



INTERNATIONAL SCHOOL BANGKOK

ANNUAL REPORT

2020 -2021

ISB 2020 - 2021 ANNUAL REPORT



EST.1951

Welcome
Growing
International School





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01 | FOREWORD

DR ANDREW DAVIES

Head of School



As I reflect on International School Bangkok's 2020-21 school year, I can say that, in many ways, it has been largely positive. We were very excited to welcome students back in August and then gradually return to school as normal, with activities and sports taking place. There are few better things in life than seeing happy and engaged students enjoying learning and activities with their friends. Although we were denied a number of weeks on campus this year, ISB fared better than many schools around the globe.

However, we were saddened to see the impact of the COVID-19 pandemic on our community within the final weeks of the school year. We know it has been a difficult time for many.

I would like to recognize ISB's Crisis Management Team and the Leadership Team for all of their hard work in ensuring the ISB campus was as safe as possible for this school year. I am also extremely grateful for the dedication and creativity shown by our faculty as they taught in unusual conditions, both virtually and in person. As they always do, our Support Staff stepped up magnificently to keep the school running well in challenging times and ensure the strongest safety and hygiene standards. Finally, I would like to recognize the work of the Board of Trustees - a group of 15 current and former parent volunteers who contribute many hours each month to make the best decisions for our students and community.

Aside from COVID-19 management, we were able to make several school improvements this year related to student learning. Our Strategic Learning Plan included developing ISB's Learner Attributes, using data to inform learning, adopting innovative practices, enhanced native language provision, student wellness, and curriculum development. Other areas included in the plan were using research-based pedagogical practices, meeting the needs of our diverse learners, utilizing technology to improve student learning, and enhancing our commitment to diversity, equity, inclusion, and justice. Substantial progress was made in all areas.



Regarding academics, we are confident our students made good learning gains this year despite the different learning approaches. IB results for May 2021 were very encouraging, with a 100% pass rate, 3 students scoring a perfect score of 45, 28 students scoring over 40, and an average IB Diploma score of 36.38. MAP and ISA results this year were also strong relative to comparable schools, and our graduates have again gained admission into colleges of their choice around the world.

In terms of facility enhancements, the Elementary Maker Space room has enabled our students to demonstrate problem-solving skills and creativity. Our Early Childhood playground has been a great hit with our youngest learners. The new Golf Center has importantly met some of the needs of our golf teams - our only sport without practice facilities in years past. With respect to safety and security, the installation of turnstiles has been a significant enhancement in these times. Over the summer, we will be renovating the Elementary School (ES) cafeteria, providing more playground spaces for our students, expanding the ES Maker Space, installing new classroom doors, finalizing the new campus exit next to the ES, and resurfacing the parking lot as well as a number of smaller projects.

Each year we survey parents to gain valuable feedback on how we are doing and to ascertain ways in which we can continue to improve. One of the key metrics in this survey is the NPS (Net Promoter Score), which is an index ranging from -100 to 100, measuring the willingness of those surveyed to recommend our school to others. It is widely considered that any score over 0 is good, anything over 50 is excellent.



We are very grateful to all of our community for their continued support.

Sincerely,

Dr. Andrew Davies
Head of School



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

One of the most incredible things about ISB is the clear, unwavering dedication to our mission, attributes, and values. For us, as an organization and as a community, these ideals shape our thoughts and actions and guide our way into the future.

Our ISB Learner Attributes and Values were developed through a multi-year research and development initiative that led us to define the essential skills - beyond knowledge and academic abilities - that our students need to be successful and make a difference in the world during and beyond their time at ISB.

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

VISION

Mission, Values and Definition of Learning

VALUES AND ATTRIBUTES IN ACTION

This year started with students and staff having to adapt to new routines and safety measures. Then, we had to return to online learning in January and again in April. The creativity, care, and innovation of our teachers, parents, and students made these transitions into and out of virtual learning successful. The constant changes demanded by the global pandemic highlight the importance of adaptability in how we design and implement learning for our students and also for them in how they engage with school and the challenging circumstances around them. Throughout our school, both on campus and online, we see unique and intentional learning experiences for our students.

In response to events worldwide, this year also saw a spotlight placed on diversity, equity, inclusion, and justice in our globally-minded community. We are coming together - students, teachers, alumni, parents, and staff - to have conversations about how we can do more to ensure that ISB is a place that recognizes and celebrates the unique gifts everyone brings to our school. Education prepares students on all levels. We know that our curriculum, connected to our values and attributes and our ongoing focus on developing a caring, inclusive learning community where students feel they belong, achieves that aim.

