



INTERNATIONAL SCHOOL BANGKOK

# ANNUAL REPORT

2017 -2018

ISB 2017 - 2018 ANNUAL REPORT







# Contents

- 01** | **Foreword**  
Welcome from The Head of School
- 02** | **Who We Are**  
Vision  
Community  
Faculty & Teachers  
Students and Alumni  
Parents
- 03** | **Our Leadership**  
Board of Trustees  
Leadership Team
- 04** | **Learning**  
Curriculum Strategy  
Program Highlights  
Experiential Learning  
Activities  
Support
- 05** | **Enriching Communities**  
Global Citizens  
School Clubs and Activities
- 06** | **Developments and Achievements**  
Year Highlights  
Academic Results  
University Enrolments
- 07** | **The Numbers**  
How We Spent Our Money
- 08** | **Thank You**  
From a longstanding ISB staff member





# 01 | FOREWORD



# DR ANDREW DAVIES

Head of School



**This has been another memorable school year at International School Bangkok. With 1761 students, 227 faculty, and 316 classified staff, the number of success stories for the year runs easily into the thousands.**

This year also saw the adoption of ISB's new vision: "Enriching communities through the intellectual, humanitarian and creative thoughts and actions of our learners." The vision describes the impact we hope our students (and all of our community) will have on the world. Through care, creativity and academic success, we aim to improve and enrich the lives of those we encounter, no matter who or where they might be.

After a four-year research program undertaken by a cross-section of the ISB community, six "learner attributes" have been adopted. We believe that our students will be better equipped to flourish in our increasingly interconnected and complex society if they are creative, adaptable, globally-minded, socially intelligent, self-managing, and value-driven. Additionally, a range of core values has recently been developed, which will ensure our students grow to be ethical, hardworking and compassionate members of society. The values of care, integrity, commitment, gratitude, courage, balance, and respect are being incorporated into our various programs at ISB, and will help guide the personal development of our students and all community members.

We are very proud of the progress ISB has made as a school, and look forward to the positive impact these changes will have on our students – both as learners and as people. We all know, however, that thanks to the incredible commitment and expertise of all of those who work at ISB, good things are happening every minute.

My deepest thanks go out to our entire ISB community for all that you do for our school.

Sincerely,  
Dr Andrew Davies







## 02 | WHO WE ARE



# VISION

Debi Caskey, Deputy Head of School for Learning

## OUR VISION STATEMENT

**Enriching communities through the intellectual, humanitarian, and creative thoughts and actions of our learners.**

The purpose of education has traditionally been to prepare students for a future that is predictable. As society changes, however, educators must adapt wisely so they can continue positioning students to go out into the world, begin a successful career, become self-sufficient, and contribute to their communities.

ISB provides an environment of genuine challenge and enrichment. Students are encouraged to be inquisitive and risk-taking, while thinking deeply and creatively about their subjects of study.

In March 2017, ISB's Board of Trustees approved our new Vision Statement: "Enriching communities through the intellectual, humanitarian, and creative thoughts and actions of our learners." The Board also approved a small but significant change to our Mission Statement.

**Through outstanding teaching in a nurturing environment, ISB inspires students to:**

- Achieve their academic and personal potential
- Become caring, global citizens
- Be passionate, reflective learners
- Lead healthy, active, balanced lives



# VISION

Mission, Values and Definition of Learning

WHO WE ARE

In the development process, determining our unique vision and mission required coinciding attributes and values. These attributes surfaced following over three years of research, investigating specific dispositions that we believe students should possess in order to flourish in the fast-changing global society they inhabit.

ISB identified six learner attributes that are of particular importance, providing students with opportunities to be:



**Creative** Developing new and imaginative ideas that have impact.



**Globally-minded** Invested in the world and its people, embracing diversity, and aware of the impact of actions on local and global communities.



**Adaptable** Responding appropriately and with flexibility to ambiguous or changing circumstances.



**Socially-intelligent** Recognizing personal emotions and those of others, managing responses productively and collaborating effectively.



**Value-driven** Guided by our ISB Values, promoting positive citizenship and fostering personal meaning.



**Self-managing** Independently directing, monitoring, and evaluating personal behaviors, goals and time



CARE INTEGRITY COMMITMENT GRATITUDE COURAGE BALANCE RESPECT RESPONSIBILITY

With teachers, students and faculty all striving for quality engagement in these interactive and socially-conscious domains, ISB continues to build an open community where meaningful participation enables positive achievement in the outside world. Whatever the future may hold, ISB's encouragement of independence, intellectual flexibility and creative thought gives students the power to pursue their own individual goals throughout their lives.



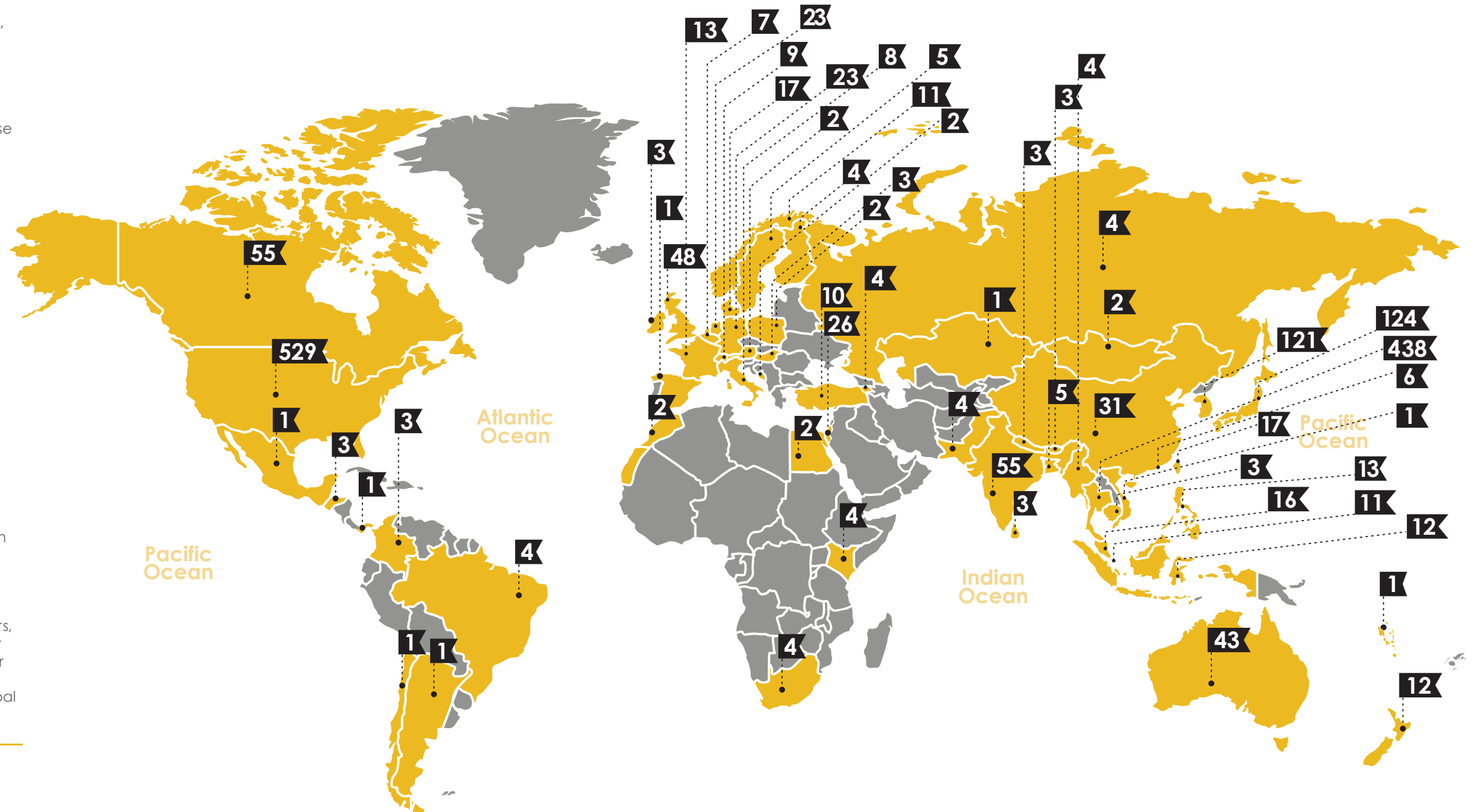
# COMMUNITY

Community Groups Represented at ISB

When we refer to our community at ISB, we think about our students, their parents and extended families, our staff and our alumni. ISB is a place for everyone to be themselves, fulfill their potential, develop as individuals and find a sense of belonging. With our diverse and inclusive community, we are able to cultivate this culture of acceptance and caring.

This concept of community is also broadened through our service learning and outreach programs. These form core components of our vision at ISB, as we provide opportunities for our students and faculty to enrich communities through thoughts and actions.

Using care and creativity, ISB students are encouraged to improve or enrich the lives of those they encounter, no matter who or where they might be. This greater connectedness helps expand students' levels of interest and empathy as they interact with their home communities, our school community, a community in another country, or areas just next door to the school grounds. Our aim is for the entire ISB community to be mobilized and activated toward this vision. Students, teachers, parents, and alumni work together to provide support for one another and to create a caring and compassionate culture, to be global citizens and to make a positive impact in the world.



## North America

529 USA  
55 Canada  
1 Mexico

## Central America

3 Honduras

## South America

4 Brazil  
3 Colombia  
1 Argentina  
1 Chile  
1 Panama

## Africa

4 South Africa  
4 Kenya  
2 Morocco  
2 Egypt

## Europe

48 UK  
23 Germany  
23 Netherlands  
17 Denmark  
11 Norway  
13 France  
9 Switzerland  
8 Italy  
7 Belgium  
5 Sweden  
4 Finland  
4 Russia  
3 Hungary  
3 Ireland  
2 Austria  
2 Montenegro  
2 Poland  
1 Spain

## Asia

438 Thailand  
124 Japan  
121 Korea  
55 India  
31 China  
26 Israel  
17 Taiwan  
16 Malaysia  
13 Philippines  
12 Indonesia  
11 Singapore  
10 Turkey  
6 Hong Kong  
5 Bangladesh  
4 Armenia  
4 Myanmar  
4 Pakistan  
3 Bhutan  
3 Cambodia  
3 Nepal  
3 Sri Lanka  
2 Mongolia  
1 Vietnam  
1 Kazakhstan

