as Harvard University have undertaken. The review was led by the dedicated member of staff that ISB has in charge of efforts to reduce the school's environmental impact. ISB's Sustainability Manager has worked in partnership with teachers and parents and the community of environmental advocates that is the student body.

We are evolving into a healthier, more sustainable place of learning. 2019-2020 marked a significant milestone in ISB's approach to sustainability. We published our Sustainability Roadmap 2025 and follow-up Sustainability Action Plan, which outline the issues that are most important to us, our goals, and the steps we will take moving forward. Read more about our award-winning program at www.isb.bj.edu.cn/about/sustainable-isb.

Sustainability comes alive when we empower our students and staff to drive positive impacts throughout our community. 2019-2020 demonstrated the wealth of ideas and passion that lives within ISB. 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.

ACHIEVEMENTS

BUS FLEET ELECTRIFICATION

- ISB transitioning 50 percent of our bus fleet to air pollution-free electric buses
- The culmination of two years of student research, planning, and partnership with ISB leadership
- Dramatically reduces our contribution to air pollution on campus and in our communities
- Recognized by the world-renowned U.S. Green Building Council with its Green Apple Deep Impact Award

SUSTAINABLE ISB BY THE NUMBERS

- 27 | # of electric buses
- 600,000 | The number of tree plantings needed to equal the impact of our transition to 100% renewable electricity
- 100 | % of clean, pollution-free electricity used by ISB since the start of 2020
- 6 | # of staff recognized as Sustainability Change Agents
- 50+ | # of students learning the qualities needed to become Sustainability Change Agents
- 2,500 | # of organic apples provided to students and staff during our healthy women and men campaigns
- 4,000 | # of energy-efficient LED lights installed

STUDENTS IN ACTION

- To drive community awareness of the urgent need for climate action, High School students held a head-turning Climate Awareness Day.
- Demonstrating the power of ISB's experiential learning program, two students brought home from their Bali Green School trip the idea to turn our kitchen waste oil into soap – which was developed into a design project for Grade 9 science students.
- Committed to making the 50th anniversary of Earth Day on April 22 into the most impactful environmental event the school has ever experienced, a group of Middle and High School students collaborated to line up speakers, panels, and education activities. While Covid-19 prevented this event from running in 2020, all the building blocks are in place for a 2021 success!

100% RENEWABLE ELECTRICITY

- On Earth Day, we announced that ISB is now powered by 100 percent renewable electricity from Guanting Wind Farm, located just 100 km to our northwest.
- This partnership will enable students to visit and learn more about clean energy such as wind power and how it supports the local community.
- Electricity was our largest source of carbon emissions and with this switch, we can proudly say our climate change impact has been reduced by over 75 percent.



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 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 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 (95 percent) comes from tuition and capital fees, with bus fees, interest income, and grants making up the remainder.

ISB’s income for 2019-2020 adequately supported our personnel and operational needs. School revenue fell below the projected budget amount (97 percent of budgeted revenue). This shortfall is due entirely to the return or credit of school fees to ISB families owing to the extended period of campus closure because of Covid-19. ISB families and sponsoring companies either received refunds or school fee credits totaling over 18 million RMB in the 2019-2020 school year. These school fee refunds and credits were directly related to the school’s operational expense savings during the period of campus closure.

Most of ISB’s school fees (69 percent) were used to support personnel expenses. Salary adjustments for 2019-2020 included an average 4-percent increase in employee salary schedules, while school fees increased 4 percent over the 2018-19 levels.

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 2019-2020 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 2019-2020, our capital fee income was 57.6 million RMB. It 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 2019-2020 were:

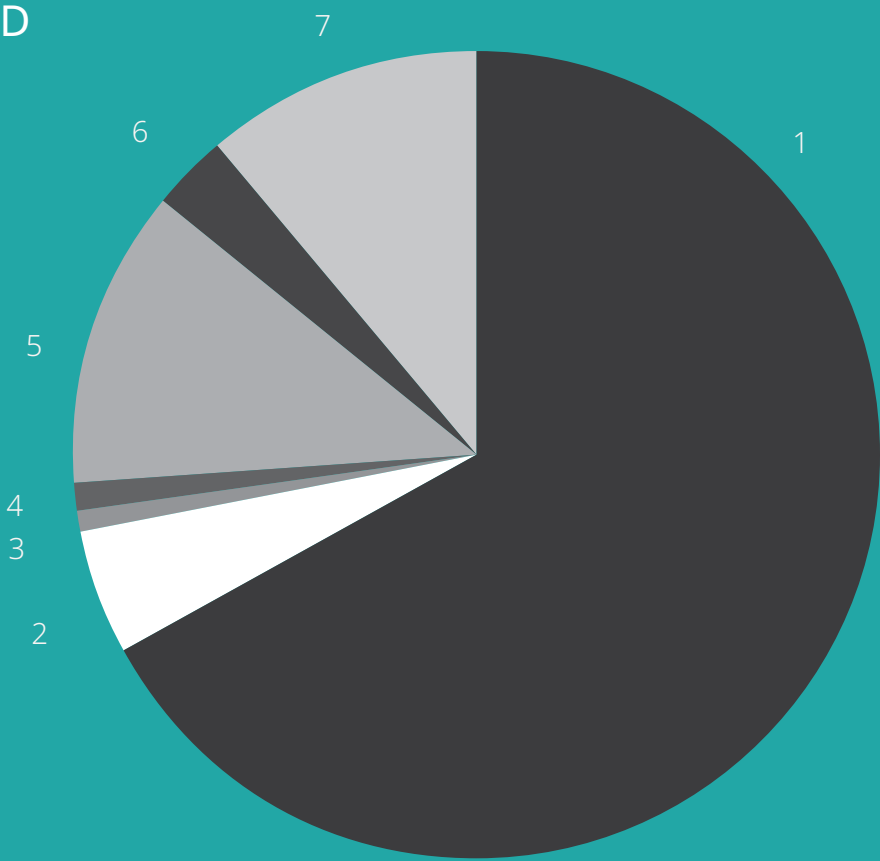
- Middle School student computer replacement
- Elementary School Library remodel – Phase 1
- LED lighting replacement in classrooms
- Middle School/High School cafeteria acoustics project
- Middle School/High School classroom tables and desk replacement
- School traffic flow modification – entrance and exit adjustments

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 1,805 students for the 2020-2021 school year, but with the impact of Covid-19, the school is expecting between 1,650 and 1,700 students to enroll in ISB. Budget adjustments will be made to reduce expenditures where reasonable to help address this short-term drop in enrollment. ISB programs and student experiences will not be impacted by these reductions, as we continue to assess trends and when needed realign our budget at the start of the new school year.

HOW SCHOOL FEES ARE USED

1. Personnel: 69%
2. Instructional: 5%
3. Student Activities: 1%
4. Technology: 1%
5. Facilities and Transportation: 12%
6. General and Administrative: 3%
7. Capital Expenses: 9%



ISB NEWS

News Categories

All Alumni Co-curricular Community ES HS MS



Students produce digital museums on Covid

November 12, 2020

Project is a great example of ISB encouraging students to grapple with real-world issues and become experts on presenting their work.



Monday Memory: Early days and Big Bird

November 9, 2020

One of ISB's first teachers recalls her students meeting their favorite *Sesame Street* character during a 1979 China tour by some of U.S. TV's biggest stars.



Back to the future

November 2, 2020

On the 40th day of ISB's 40th anniversary year, students reached out to future generations as they laid a time capsule to be opened on the 40th anniversary.



SECTION 6:
COMMUNICATIONS AND
MARKETING

TELLING THE ISB STORY

The start of the 2019-2020 school year saw the Communications and Marketing Office focus its work on a number of important projects going on within ISB.

THE OPENING OF OUR FOUR NEW FACILITIES PROJECTS

Throughout the construction process, we shared photos and videos from the building site. By setting up permanent cameras within these areas, we were able to share time-lapse videos showing the progress of these important new facilities.

THE EXPANSION OF OUR LEARNING SUPPORT SERVICES

With the plan to offer a program for students with intellectual/cognitive disabilities starting August 2020, we worked closely with the Director of Student Support Services and the Admissions Director to develop material to promote this important new service for the Beijing community.