Innovation at ISB means taking a new idea, a new method, or a new way of doing something and using it to solve a problem or meet a need. Virtual School has certainly presented both problems to be solved and needs to be addressed. Innovation is constantly happening in classrooms and within our learning. The best way to design student learning is to utilize an iterative process that moves students toward their learning potential. We encourage and support our students to innovate and provide opportunities for them to be problem finders and solution creators.

When many people think of innovation, they think of technology and science because, in today's world, that's where world-changing innovation is happening. Virtual School relies on technology, so ISB has invested not only in the necessary hardware for learning and for our students to stay connected but also in the use of technology beyond Virtual School as a powerful tool for supporting and enhancing learning.

While the world struggles with issues and needs on a scale never before seen, ISB always returns to the foundations upon which we make every decision, the values we strive to embody and instill in our students, and the vision that drives our purpose. These guiding principles, defined thoughtfully in more 'normal times,' have served us well in our 'next normal.' They will continue to guide all of us into the future, and these are the principles that our students will take with them as they lead an ever-changing world.

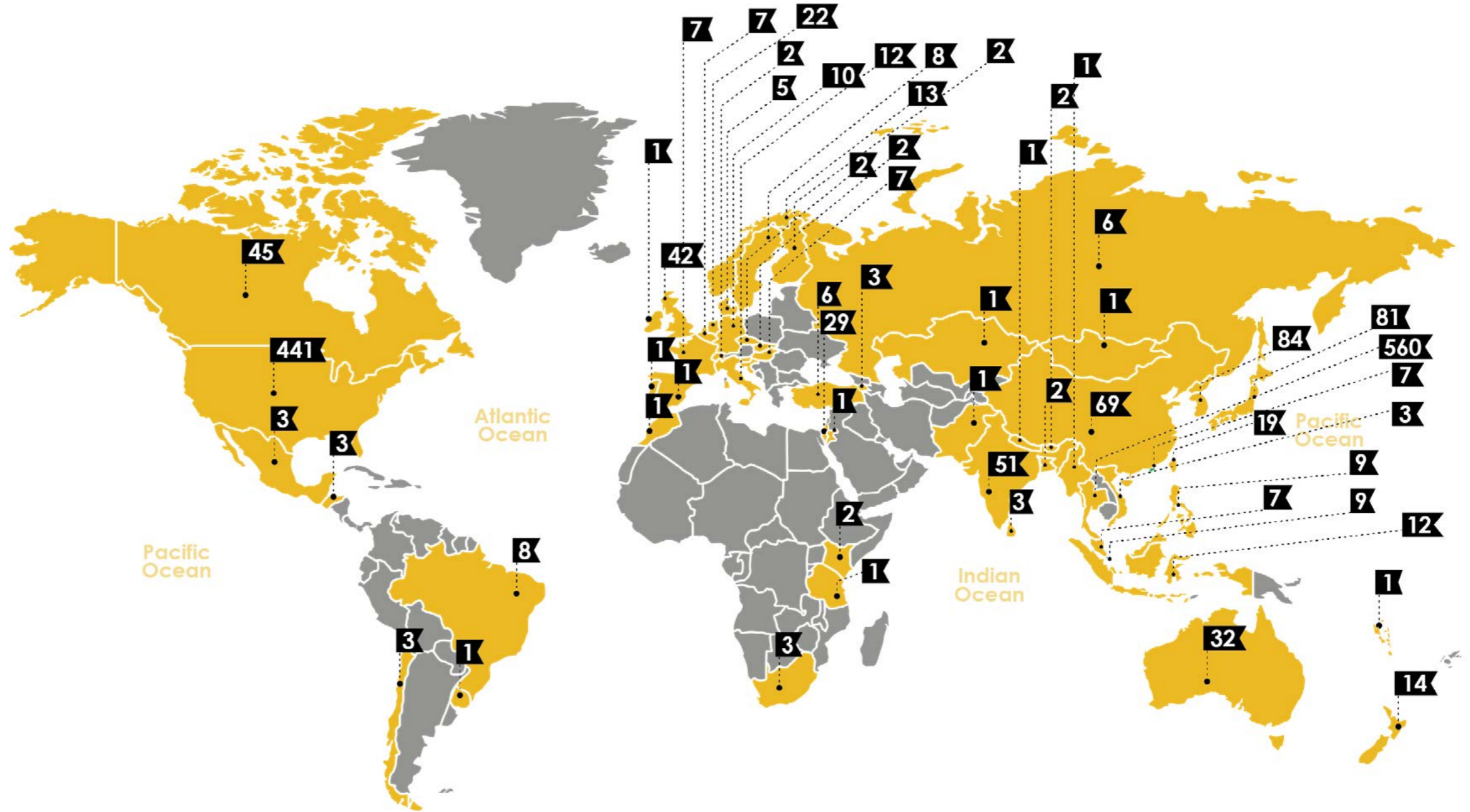


COMMUNITY

Community Groups Represented at ISB

ISB is the center of a busy, dedicated, and diverse community. Approximately 20% of the Pre-K to 12 population changes each year, with the average tenure of a student at ISB being 3 to 4 years. At ISB, we celebrate differences; we know that learning happens when we engage with people who are not the same as we are and when we hear other stories and perspectives and develop empathy for others. Our diversity, alongside our culture of care, our deep and abiding values, and our student attributes, all create an environment where our students and parents cultivate close connections.

Every person brings a unique perspective and special gifts that add to the cultural richness of ISB. Throughout the past school year, there were many conversations across the world and, right here at ISB, about being inclusive and diverse. Our students are taking an active role in learning more about what it means to be truly inclusive and how they can live our mission and enrich our community by bringing awareness, building allyship, and taking action. We are enormously proud of our students and the empathy that drives them to work to enrich our community.