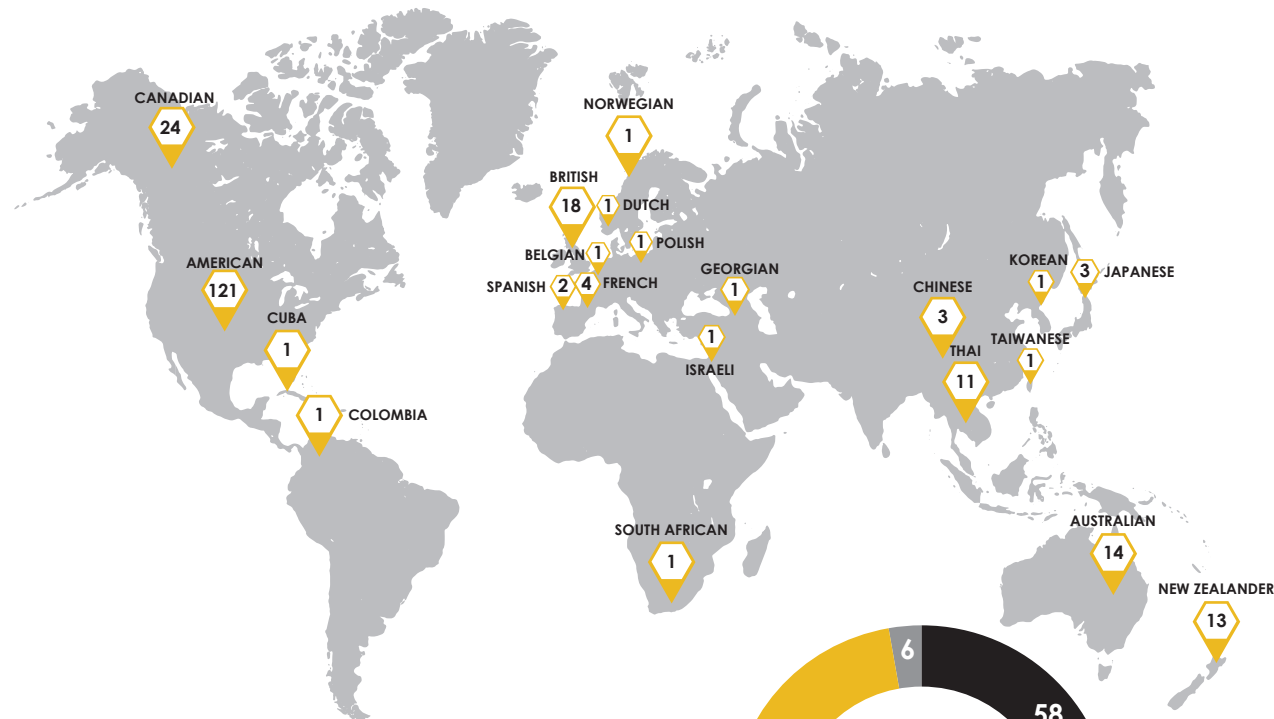
## Australasia

43 Australia  
12 New Zealand  
1 Vanuatu

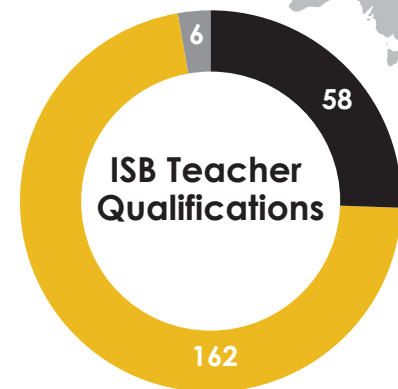


# FACULTY

Teachers and Staff



■ Bachelor Degree 58 ■ Master Degree 162  
■ Doctor of Philosophy 6



■ Total number of Faculty 227 ■ Total number of Classified 316

Total number of **all staff 543**



## OUR TALENTED TEACHERS COME FROM AROUND THE WORLD

USA	121	Japan	3	Korea	1
Canada	24	Spain	2	Norway	1
UK	18	Netherlands	1	Poland	1
Australia	14	Belgium	1	South Africa	1
New Zealand	13	Colombia	1	Taiwan	1
Thailand	11	Cuba	1		
France	4	Georgia	1		
China	3	Israel	1		

# TEACHERS

ISB attracts hundreds of applicants every year, who are then carefully screened for experience, expertise, knowledge of educational practice and theory, and documented success in student learning achievement. We then assemble teams to interview the selected candidates, evaluating them on personal and technical levels. In particular, we look for teachers who embody the core values of our school and will help bring the vision and mission into practice as they create exceptional learning opportunities for our students. Our teachers are resourceful, motivated and valued team players.

This process lets us ensure that each teacher at ISB sees their students as complete individuals, taking into account their personalities and interests as well as their academic effort. Students, in turn, receive the attention and encouragement they need to develop their skills and personalities. We continue to support the growth of our entire teaching staff long after they are hired, and pride ourselves on the incredible professional learning opportunities available to our faculty. Some of these include professional learning funds, visits from external experts who are leaders in their field, dedicated professional learning time, job-embedded opportunities and peer to peer learning and support. This long-term commitment to quality ensures that ISB teachers are the best in the world – because our students deserve nothing less.





# STUDENTS AND ALUMNI

The diversity of ISB students is evident from the close to sixty different cultural backgrounds they represent, as well as their varying degrees of exposure to international education. Some students are newcomers to the demands, excitement and challenges that international education offers, while others are experienced veterans having called many countries "home".

Each student brings a unique spark to our campus, and through engaging courses, exciting wilderness activities – and most of all, ISB's inspiring cultural spirit – that spark is ignited. Perhaps this is why ISB alumni feel such a powerful connection to the school. As one former student put it, "We feel a sense of belonging when we are accepted and when we feel the freedom to be ourselves. Feeling like we belong is paramount to our overall well-being and adds value to all areas of our lives."

ISB's new Alumni Coordinator, Harold Albert, agrees. After nearly 35 years as teacher, coach, and athletics/activities director, he continues to attend ISB alumni reunion events, and is struck by the great attendance and warm memories that these meetings bring. The ISB Network Association (a registered non-profit in the USA), which provides a forum for alumni to stay in touch around the world, has grown to over 6,000 members.

This sense of self and belonging has always been a central part of the ISB experience. It explains why the school is so well-loved, and considered by many to be a true home away from home. It also is why our alumni proudly lay claim to the now iconic phrase, "Once a Panther, Always a Panther!"

## STUDENT COUNCIL

ISB provides a range of opportunities for students to take on leadership roles in high school. Student Council is one of these opportunities, as students are elected by their peers to be the voice for their class. Their role allows a clear line of communication between administration and students.

Leadership opportunities in the high school are important because they allow students to build effective relationships with their peers as well as school administration. They also develop and improve their communication skills, along with their ability to empathize with others.

VISHNU

*"As an opportunity to develop proficiency as a leader, Student Council requires its members to broaden their abilities of communication and their sense of realistic change in an educational environment."*



# STUDENTS AND ALUMNI

WHO WE ARE

## STUDENTS PERSPECTIVE

Education at ISB is intellectually demanding, particularly in preparation for IB exams. Success requires long hours of study across disciplines, and breaks soon become necessary to help students take their minds off academics while restoring motivation and energy.

Extra-curricular activities and programs such as sports, arts, and interesting academic endeavors are essential for maintaining the right balance between a student's in-school and out-of-school life. These programs are great for mental and physical development, while also creating space for friendships to blossom, and the school experience to take on a greater meaning. Sue Yoon, a 2017 ISB graduate, said: "Some people think of extra-curricular activities as another burden on top of academics, but I think it's just the opposite. Participating in activities I loved, like music, gave me the energy and motivation to work hard academically as well."

When students get involved in groups and projects they truly care about, their social lives improve and their day becomes much more balanced. Simply through participating, students also gain valuable practice in skills such as teamwork, organization, and time management.

DAIKI

*"I have been at ISB for 13 years. I am overly grateful for what ISB has done for me. ISB wants to help their students the best way that they can. Whether it is adding an extra course, or providing us with extra tools and materials, ISB really cares for the students and also I am very grateful for certain people leading me – administration, and teachers allowing me to realize what I really want to do in the future."*

COLIN

*"ISB has been really supportive, no matter what we do! Regardless, the support ISB gives is so tailored, so individual and so generous, that I think it's going to help all of us going forward."*





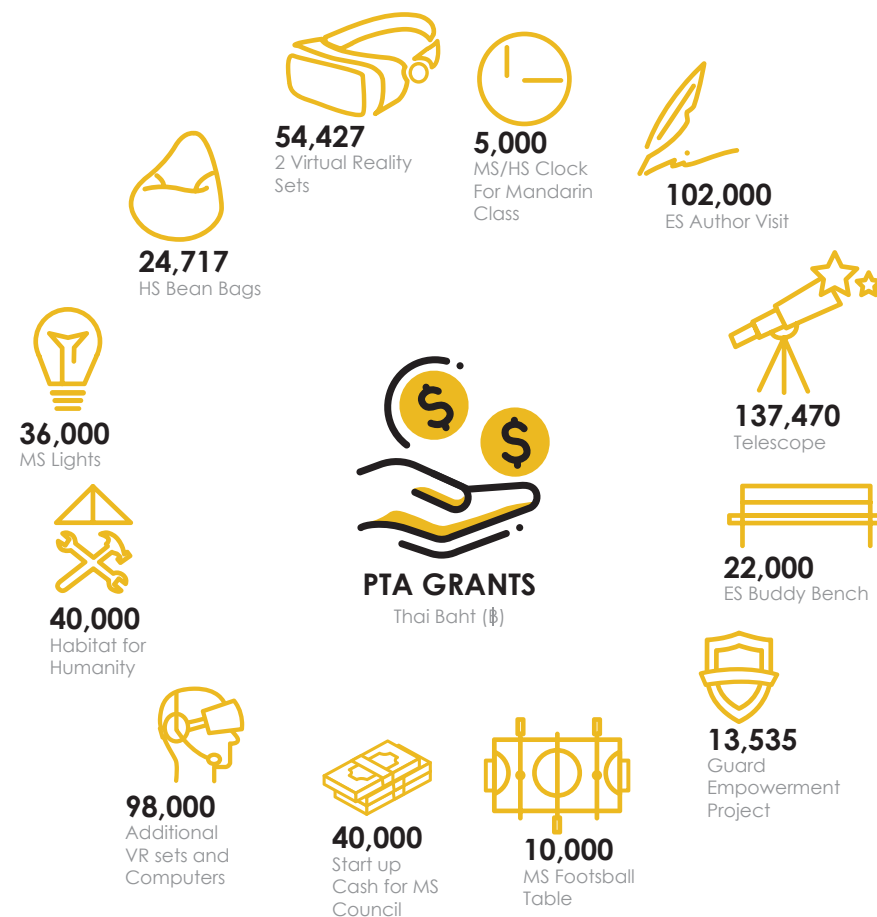
# PARENTS

## PTA

ISB has an incredibly engaged Parent Teacher Association (PTA). Parents are welcome to join the PTA as well as their various programs and community events across the ISB community and the school.

The PTA provides a platform for parents to get involved in school life, and for the community to connect with like-minded people. PTA programs can vary from adult learning classes, to community outreach and support, to purchasing special equipment for the school such as bean bags for the high school study area.

One of the biggest and most popular PTA events is the ISB Elementary School Intercultural Day, which celebrates the variety of nationalities represented in our community. The event is the perfect way for the whole ISB community to come together and celebrate as one big ISB family. Another eagerly anticipated cultural celebration managed by our incredible parent community is ISB's famous International Food Fair (IFF), which attracted over 3000 community members this year. IFF is a community activity that celebrates our cultural diversity and the nationalities represented at ISB.



We allocated 10% of opening balance to Grants this year, and in addition had about 400,000 THB pre-approved grants from 2016/2017.