COMMUNITY ENGAGEMENT IN THE VOTE TO ADOPT ISB'S NEW MISSION AND VISION

Following the collaborative and inclusive Mission and Vision review process, it was important to ensure our community fully understood how we arrived at our new guiding statements in advance of the formal adoption process. Working with the Head of School and the Director of Learning, we developed a number of materials, shared through various channels, to help the community understand that this was not a change in direction for ISB, rather a simpler articulation of who we are and what we stand for. The success of this campaign was shown by the overwhelming majority of the community who approved these new visionary statements.

PREPARING FOR 40TH ANNIVERSARY CELEBRATIONS

In collaboration with the ISB Advancement Office, we promoted the 40th Anniversary Logo Competition; designed and sourced a sustainably manufactured 40th anniversary gift for everyone in our community; and supported the development of the 40th

anniversary webpage within the ISB website. Here, community members past and present can connect with ISB and submit their stories, photos, and fond memories that can be shared with the whole community in celebration.

LAUNCH OF OUR SUSTAINABILITY WEBPAGE

ISB is proud of its commitment to sustainability. Working with ISB's Sustainability Manager, we launched a webpage within the formal ISB website dedicated to sharing our goals and priorities, and to highlight what is important to our whole community when making sure we behave responsibly and work towards minimizing our impact on the world around us.

COVID-19

The second semester saw the sudden and unexpected closure of our campus, and our work assumed the important focus of communicating with the ISB community. Working closely with the Head of School and Educational Leadership Team, we increased the frequency of communication with our various stakeholders to ensure they were kept up to date with important information related to campus closure and the subsequent online learning that was required to take place.

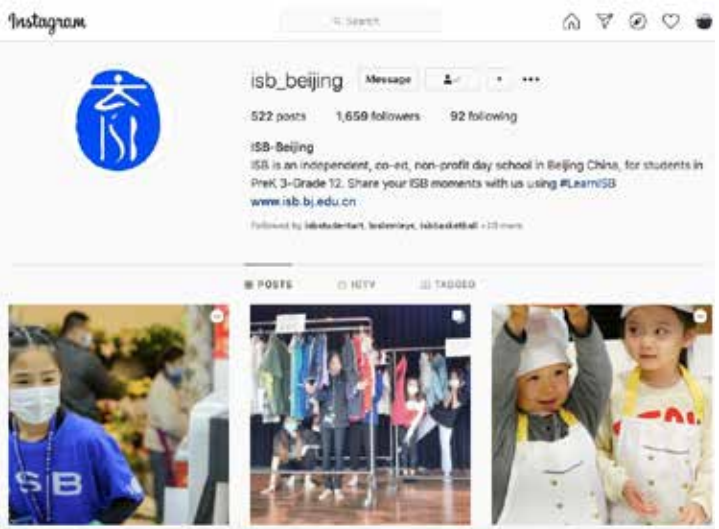
Weekly communications from the Head of School, as well as the regular ISB Weekly newsletter, were aimed at sharing updates from the Beijing authorities as well as other developments within the ISB community. We continued to share news stories that focused on the teaching and learning that was taking place, despite the situation that we, and the world, found ourselves in.

In collaboration with the Office of Learning, we established dedicated webpages to share not only the important news and announcements, but content and materials to support our parent community as they guided their children through online learning – videos, blog posts, infographics etc.

Once we were given formal approval to reopen the campus from April for selected grade levels, we supported out Facilities and Operational colleagues to produce and share Health and Safety information, signage, infographics, and communication on safety protocols required to gain final approval to reopen the campus to our students and staff.



	2019-2020	2018-2019
Followers	5,626	5,342
Posts	236	199
Reach	191,402	223,174



	2019-2020	2018-2019
Followers	1,536	1,257
Likes	8,069	10,972
Posts	62	90



	2019-2020	2018-2019
Followers	992	804
Impressions	152,396	518,617

2018-2019 impressions due to four exceptionally popular posts



	2019-2020	2018-2019
Followers	11,087	9,629
Reads	100,490	65,645



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