North America

- 468 USA
- 46 Canada
- 3 Mexico

Central America

- 3 Honduras

South America

- 8 Brazil
- 3 Chile
- 1 Uruguay

Africa

- 3 South Africa
- 2 Kenya
- 1 Morocco
- 1 Tanzania

Europe

- 42 UK
- 22 Netherlands
- 13 Norway
- 12 Italy
- 10 Germany
- 9 France
- 8 Sweden
- 7 Belgium
- 7 Hungary
- 6 Russia
- 5 Denmark
- 3 Finland
- 2 Czechia
- 2 Switzerland
- 2 Slovakia
- 1 Ireland
- 1 Poland
- 1 Portugal
- 1 Spain

Asia

- 509 Thailand
- 84 Korea
- 81 Japan
- 69 China
- 61 India
- 29 Israel
- 19 Taiwan
- 12 Indonesia
- 9 Philippines
- 9 Singapore
- 8 Bangladesh
- 7 Hong Kong
- 7 Malaysia
- 6 Turkey
- 3 Armenia
- 3 Sri Lanka
- 3 Vietnam
- 2 Bhutan
- 1 Jordan
- 1 Kazakhstan
- 1 Mongolia
- 1 Myanmar
- 1 Pakistan
- 1 Nepal

Australasia

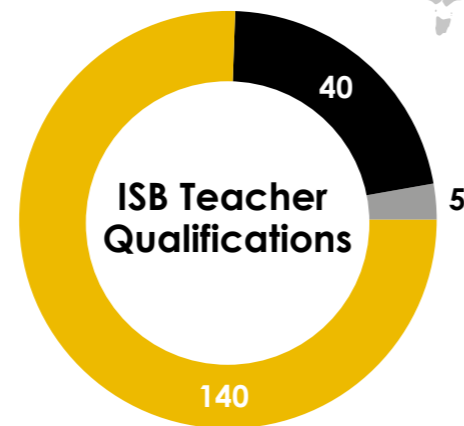
- 32 Australia
- 14 New Zealand
- 1 Vanuatu

FACULTY

Teachers and Staff



■ Bachelor Degree 40
 ■ Master Degree 140
 ■ Doctor of Philosophy 5



USA	106	France	4	Mexico	1
Canada	22	Japan	3	Netherlands	1
UK	14	China	2	Norway	1
Thailand	9	South Africa	2	Portugal	1
Australia	8	Spain	2	Taiwan	1
New Zealand	7	Cuba	1	Korea	1

TEACHERS

ISB hires the very best teachers from around the world. As one of the leading international schools, we receive hundreds of applications every year from highly experienced educators, all wanting to be a part of our learning community. ISB administrators' most important job is ensuring that the teachers who are designing and facilitating the learning for our students are the best in the world.

Each year we welcome teachers from all over the globe to our faculty. This year they came to us from Africa, Asia, Australasia, Europe, and North and South America, during the most unusual of school starts. On account of the challenges of entering Thailand last fall, these new faculty members came in at different times through the first semester. However, they engaged with their colleagues during pre-service professional learning. They were involved with their students from day one (via Zoom!). When they were finally on campus, they brought all of the skills and energy that we knew they would.

ISB teachers are designers of learning, and they work with our Director of Curriculum to ensure that what we want our students to understand and be able to do is thoughtfully aligned and meaningful. They collaborate to determine how best to facilitate student learning and provide choice in how students demonstrate that learning.