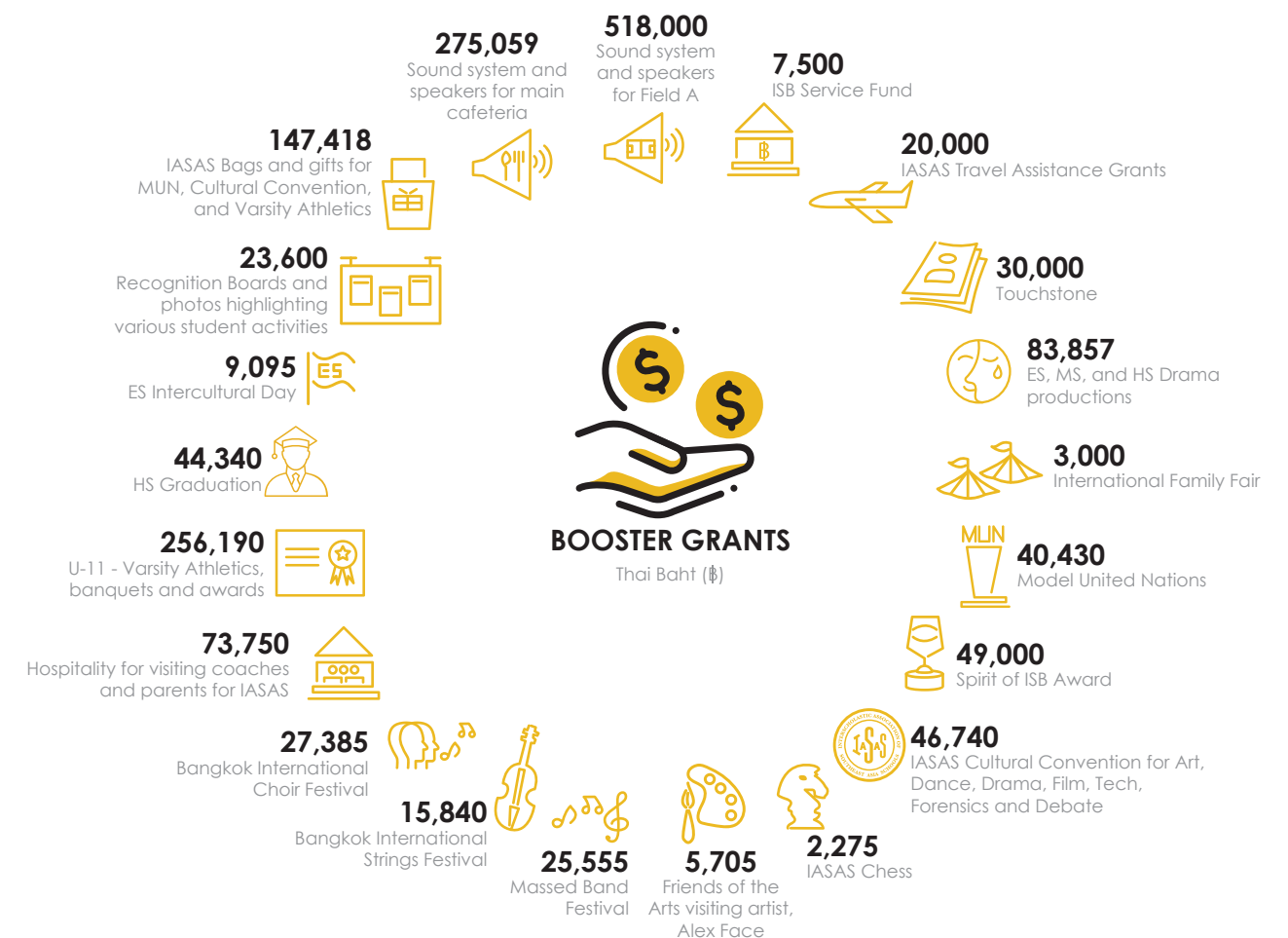
# PARENTS

## BOOSTER

With of a board of 25 parents and administrators, plus numerous volunteers, Booster Club supports the arts, athletics, and activities at ISB while also promoting school spirit. Right in the center of ISB's campus, you will find the Booster Hut – stocked with t-shirts, water bottles, bags, and more, allowing students, alumni, and parents to show off their Panther pride. In addition to the Booster Hut, we raise money and bring the community together through the Pancake Breakfast, the Spirit Tent, and the sale of Panther Pops. With these funds, Booster has been able to expand our support to even more student activities, donating 1.8 million THB last year to ISB.

Booster Club welcomes visiting students, faculty, and parents with our famous Panther hospitality. It also plays a big role in bringing out the ISB community to cheer and support our student body. Booster Club organizes volunteers to be team parents or art advocates, and celebrates the amazing talents of our student body through recognition bulletin boards, Spirit of ISB and sportsmanship awards, and banquets.

This year we created the Friends of the Arts group to support our student artists, art teachers and visiting artists like Alex Face. We also donated 800,000 THB towards the purchase of the new sound systems in the middle and high school cafeteria, and on the main athletic field, Field A.



\* ES: Elementary School, MS: Middle School, HS: High School





02

LEADERSHIP



# BOARD OF TRUSTEES

This year has been another productive year for the ISB Board of Trustees (BOT). We saw the final approval of the ISB Strategic Pillars, which help to guide us and the school on all decisions. We approved the updated ISB Mission and Vision and ISB Identity Statement, which redefines who we are and what we do as a school. We also celebrated the opening of the ISB Environmental Wilderness Campus, which has been a long-term project for the Board. We would like to thank all our members and our committee chairs for their dedication and hard work throughout the year.

The Board of Trustees comprises 11 elected and 4 appointed members, for a total of up to 15 Trustees representing 8 different nationalities.

## BOARD MEMBERS

**ERIC MA** CHAIRMAN. VICE CHAIRMAN AT MORGAN STANLEY

**JANEWIT KRAPRAYOON** VICE-CHAIR. HEAD OF PROGRAM MANAGEMENT, CP MEDICAL CENTER

**DR HENRIETTA BULLINGER** SECRETARY. INDEPENDENT WATER AND SANITATION CONSULTANT

**ANDY CHAN** TREASURER. CFO/ADVISOR OF HAPPY AND HEALTHY BIKE LANE

**ANDY RICHTER** BOARD MEMBER. PARTNER OF AN INTERNATIONAL LAW FIRM

**CATHERINE MILLER** BOARD MEMBER. LEADERSHIP AND TRANSITIONS COACH

**DR PRATHIP CHIARAVANOND** BOARD MEMBER.

**DR VORAPOL SOCATYANURAK** BOARD MEMBER. CHAIRMAN OF FINANCE, BANKING, FINANCIAL INSTITUTIONS AND CAPITAL MARKET SUB-COMMITTEE OF NATIONAL LEGISLATIVE ASSEMBLY OF THAILAND

**GRAINNE MACRAE** BOARD MEMBER. DEVELOPMENT PROJECT MANAGER, EDITOR AND WRITING CONSULTANT

**GURDIST CHANSRICHAWLA** BOARD MEMBER. CHAIRMAN MITTARE INSURANCE PCL, MANAGING PARTNER CAPITAL RESEARCH CO., LTD

**IRA BLUMENTHAL** BOARD MEMBER. FOUNDING PARTNER OF A LAW FIRM AND OTHER BUSINESSES

**JESSICA ZAMAN** BOARD MEMBER. FOREIGN SERVICE OFFICER WITH THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

**JOHN HEINECKE** BOARD MEMBER. COO, MINOR FOOD

**NIMIT DAMRONGRAT** BOARD MEMBER. RETIRED BUSINESS EXECUTIVE

**PHANTIPHA THONGCHINDAVONG** BOARD MEMBER. MD AT RAMA GARDENS HOTEL

# LEADERSHIP TEAM

The ISB Leadership Team represent 8 nationalities and have extensive experience in international education around the globe. They support teachers, staff and students across the school. They work closely with the Board of Trustees to fulfill the objective of ISB's Vision and Mission and have an open door to our parents, to understand and address any concerns and questions. This year, ISB welcomed Justin Alexander to ISB, as High School Principal.

## LEADERSHIP TEAM

**DR. ANDREW DAVIES** HEAD OF SCHOOL

**GRAEME SCOTT** DEPUTY HEAD OF SCHOOL FOR LEARNING

**MARC DE VRIES** DEPUTY HEAD OF SCHOOL / CHIEF FINANCIAL OFFICER

**USA SOMBOON** HEADMISTRESS

**JUSTIN ALEXANDER** HIGH SCHOOL PRINCIPAL

**ANDY VAUGHAN** HIGH SCHOOL DEAN OF STUDENTS

**SUSAN CANOBIE** HIGH SCHOOL DEAN OF ACADEMICS

**DENNIS HARTER** MIDDLE SCHOOL PRINCIPAL

**TICO OMS** MIDDLE SCHOOL DEAN OF STUDENTS

**CINDY PLANTECOSTE** MIDDLE SCHOOL DEAN OF ACADEMICS

**KELLY ARMITAGE** ELEMENTARY SCHOOL PRINCIPAL

**SARAH FLEMING** ELEMENTARY SCHOOL VICE PRINCIPAL

**KEITH COLLINS** ELEMENTARY SCHOOL VICE PRINCIPAL

**BRONWYN WEALE** PRE K-12 CURRICULUM AND LEARNING SPECIALIST

**CINDY WARNER-DOBROWSKI** DIRECTOR OF STUDENT SERVICES

**DR. ELIZABETH ROSSINI** DIRECTOR OF CURRICULUM AND PROFESSIONAL LEARNING

**CHAD BATES** TECHNOLOGY DIRECTOR



# LEADERSHIP TEAM

Elementary School, Middle School & High School



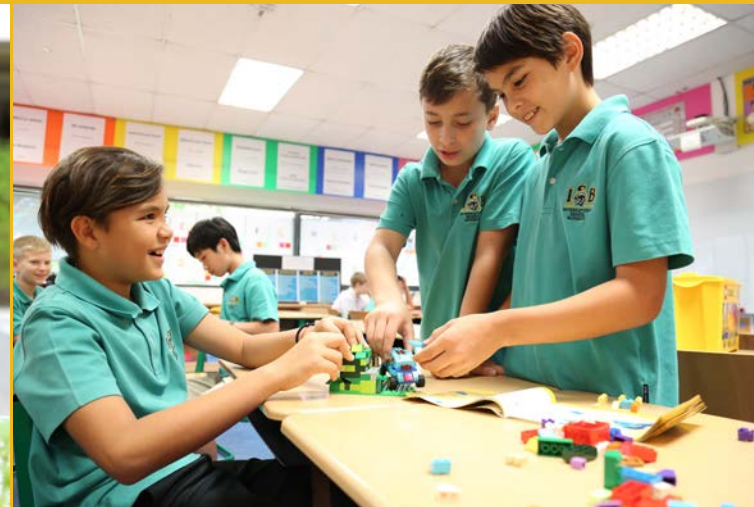
## Elementary school

2017-2018 was a year full of engaged learning and fun in the elementary school. We continued our focus on Collaborative Teaching and Learning Structures, as both team teaching and co-teaching grew throughout the elementary school. This focus allowed more interaction between various groups of students, from strategy grouping for differentiated learning within a grade level, to "buddy groups" of students working together from different year groups in elementary as well as middle and high school.

Our vision of enriching communities and being globally-minded was evident in many of our service learning projects this year. Several projects focused on interacting with students from other schools such as the Bangkok School for the Blind and Rainbow House, a place for children with disabilities. Children learn from each other, and developing relationships with students who are neurodiverse and have physical challenges helps nurture acceptance. Through service learning opportunities and our efforts to become a more inclusive school, we have seen students grow in their appreciation for diversity, and learn to see different perspectives, which then leads to more globally-minded students.

“ Honoring each child as an individual, and supporting their social, emotional, and academic growth is what we are about.”

Kelly Armitage, Elementary School Principal ”



## Middle School

This year the middle school focused on new initiatives to promote authentic experience and creativity. These include the Wild Panthers program, a three-year articulated outdoor experiential curriculum for grades 6 to 8. The program provides students with opportunities to develop qualities of leadership, teamwork, perseverance, and confidence, while engaging with the outdoors and learning skills like navigation, rock climbing, abseiling, kayaking and canoeing. Students take on team challenges while developing a respect and appreciation for the outdoors. The first year of the program was a resounding success, and already Wild Panthers is an integral part of ISB's middle school learning experience.

The middle school also looked to further engage learners in ISB Attributes such as adaptability, creativity, self-management, and social-Intelligence. We integrated special activities into units and courses, aiming to provide students with a truly open-ended, learner-directed experience, called One Day, and it featured the tagline: "If you could, for an entire day, learn whatever you want, what would it be?"

Students learned by doing, encountering problems, developing critical thinking, self management and adaptability.

“ Middle school is a key time for learners to develop in our school attributes.”

-Dennis Harter, Middle School Principal ”



## High School

The 2017-18 school year saw ISB's high school welcome a new principal, open a brand new office and counseling centre, and shift its grading system to a new 1-7 scale which aligns with the IB grading format. We also introduced a new model of support for high school students, including three school counselors (social and emotional) and four dedicated college counselors. Our new monthly College Counseling coffee series was well attended by parents throughout the year.

ISB students enjoyed great success with extra-curricular activities, including gold medal performances at the Cultural Conventions within the IASAS family of schools. In athletics, the ISB Panthers won gold in football, basketball, baseball and track & field. ISB students also broke long standing IASAS Swimming and Track and Field records, and won the Spirit of IASAS Award in Manila.

In academics, two students scored a perfect 45 points on the IB Diploma, a record 20 students scored 40 points or more, and ISB students reached an overall average IB Diploma score of 35 points (5 points above the world average). Whilst the school year for Grade 9, 10 and 11 students finished on Friday June 8th, our Seniors enjoyed an earlier graduation date to allow easier attendance at graduation celebrations.

“ I believe that good leadership in schools requires administrators to be active listeners and positive role models.”

-Justin Alexander, High School Principal







## 03 | LEARNING



# CURRICULUM STRATEGY

From a curriculum strategy perspective, our teachers help students engage with broad concepts and big ideas.

The standards movement among schools in the 1990s brought an often singular focus on course level content. At ISB we are shifting the focus to ensure that our students understand the broader ideas within the disciplines that real-world mathematicians, scientists, artists, dancers, language learners, and others are grappling with. These ideas become the conceptual framework for our students as they engage with academic subjects and learn to appreciate both the challenge and the excitement of new fields of study.

We continue to develop these broad learning frameworks (aka macro frameworks), and are embedding them into teaching and learning in three ways:

- 1) **Aligning our units of instruction to them**
- 2) **Making them visible in the learning spaces**
- 3) **Coming together twice a year in groups to examine student learning evidence in light of these goals, to identify areas of strength and areas for growth**

We regularly monitor progress toward these goals, examining students' efforts in the context of our learning framework. Think of a teacher's curriculum (course framework and units of instruction) as an input, and student-generated work as the output. We can look at a broad idea from our macro framework, put it alongside student learning evidence across multiple grades, and measure the success over time.

It is important for our students to gain knowledge and skills from course standards. However, it is even more valuable for students to develop the ability to transfer this knowledge and skills to new situations and settings. The ISB Definition of Learning asks teachers to "design meaningful and transferable learning where students construct understanding by developing and applying knowledge, skills and attitudes."

Accordingly, we have students demonstrate their understanding by transferring their learning to new situations. Such tasks give students valuable practice in applying the knowledge they have learned, while also giving teachers the opportunity to tailor their lessons according to the output students produce.



LEARNING







# PROGRAM HIGHLIGHTS

LEARNING

There are two central focus areas that explain the wide range of offerings available to ISB students. First is an emphasis on voice and choice. We want students to be able to choose what they are passionate about by experiencing a range of subjects to help discover where their passion lies.

Second is our approach to a balanced curriculum. Our programs include core subject areas like science, mathematics, literacy, along with the arts, sports, languages, and more. The knowledge and skills developed in these areas improve overall student learning, and are applicable to a wide range of life experiences.

## Arts and Athletics

The Arts are an essential part of our curriculum. We offer a multitude of visual and performing arts programs for students from pre-kindergarten through grade 12. Our students experience performance and visual arts, and the range of subjects on offer include Band (Beginning, Concert, Symphonic, Jazz, Wind Ensemble), Orchestra (beginner and concert), Choir, Dance, Drama, Visual Arts (2D, 3D, Studio), Product Design, Photography (Digital, Traditional and Advanced), Film, Graphic Design, Animation, and Guitar. We also provide an instrumental music program and afterschool dance as part of our community activities. We offer the widest range of IB arts courses in Thailand, including Film, Visual Art, Dance, Music, Theatre and Design Technology.

With seven visual arts studios, a photography studio, twelve performing arts classrooms, twenty-seven music practice rooms, two multi-purpose art galleries, and two fully equipped theaters, ISB's outstanding facilities serve to support the creative endeavors of our students.

As equally celebrated at ISB is our athletics program, which has been seen as a strength of ISB since the start of the Interscholastic Association of Southeast Asian Schools (IASAS) in the 1980s. ISB's Athletic program is renowned across Asia for its commitment to excellence and its immense community support.

ISB offers a highly able and committed coaching staff, top-tier facilities, and the opportunity for students to experience a world-class sports program. ISB Panther Teams participate in BISAC (Bangkok International Schools Activities Conference) and IASAS, but also enjoy many friendly matches with teams outside of these leagues as well as national teams.

There are 24 sports on offer at ISB, and our programs cater to students from Pre-Kindergarten through to grade 12. These sports include soccer, swimming, volleyball, basketball, and baseball – all the way to golf, wrestling, and cross country. Leading healthy, active, balanced lives is a key mission point for our students, and our athletics program aims to provide plenty of opportunities and training to achieve this. We also believe in competitive spirit, and support our athletes to excel and perform at the top level.

Our sporting facilities are unsurpassed in Asia. We have, on campus, everything our athletes need to get into top shape. We have top coaches and a dedicated conditioning trainer on staff to help them to develop the skills they need in their game, to practice regularly, to compete, and to enjoy the experience.



# PROGRAM HIGHLIGHTS

## INTERNATIONAL BACCALAUREATE

This year, the IBO celebrated their 50th anniversary and ISB its 34th year of running the IB Diploma Program. Our students hold an average score of 35 points, compared to a world average of 30 – and this year we saw two students earn the full 45 points, a remarkable achievement. Our offerings are among the widest range of IB subjects globally, and we begin preparing students for success in the IB Diploma Program well in advance.

## LANGUAGES

At ISB, we believe that language is at the heart of human communication, thinking, and feeling. It is a part of identity and culture, which is why we believe that it is best for students to maintain their native languages and acquire additional languages whenever possible.

We support language development from novice through native level, both during and after school. In 2017-2018, our in-school course options for Native Language classes were Thai in the elementary school; and French, Japanese, Korean, Mandarin, Spanish, and Thai in both middle and high schools. Our in-school course options for World Language (foreign language from novice level) were Mandarin, Spanish, and Thai in the elementary school; and French, Mandarin, Thai and Spanish in the middle and high schools.

ISB also supports Native Language courses, for all ages, in Danish, Dutch, French, German, Hebrew, Japanese, Korean, Mandarin, Spanish, Thai, and Urdu. Our curricular English as an Additional Language (EAL) program served English learners school-wide, including through the Transition program in middle school and high school.

### ISB NATIVE LANGUAGE PROGRAM OFFERS 10 ADDITIONAL LANGUAGES



## TECHNOLOGY

At ISB, we integrate technology into our lessons from pre-kindergarten through grade 12, taking a balanced approach according to the students' grade level and learning needs. Students in middle school through high school receive a MacBook to use during their time at ISB. Elementary classes are equipped with MacBook carts and iPads. We also have unique and innovative programs that allow students who are passionate about the field of technology and engineering to gain deeper understanding and experiences. These programs include product design, robotics, IB Computer Science, coding and more.

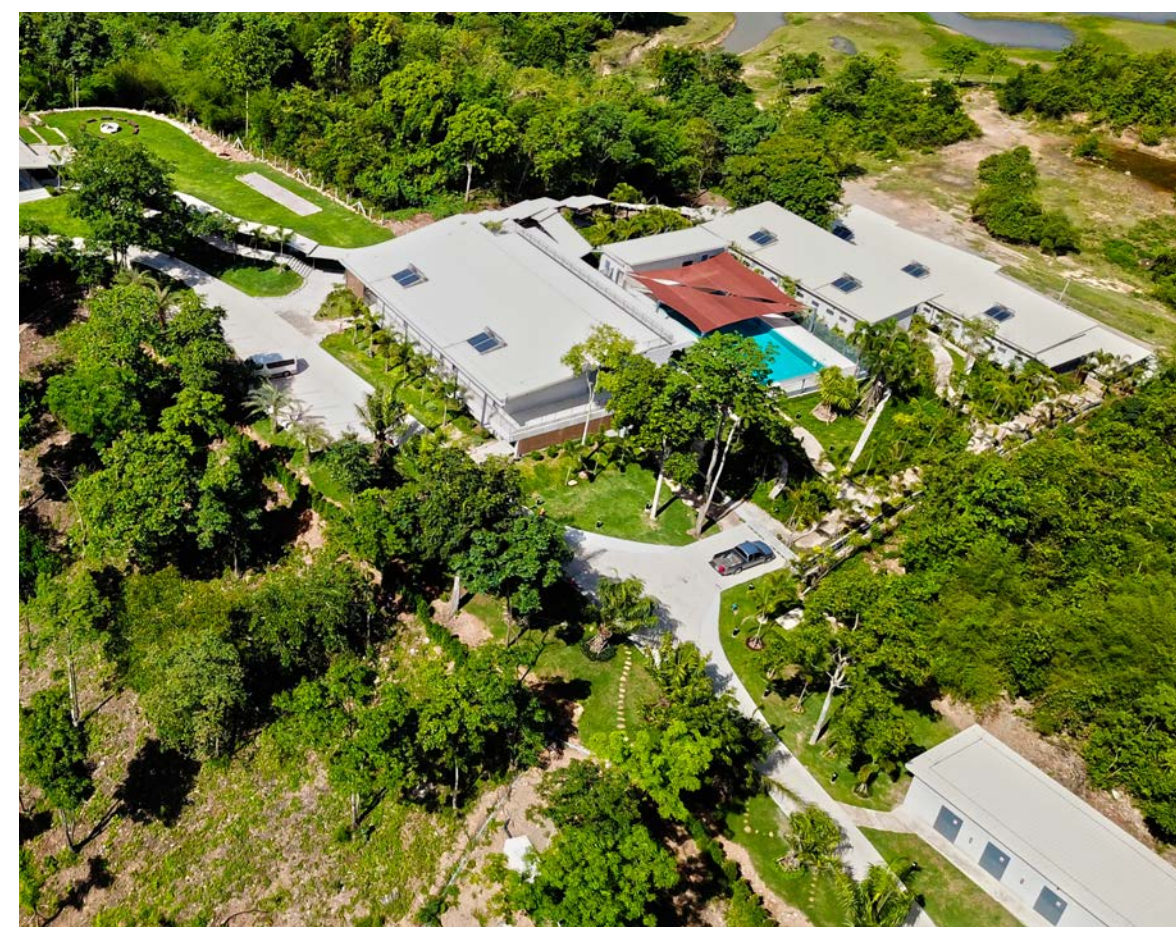
## OUTDOOR EDUCATION

ISB strongly believes that education is not confined to the four walls of a classroom. Our leadership team used extensive research to develop an outdoor education program which focuses on basic life skills, social/emotional competencies, and character development as key focus areas.

ISB is dedicated to providing a sequential curriculum in Outdoor Education for all middle school students using a formally delivered, assessed and reported outdoor education approach. This unique program offers all middle school students an opportunity to expand their outdoor skills and knowledge, participating in a safe yet challenging environment where they can thrive, push their own boundaries, and realize their true potential.

Many of these programs run from ISB's new Environmental Wilderness Campus (EWC) in Pethchaburi Province. Guided by dedicated professional outdoor education teachers who are certified to world industry standards, the Wild Panthers outdoor education team provides exceptional opportunities for ISB students.

### WE OPENED OUR ENVIRONMENTAL WILDERNESS CAMPUS IN JANUARY 2018







# PROGRAM HIGHLIGHTS

LEARNING

## TEAM TAUGHT CLASSES

In elementary school, we use multiple research-based approaches to learning. One of these can be seen in our team-taught classrooms, where the unique environment features large spaces and flexible furniture. This arrangement allows several teachers to work with a group of students and share responsibility for their overall learning growth, lessons taught, foci, and development areas. Combining creative spaces with this special teaching approach has proven to be an excellent way to differentiate learning and target teaching pedagogy so that students develop to their full potential.

This environment also helps teach students and cultivates the skill of peer collaboration, providing a platform for learning that is not only productive but also fun.

Team taught classes encourage students to become part of a supportive community of learning, allowing them to establish cohesive unity and collaborative decision-making. Teachers in these classes will consistently adapt their student groupings according to skill, prior learning, readiness, and interest – ensuring that classes are adaptable and responsive to student needs.







# EXPERIENTIAL LEARNING

LEARNING

At ISB, our style of learning is based on a constructivist model – learning through doing – that is integral to our programs and coursework. We utilize our wider community to provide worthwhile, real-world experiential opportunities for students in and outside the classroom.

A key example is our Social Entrepreneurship class, which grows in popularity and success each year. Through this class students have the opportunity to pitch their business ideas to the parent community for funding and many students have an ongoing business to this day.

We also tap into our staff, parent and partner communities, to learn from their wealth of experience and expertise.

## INTERNSHIPS

In order to offer our students valuable work experience, we host a Summer Internship Program which gives students an opportunity to gain valuable experience with reputable companies in and around the Greater Bangkok area.

In 2018, 13 students signed up for the program. They attended workshops for creating a CV, writing applications and cover letters, and preparing for a job interview. Students were then placed in internships with organizations such as Seagate, Marriott Hotels, the United Nations, MediaTransAsia Publications, Operation Smile, Vichaiyut Hospital and the California Special Needs Law Group, where they worked 8-hour days for two weeks while gaining vital work-related experience in their specific area of interest.

At the end of the program, students received a certificate of participation, as well as a letter of reference from their place of employment. Students are encouraged to feature their internship experience when they apply to universities around the world. The overarching goal of the program is to open doors for students, helping them realize their future career paths. These valuable programs give our students real-world experience.

## GUEST SPEAKERS

Visiting speakers join events through break sessions, panel discussions, and career days – and even make occasional appearances in particular classes and programs.

Our guests this year included Khun Lek from the elephant nature park in Chiang Mai, as well as children's book author George Shannon, acclaimed graffiti artist Alex Face, Ghanaian ethnomusicologist and music educator Dr. Kofi Gbolonyo, conductor Gary Gillett, and published conservation photographer Tim Calver.

This year we also hosted the Pathways Careers Fair, welcoming a range of guests from various fields, careers and backgrounds. Career fairs are a great way for students keen on entering a specific industry to meet people who work there, while acquiring real insight into the types of work and careers they are looking to pursue. This fair included medicine, sports, arts and music, and also feature appearances by engineers, scientists, human rights activists, entrepreneurs and business leaders, to name a few.



# ACTIVITIES

Programs that sit outside the traditional classroom are seen as a lower priority at many other schools, but there is nothing 'extra' about the extracurricular activities on offer at ISB. These special opportunities allow students to pursue their passions and learn by doing. Students at ISB have hundreds of options to discover their hidden talents in everything from climbing to cub scouts, football to forensics, and watercolor to water polo. They can also further their skills through clubs, classes, teams and tutors in their specific areas of interest.

The benefits of participation go far beyond mere enjoyment. Higher participation rates are linked to improved academic performance, better critical thinking, and increased self management skills. Arts-specific activities also lead to the development of skills such as adaptability, creativity, innovation, and social intelligence.

Underpinning our commitment to providing these programs is the belief that they offer the kind of authentic learning that transforms students and the way they think. The tremendous potential within these fields has inspired ISB to offer students opportunities to explore and develop their creative abilities in dance, design-tech, drama, film, music, robotics, and visual art – and that is just during the regular school day! Programs outside of the traditional school day include our annual after-school plays and musical productions in elementary, middle and high school – as well as our after school Dance program, ISB Music Program, Panther Theatre, and Summer School Musical Theatre Camp.

Multiple after-school classes are offered through our Elementary School ES Explore program. Students in high school can also join our Chess, Model United Nations, Forensics and Debate, and Theatre Tech, with opportunities to participate in international events for those respective areas. The ISB Pathways Career Program provides additional opportunities annually for students to engage with professionals at the Pathways Career Fair and lecture series, as well as four internship programs offered as part of the high school Global Citizenship Week and summer school.

The hands-on activities available to students of all ages at ISB provide authentic learning opportunities that can transform kids, giving them extra motivation to get involved in the wider community.





## “ONE DAY”

Middle School experiential, fun-filled,  
day of learning by experience.

Innovative learning opportunities are key to our culture at ISB, allowing each curriculum to connect creatively with our attributes, values and mission statement. A great example of this approach is the middle school One Day project. At the outset, Tico Oms, our Dean of Students, asked students what they would do if they had one full day at school to do something that was educational but different from everyday schoolwork. Then students had a chance to make their visions come true.

Tico said, “The diversity of skills and interests in the project is amazing. They can range from writing a song and singing it, to mastering a new sports skill, to designing a website or creating a public service announcement, to designing and playing video games. The sense of community in this festival of learning allowed the creation of a connection between teachers and students where collaboration was extraordinary. This is what learning looks like: energetic, and a little bit messy – that’s good learning.”



# SUPPORT

A safe and supportive learning environment is key to optimal academic growth. Our teachers strive to create classroom cultures where students have the confidence to take risks and try new things. Through our classroom guidance and advisory programs, students learn skills to establish and maintain safe, positive relationships with peers and with the adults in their lives.

Our school counselors provide invaluable help for students who require additional social or emotional support. Whether students are joining the school, leaving for new adventures, transitioning between sections of the school, or experiencing social or emotional challenges, our school counselors provide an array of group and individually based programs and support methods.

Our school psychologists are called on to provide consultation, evaluation, and counseling support for students who need them. They are also able to advise families who require referrals to community-based mental health providers.



School psychologists



Student support



College counselling



University admission & application



## LAUNCH OF THE COLLEGE COUNSELING MODEL

In 2017, the ISB High School Counseling Office differentiated into two separate but still very connected offices: the School Counseling Team and the College Counseling Team. This was due in large part to the increasing need for students and families to have their own, dedicated college and university admissions and application specialists at ISB who can help students and families navigate the ins and outs of the university and post-secondary search and application processes.

As part of the new model, this team has retooled college counseling programming for our students and families, adding more interactive workshops with university admissions officers from around the world. Students and families are also able to spend much more time with their child's college counselor under the new model, and the attention to students' work in their applications – particularly with essay writing – has been a welcome benefit for everyone.

In addition, the team has collaborated with several other international schools in the Bangkok area in an effort to help university admissions officers from around the world become more familiar with our city, our schools, and our students. Families come first at ISB, and the new College Counseling Office has worked hard to meet their needs in planning for the future of all of our students. Thanks to each of these innovations and refinements, our College Counseling Team's collective 60+ years of experience is serving the university admission and post-secondary planning needs of our families better than ever. Our counselors visit Colleges and Universities around the world and over 200 institutions come to ISB each year.





## 05 | ENRICHING COMMUNITIES



# GLOBAL CITIZENS

ISB students are globally minded – invested in the world and its diversity, with an awareness of how actions can impact local and international communities. This outlook is embedded in our values, our student attributes, our mission, and our Culture of Care strategic initiative.

Through our curricula, we encourage students to become caring global citizens who see beyond themselves and appreciate the concerns of others. Social and emotional competencies provide a skill set for our learners as they interact with others, while mindful practices enable our learners to pause, reappraise their choices, and act with wisdom and purpose. The practice of enriching communities through a sense of global citizenship is fostered through our academic endeavors, particularly through Social Studies and structured learning, giving our students special opportunities for learning through service and advisory programs. In addition to this, our students engage in unique and engaging service learning projects, our High School students take part in Global Citizenship Week (GCW) and ISB students start and run countless service initiatives in their own time.

Our ISB community is proud of its distinct and unique culture. We have a diverse community of over 60 nationalities, with students, parents, and teachers who connect, interact and care for people from all over the world each day.

## SERVICE LEARNING

ISB strives to integrate service learning as a pedagogical approach, to connect the academic curriculum with our broader school goals which nurture the spirit of caring and concern that young people have for the world. Students apply their knowledge and skills to meet authenticated needs for the mutual benefit of all involved.

Our mission of “Enriching communities through the intellectual, humanitarian, and creative thoughts and actions of our learners” compels us to cultivate an environment where our learners make positive contributions in a global society. Additionally, service learning allows us to practice and grow our ISB Attributes.

Service learning at ISB is a highly celebrated and growing part of our programming, and contains the following very important elements:



Academic and/or personal relevance, rigor and application



Social analysis and higher level thinking skills



Student voice and choice



Aspects of social and emotional learning



Opportunities for authentic student inquiry



Builds respect and understanding of diversity and shared goals



Global connections



Emphasis of intrinsic knowing over extrinsic rewards



Reflection

Service learning is defined by its unique approach to addressing genuine community needs and giving back to those communities, both locally and internationally. Globally-minded and value-driven students perfectly align with community outreach and service learning. These projects help develop transcendent values of care, respect, responsibility, and courage in students.



### NO PLASTIC STRAWS Student lead service learning project

During Earth Week this year, fifth graders were introduced to the issues that plastic straws present to our earth's oceans. Their challenge was to develop solutions to this worldwide problem – and more specifically, creative and engaging ways to share these solutions with the rest of the elementary school and the greater ISB community.

Students began creating awareness materials, highlighting the statistics of humanity's reliance on single use plastic straws. These included the surprising estimate that by 2050, our oceans will contain more single-use plastic than fish! Our students were saddened by the lack of care, respect and responsibility that people show towards the environment. Students decided, with the help of their teacher, to create a “No More Plastic Straws” committee at ISB. They contacted Epicure, ISB's catering company, asking to replace plastic straws with bamboo or paper straws in order to remove plastic straws altogether.

Elementary students were invited to deliver short presentations in various high school classes, to educate and empower other students to reduce their use of plastic at school and in their daily lives. This service learning project developed from student-led motivation and aspiration to create change in our school and our community.



# SCHOOL CLUBS AND ACTIVITIES

ISB offers an amazing diversity of clubs and activities available to elementary, middle and high school students. Everything from Rock Climbing to Software Development to Tactical Systems Roleplaying is available for students to explore. Participation in clubs gives students a chance to try something new, or further explore an interest in a low-risk, inclusive environment.

School clubs are student-initiated and student-led, and teachers are only involved in supportive roles. Clubs therefore represent an excellent opportunity for students to lead, as the success and growth of their club is a direct reflection of the club officers leading the group. New clubs are created by students each year, and some clubs have continued for over 20 years.



## High School clubs for the 2017-2018:

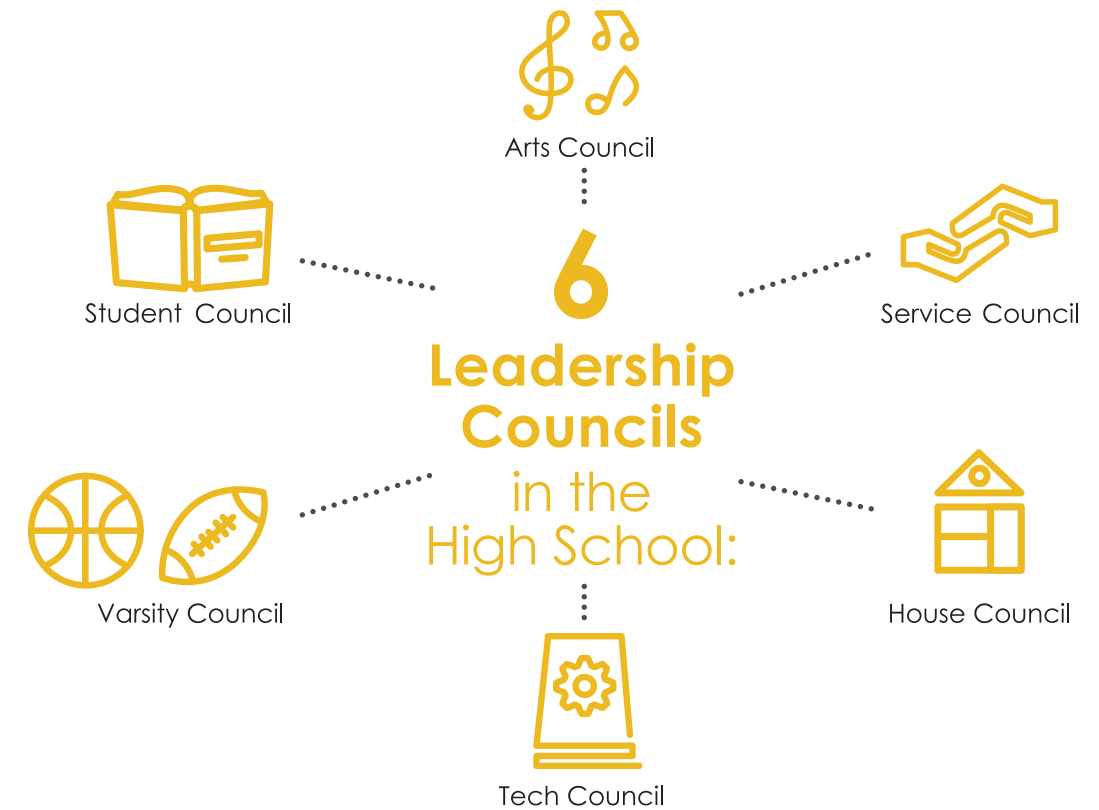
In 2017-2018 students dedicated 6,850 recorded hours to their service clubs.



There are over 70 highschool clubs at ISB, 35 of them are service oriented.



# SCHOOL CLUBS AND ACTIVITIES



## Junior Special Olympics

Over 100 students involved in Junior Special Olympics.



## In April, first Celebration

of Service event. This was a service event with students, their parents, and a service project with 50 guests from the Street Boys, Home for Hope and and Thanksgiving Home, to honor over 60 students who earned Community Service awards.



## Operation Smile Thailand

Donated 70,000 Baht to the organization.



## Habitat for Humanity

Raised over 220,000 Baht and completed 2 Habitat Builds.







## 06 | DEVELOPMENTS AND ACHIEVEMENTS



# KEY DEVELOPMENTS AND ACHIEVEMENTS

The 2017 - 2018 school year saw a furthering of recently added programs and a development of some new ones, as well as a host of new and returning events.

We enjoyed the success of the first year of our Intensive Learning Classroom, and in the coming years we will build on this success and plan to open Intensive Needs classes in middle school and high school.

We officially opened and launched a selection of tailored classes at our outdoor Environmental Wilderness Campus. EWC has now opened its doors to our middle school students, creating a whole new dimension to their ISB learning experience. Outdoor education skills, social/emotional competencies, and character development are the key focus areas. Our high school students are making the most of the campus for a range of subjects and we are looking forward to involving our elementary school programs in the new school year. The EWC is a freehold campus that will allow future generations of ISB students to benefit from the campus, as environmental awareness continues to be a global issue.

We launched our college counseling model, and see the continued success of our graduates in their IB Diploma results and in their acceptance to top colleges around the world. We celebrated two of our students scoring full points and many more who achieved scores of around 40 points. Each and every student reached their full potential, going beyond what they thought was possible.

Some of our event highlights included the hosting of the ISB Literary Festival and the first IronKids Bangkok event. We were the first International School to exhibit at the highly acclaimed BACC (The Bangkok Art and Culture Centre), thanks to our massive "COLOR NOW" community display, and we also hosted the opening celebration for our Environmental Wilderness Campus (EWC).

These events joined the long list of Arts, Sports, Education and Cultural festivals hosted each year at ISB. We also enjoyed an exceptional professional development day for staff, who honored our vision of enriching communities through various outreach programs in the surrounding areas. This year saw a continuation of the many other invaluable parent-organized events such as Intercultural Day, the International Family Fair, the Booster Pancake Breakfast, Spirit Nights, and more.

This year we also saw the retirement of one of our longest serving teachers, Mr. Harold Albert, who began at the school as math teacher, later progressed to athletics and activities director. He taught at ISB for 35 years, and to mark his great commitment and service, the school renamed one of its fields (field B) as Albert Field – a well-deserved honor to mark Harold's contributions to ISB.



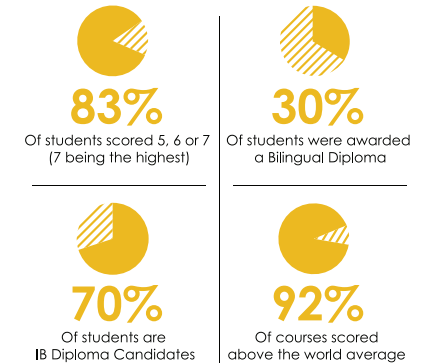
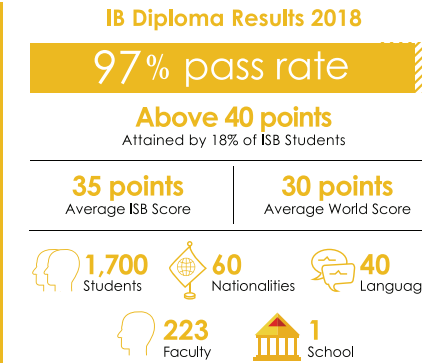
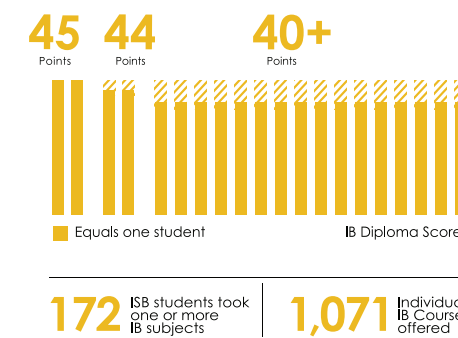


# MEASURING SUCCESS

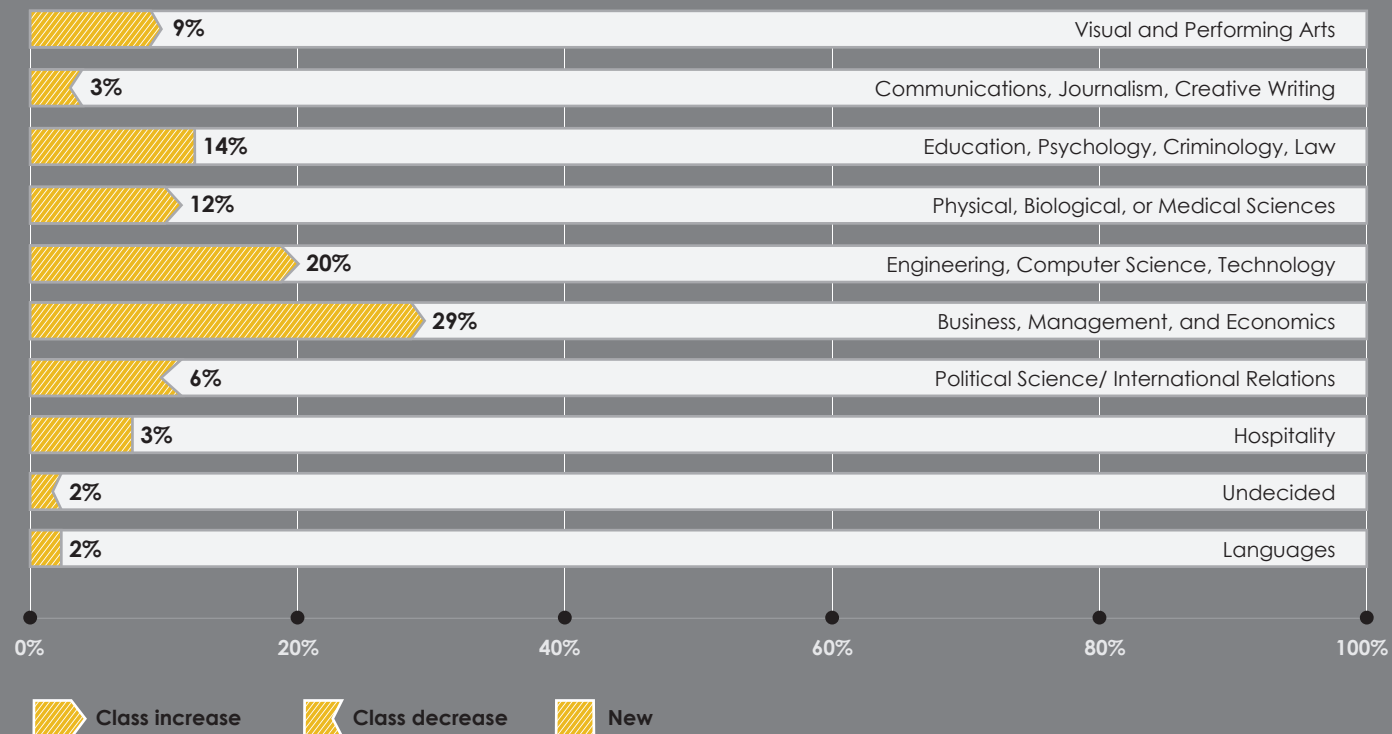
The ISB community and potential parents are understandably interested in the quality of our students' learning, especially against challenging international standards. In recent years the school leadership and the Board of Trustees have put into place a number of key performance indicators to ensure that we continue to provide outstanding educational opportunities for all of our students. Below you will find a number of indicators related to school performance.

## INTERNATIONAL BACCALAUREATE RESULTS

Our IB Diploma candidates from the class of 2018 achieved a mean IB Diploma score of 35, as compared to the world average of around 30 points (out of a maximum of 45). ISB's average IB Diploma pass rate for May 2018 was 97% and our mean over the past 5 years is 95%, compared to a world average of approximately 79%.



## Class of 2018 Major / Course of Study in University

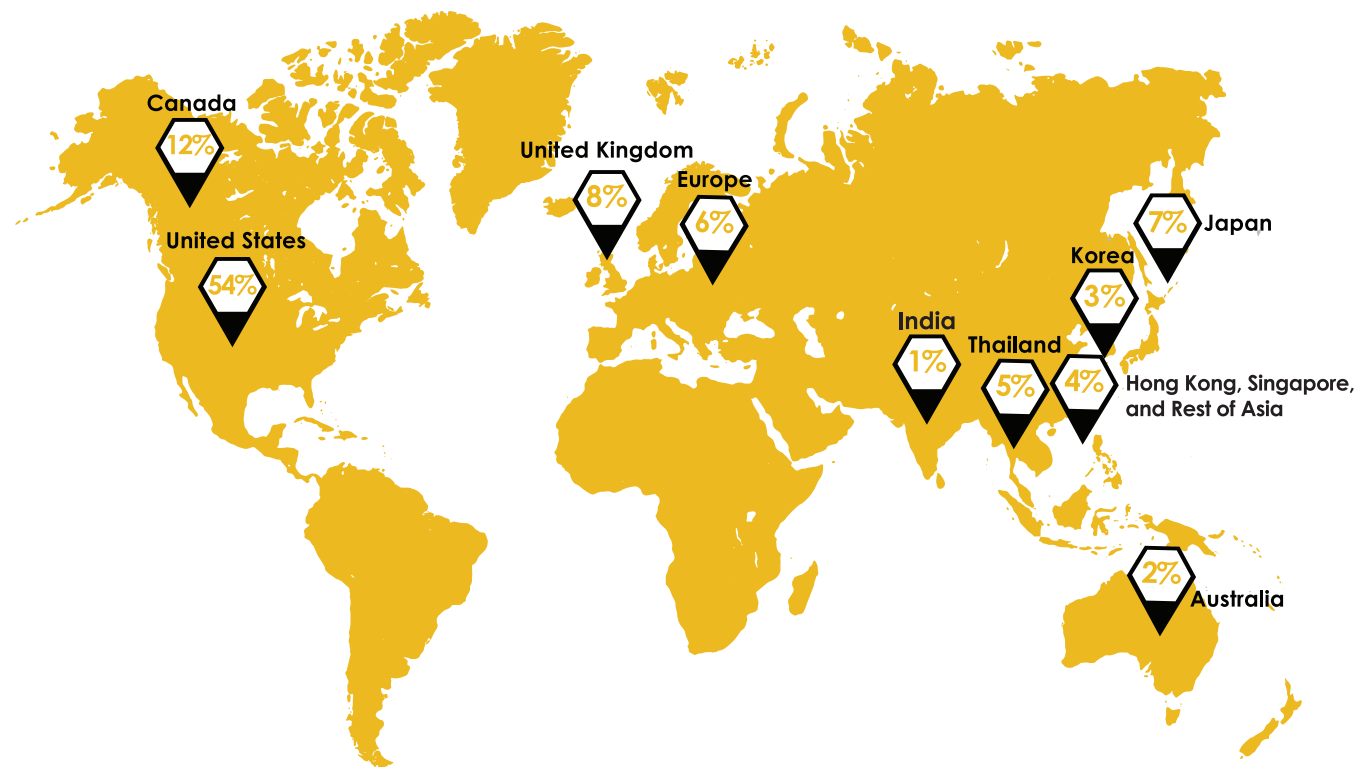




# MEASURING SUCCESS

## UNIVERSITY ACCEPTANCES

The high school has a team of four highly qualified and experienced college counselors to help students succeed in school and navigate the selection and application process for best-fit universities. Schools that our graduates are currently attending include Berklee College of Music, Brown University, University of California Berkeley, University College London, Columbia University, University of Hong Kong, KAIST, Karlsruhe Institute of Technology, London School of Economics, University of Melbourne, McGill University, NYU, University of Pennsylvania, Rhode Island School of Design, Stanford University, St. George's Hospital Medical School London, USC, Yonsei University, and Waseda University.



### Acceptances and Matriculations classes of 2015-2018

Names in **bold italics** represent a Class of 2018 matriculation; more than one matriculation last year is noted in parenthesis

#### Australia and New Zealand

Deakin University  
Griffith University  
**Monash University (2)**  
University of Melbourne  
University of Newcastle  
University of Queensland  
**University of Sydney**

#### India

Jain University  
Malaviya National Institute of Technology  
Motilal Nehru National Institute of Technology  
**National Institute of Technology Tiruchirappalli**

#### Japan

Aoyama Gakuin University  
**Hitotsubashi University**

#### Keio University Miya

Kwansei Gakuin University  
Kyushu University  
Osaka University  
**Rikkyo University**  
Ritsumeikan Asia Pacific University  
**Sophia University**  
University of Tsukuba  
Waseda University

#### Thailand

**Bangkok University**  
Chiang Mai University  
**Chulalongkorn University (2)**  
Kasetsart University  
**Mahidol University (2)**  
Rangsit University  
Stamford International University - Bangkok  
**Thammasat University**

#### South Korea

Hanyang University  
KAIST – Korea Advanced Institute of Science & Technology  
Kookmin University  
Korea University  
Seoul National University  
Soonchunhyang University  
Yonsei University

#### Hong Kong, Singapore, and Rest of Asia

Chinese University of Hong Kong  
**City University of Hong Kong**  
Hong Kong Polytechnic University  
**Hong Kong University of Science and Technology**  
Nanyang Technological University

**National University of Singapore**  
**Queen's University – Abu Dhabi (2)**  
New York University - Shanghai  
Royal College of Surgeons,  
Medical University of Bahrain  
**Savannah College of Art and Design – Hong Kong**  
University of Hong Kong

#### Netherlands

**Erasmus Universiteit Rotterdam**  
**Erasmus University College**  
Leiden University College The Hague  
**Technische Universiteit Delft**  
Technische Universiteit Eindhoven  
**University College Utrecht**  
Universiteit Leiden  
Universiteit van Amsterdam

#### United Kingdom

Aberystwyth University  
Cardiff University  
City University of London  
Coventry University  
Durham University  
Imperial College London  
**King's College London**  
**London School of Economics and Political Science**  
Manchester Metropolitan University  
Newcastle University  
Nottingham Trent University  
Queen Mary University of London  
Regent's University London  
Royal Holloway, University of London  
School of Oriental and African Studies, University of London  
Sheffield Hallam University  
**University College London (3)**  
University for the Creative Arts  
University of Bath  
University of Bristol  
University of Cambridge  
University of Central Lancashire  
**University of East Anglia**  
**University of Edinburgh**  
**University of Exeter**  
University of Glasgow  
University of Hull  
University of Leeds  
University of Leicester  
University of Liverpool  
University of Manchester  
University of Nottingham  
**University of Portsmouth**  
University of Reading  
University of Roehampton  
University of Southampton  
University of Sunderland  
University of Sussex  
**University of the Arts London**  
**University of Warwick**  
University of Westminster

#### Rest of Europe

Carlow Institute of Technology  
**Ecole Hôtelière de Lausanne (3)**  
**ESSEC Business School**  
EU Business School - Geneva  
Glon Institute of Higher Education  
Grenoble School of Management  
**Les Roches International School of Hotel Management**  
Trinity College Dublin  
Universita Bocconi  
University College of Southwest Norway  
**University of Veterinarian Medicine, Budapest**  
Warsaw University of Life Sciences

#### Canada

**Carleton University**  
**Concordia University**  
**Dalhousie University**  
**McGill University (2)**

McMaster University  
**Queen's University**  
Ryerson University  
Simon Fraser University  
**Southern Alberta Institute of Technology**  
Thompson Rivers University  
**University of Alberta**  
**University of British Columbia (4)**  
University of Calgary  
University of Manitoba  
**University of Ottawa**  
**University of Toronto (2)**  
**University of Waterloo**  
University of Windsor  
Western University  
York University

#### United States

Albany College of Pharmacy and Health Sciences  
**Arizona State University (2)**  
Babson College  
Baylor University  
Bentley University  
**Berklee College of Music**  
Boston College  
**Boston University (3)**  
Brandeis University  
**Brigham Young University (3)**  
Brown University  
Bryant University  
**California Lutheran University**  
**Clark University (2)**  
Clemson University  
College of William and Mary  
Colorado School of Mines  
Colorado State University  
**Columbia University (2)**  
Concordia College – Moorhead  
**Cooper Union for the Advancement of Science & Art**  
DePaul University  
DePauw University  
Drexel University  
Emerson College  
Emory University  
Fashion Institute of Design and Merchandising, Los Angeles  
**George Mason University**  
George Washington University  
**Georgetown University (2)**  
**Georgia College**  
**Georgia Institute of Technology**  
**Gonzaga University**  
**Hamilton College**  
**Haverford College**  
Hofstra University  
Hawaii Pacific University  
Indiana University at Bloomington  
Iowa State University  
Ithaca College  
**James Madison University**  
Kean University  
Kutztown University of Pennsylvania  
Lawrence University  
Lewis & Clark College  
Loyola Marymount University  
Macalester College  
Marist College  
**Maryland Institute College of Art**  
Marymount Manhattan College  
**Maryville University**  
Michigan State University  
**Northeastern University (4)**  
**Northwestern University**  
**Northern Arizona University (2)**  
**Northern Virginia Community College (2)**  
**Oberlin College**  
Occidental College  
Old Dominion University  
Otis College of Art and Design  
Pace University  
Parsons School of Design  
**Pennsylvania State University (2)**  
Pepperdine University  
**Pratt Institute**  
Purdue University  
Quinnipiac University

Reed College  
**Rhode Island School of Design**  
Ringling College of Art and Design  
Rochester Institute of Technology  
Rose-Hulman Institute of Technology  
Rutgers University  
**San Jose State University**  
Santa Clara University  
Savannah College of Art and Design  
School of the Art Institute of Chicago  
Seattle University  
Seton Hall University  
Simmons College  
Skidmore College  
Sonoma State University  
Southeast Missouri State University  
Southwestern University  
St. Edward's University  
**Stanford University (2)**  
Stony Brook University  
Suffolk University  
**Syracuse University**  
Tarleton State University  
**Texas A&M University**  
Towson University  
Trinity University  
**Tufts University**  
Tulane University  
Utah State University  
**University of Alabama**  
**University of Arizona (2)**  
University of Arkansas  
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 Colorado, Boulder  
**University of Connecticut**  
University of Delaware  
**University of Hawai'i at Manoa**  
University of Illinois at Urbana-Champaign  
**University of Iowa**  
University of Mary Washington  
**University of Maryland, College Park**  
University of Massachusetts, Amherst  
University of Michigan  
University of New Haven  
University of New Orleans  
**University of Notre Dame**  
**University of Oregon**  
**University of Pennsylvania**  
**University of Puget Sound**  
University of San Diego  
**University of San Francisco**  
**University of Southern California (4)**  
University of Tampa  
University of Texas, Austin  
University of Texas, Dallas  
University of Utah  
University of Vermont  
**University of Virginia (3)**  
**University of Washington (4)**  
University of Wisconsin, Madison  
Vanderbilt University  
Vassar College  
Villanova University  
Virginia Commonwealth University  
**Virginia Tech (3)**  
Washington State University  
Washington University in St. Louis  
Wentworth Institute of Technology  
Wesleyan University  
West Virginia University  
Wheaton College Massachusetts  
Williams College  
Worcester Polytechnic Institute



# MEASURING SUCCESS

## INTERNATIONAL SCHOOL ASSESSMENT RESULTS

We administer the International School Assessment (ISA) each year in 3rd, 5th, 7th, and 10th grades. Our scores are compared to the scores of students from approximately 200 schools in 60 countries.

Every 3 years, 10,000 students across 40 nations take the Program for International Student Assessment (PISA). Because PISA and ISA are related, we can compare our 10th grade ISB students with those in the nations that consistently perform best on the PISA. The table below shows the results from the most recent PISA testing, and compares 10th grade ISB students' scores to those from the top 4 scoring nations on PISA, and those from the USA. We also compare the performance of our students on the ISA with those from the 180 International Schools that use this assessment.

### International School Assessment Results 2018 ISB Grade 10 ISA Scores Compared to PISA Scores

		Math	Reading
International School Bangkok	ISB	650	564
Korea		524	517
Japan		532	516
Singapore		564	535
Switzerland		492	521
United States of America		470	497

## MEASURES OF ACADEMIC PROGRESS RESULTS

Each September and April/May, ISB students in grades 3 through 8 take the Measures of Academic Progress (MAP) test. Taken by more than 6 million students each year, this test measures student growth and achievement in Reading and Mathematics.

Students take this assessment on a computer. The test is adaptive, meaning that it adjusts the level of difficulty based on each student's performance. This means that we can gauge a student's achievement more accurately, more frequently, and more quickly than on a static test. Most important of all, we can measure actual progress by comparing students' scores from one year to the next.

This table compares ISB's mean RIT scores for reading and math, to the mean RIT scores in US schools. ISB consistently ranks above the 90th percentile in math compared to other schools, and above the 90th percentile in reading (a doubly impressive accomplishment when one considers what only a third of our students are native English speakers).

# MEASURING SUCCESS

### MAP School Percentiles: Average over the last 5 years

#### Reading

Grade	Score%
3	91
4	90
5	91
6	92
7	92
8	92

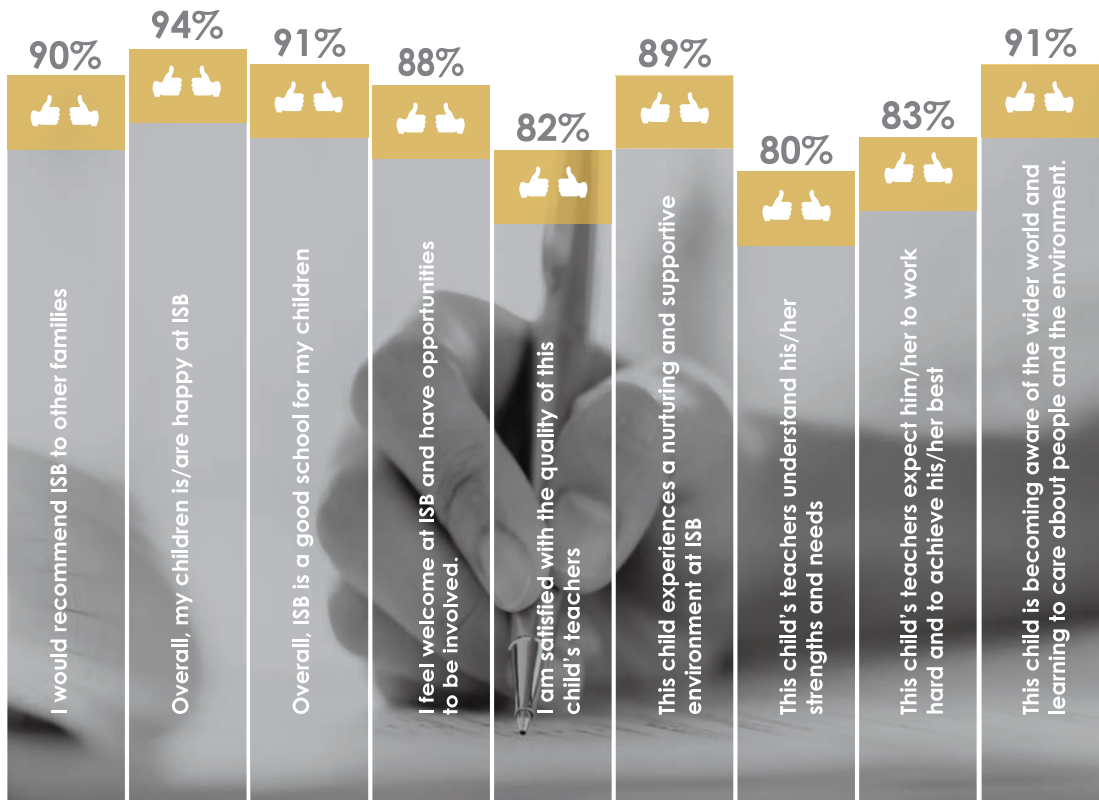
#### Math

Grade	Score%
3	91
4	93
5	95
6	96
7	98
8	99

## COMMUNITY RESULTS

The truest measure of our success is reflected in the feedback we receive from students, staff, and parents. Every year, we invite comments and suggestions from the entire ISB community in order to help us achieve our vision and mission in all areas of school activity. This feedback is tremendously important for us, and helps us create an even brighter future.

Each year, we are gratified to find that our community members are delighted with the services that ISB provides. They feel welcomed, respected, and cared for. Our students feel academically engaged, challenged and inspired. Our teachers feel valued and are given pathways for further development. Our parents feel welcome in the school's friendly environment, and greatly appreciate the opportunities we provide their families.







05 | THE NUMBERS

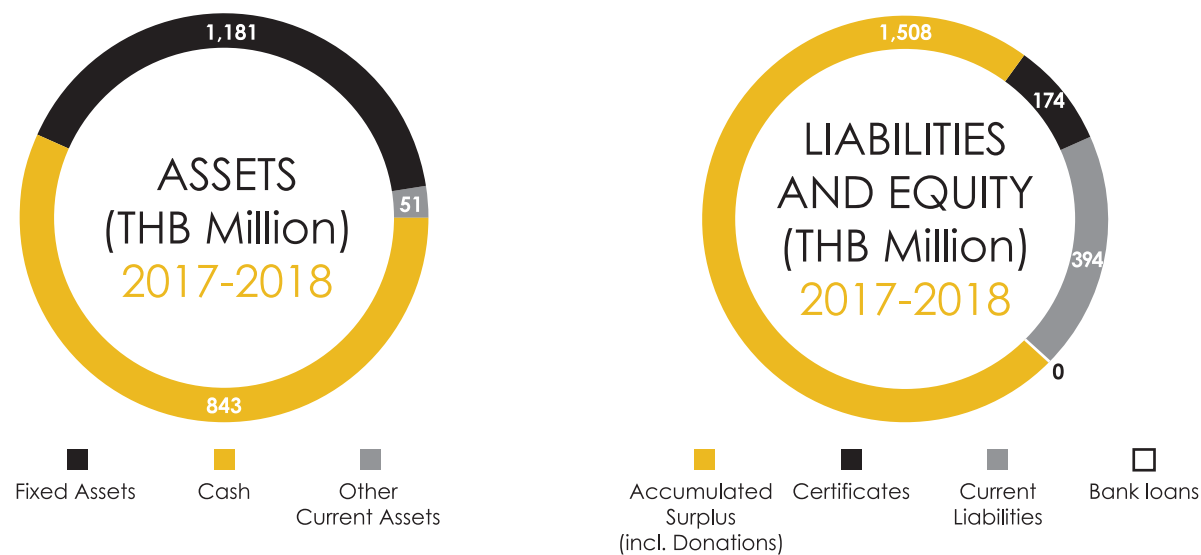


# THE NUMBERS

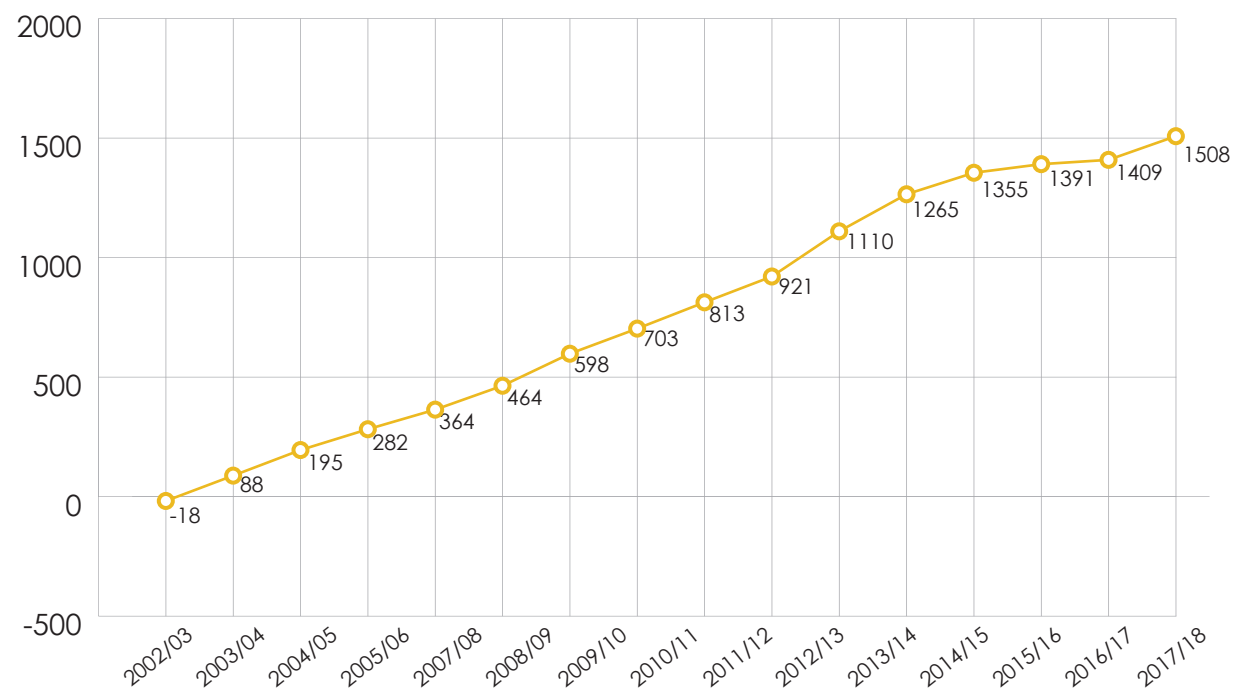
2017-18 was another successful year financially. With 24% of the 1769 students representing new enrollment, the school had an income of 1,702 million baht. Reserves increased by 98 million baht, to a total of 1,507 million baht. The school owns all of its land and buildings and has no debt. ISB's healthy finances are due in part to support from donors, who kindly contributed 61 million baht this year.

As a non-profit learning school, ISB reinvests and spends its funds in areas with the most impact on learning. This is why more than 80% of tuition income is spent on salaries and benefits, allowing ISB to attract the best and brightest teachers and maintain a student-teacher ratio of 9.7 school-wide. 120 million baht was invested in capital projects, including the completion of the Environmental Wilderness Campus and renovation of the high school office.

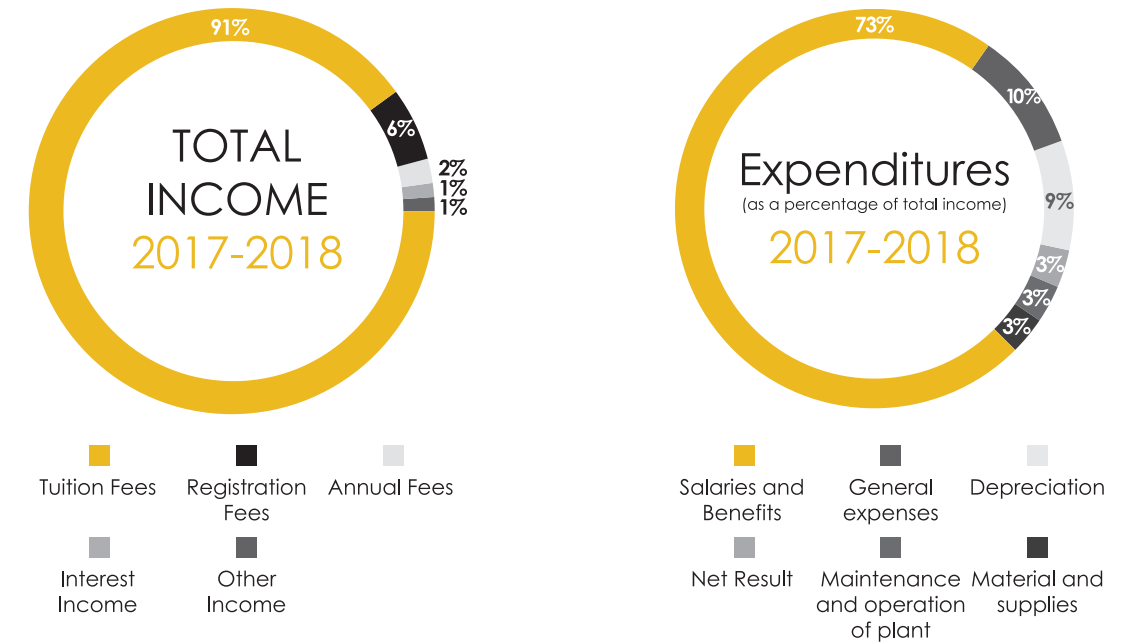
## Assets, Liabilities and Group Equity



## Accumulated Surplus incl. Donations (THB million)



## Total Income and Expenditures



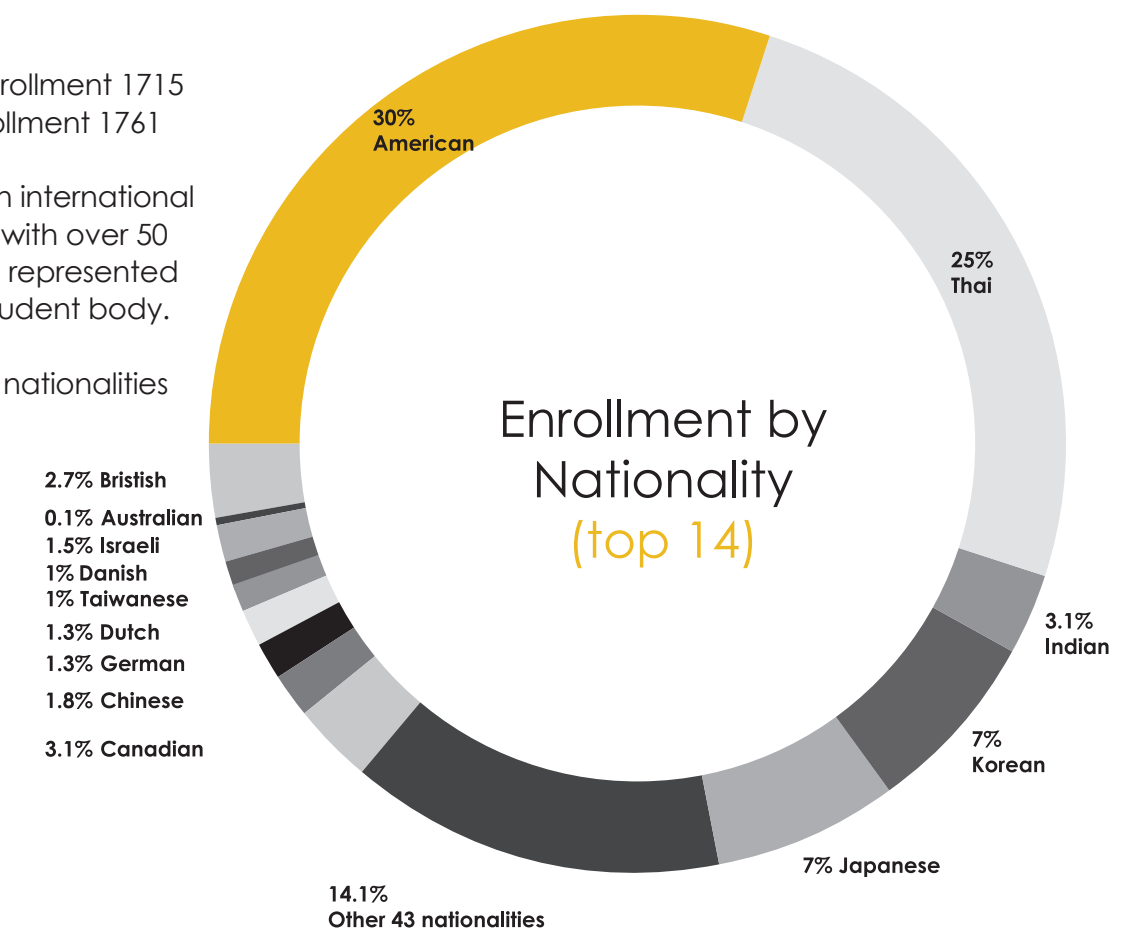
## Student Enrolment

### Enrollment

Opening Enrollment 1715  
Closing Enrollment 1761

ISB enjoys an international community with over 50 nationalities represented within our student body.

Diversity: 57 nationalities





# THANK YOU

HAROLD ALBERT, ALUMNI CO-ORDINATOR

We'd like to extend a very sincere thank you to our entire community for creating an ISB of which we can be most proud. This school is on very solid ground due to our great student body, our amazing staff, and the ongoing support, dedication and passion of our wonderful ISB parents, alumni and community. For this we are tremendously thankful.

As one of the longest standing members of the ISB staff and the resident historian (I arrived at ISB in August of 1982), I have seen so many changes. While my days as a math teacher, coach, and athletic director are now over, as the incoming Alumni Coordinator I look forward to many more great years at ISB as we strive to make International School Bangkok an even greater institution of learning.

I do feel incredibly proud and thankful to be a part of ISB, this year the school named one of their playing fields after me, with Field B now known as the Albert Field. I know that I echo the thoughts and feelings of many, many ISBers past and present. As my good friend and colleague Doug Helgeson always said, "once a Panther, always a Panther!" As always, we look forward to another inspiring and progressive year in 2018 – 2019.



## Annual Report Contributors

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