Our teachers shone this school year again as they worked through another unprecedented year of uncertainty and change. With the start of the year feeling 'normal' for the most part, there was always the possibility that things would change should the COVID-19 situation worsen in Thailand. As anticipated, the school was required to move to Virtual School after our December break and then again in April until the end of the year.

When we consider the highlights of a year, they are often predictable events such as performances, exams, graduations, and moving-up ceremonies. For the teachers at ISB, this year's highlights shine on them as they worked through the unpredictable and showed their adaptability and determination to make this a year of meaningful learning for each student.



STUDENTS

At ISB, we pride ourselves on fostering an inclusive and caring community where students can thrive. Everything we do and every decision we make is student-centered and learning-focused. We have a dedicated learning design team who adapt our curriculum, teaching, and learning to ensure our students have the best opportunity for success according to individual needs and strengths.

Our programs provide a broad array of subjects, activities, sports, arts, and languages. We have top-of-range facilities and equipment around our beautiful campus. All of this sets us apart from most schools and provides a platform for every student to reach their full potential.

But it is not just the facilities, curriculum, teachers, or the community that make ISB what it is - it is, of course, our students - and we aim to create the ideal environment for them to grow. Our students represent more than 50 nationalities and bring a wide variety of experiences that add to the international feel of our campus.

This year, in discussions on inclusion and equity, our High School and Middle School students found their voices and helped our community better understand the importance of understanding and celebrating everyone within our ISB family. Students presented to teachers about the importance of identity and how teachers can value and respect students' preferences by asking questions. They encouraged our faculty to show their support by indicating their preferred pronouns in email signatures and Zoom calls. Other students spent time in leadership training, learning how to 'call others in, how to recognize their own biases, and how those impact others.

Even with the cancellation of many of our service-learning trips, our students continued to find ways to help others. Our ShareTheMeal Club organized a Fun Run event that raised over THB 122,000 for the United Nations World Food Programme. Dance Club had to move their annual Legs4Legs event online and still managed to raise over THB 40,000 for APSW Women's Shelter. Our annual Junior Special Olympics Day was canceled but this did not stop our students from organizing something unique. The Junior Special Olympics committee organized a fun-filled event for over 75 boys from the Maharaj Boys Orphanage.

Leading the way in creative thoughts, our elementary students looked at ways to address needs within our school. Some of their creative problem-solving helped plan for new play spaces and build a well-appointed home for our tortoises!

These are only a few examples that showcase our student body's commitment, resilience, and creativity. We are so proud of the mature, thoughtful leadership they provide and for the meaningful impact they have within and beyond our community.

STUDENT SPOTLIGHT

We asked students from Elementary, Middle, and High School what they love about ISB and what their dreams and aspirations are. Mshindi, a Middle School student said, "One day I would like to be a businessman or play soccer professionally. There are many things I love about ISB. But the biggest one is that both my brothers are here and everyone is nice, it's an amazing place in general."



I want to be a
businessman

Mshindi Kaiya, Middle School Student

“ I love ISB because both my brothers are here and everyone is nice, it's an amazing place in general. ”

“ I want to be a surgeon. ”

Jason Brown, Elementary School Student



“ I hope to go into politics as a campaign manager or even run for office myself. ”

Sasha Werlime, High School Student



“ Want to be an engineer. ”

Reece Gunderson, Middle School Student



“ I want to be a scientist and an inventor. ”

Solomon Pitman, Elementary School Student



STUDENT SPOTLIGHT

This year, for our student Spotlight campaign, we asked students what they wanted to do when they leave ISB. They spoke of goals that were aspirational: “I want to get a good education overseas,” or altruistic: “I want to reach out to others through music, education, or my faith,” and imaginative: “I want to have the power to control the weather.” In their interviews, students discussed feeling supported in their learning, academically and personally. It was inspiring and encouraging to hear some of the students’ dreams and understand the important role ISB plays in encouraging students to follow their own unique paths and journeys.

ALUMNI

To see how our students use their skills and leadership in the wider world, we look to our alumni. Our alumni span decades and industries, their paths are varied, and we celebrated many of their stories over this year.

Although the alumni events that are typically part of our school calendar were forced to be postponed or canceled, the ISB Alumni in Thailand and overseas were determined to remain active and connected. Locally, ISB alumni continued their efforts to assist those less fortunate by providing help during the pandemic. The alumni-led group COVID Thailand Aid never stopped supporting those in Thailand impacted by the pandemic. While in-person alumni events were impossible, a group of over 200 ISB alumni stayed in contact with each other through LINE, staying up-to-date on COVID-related information to help themselves and others in the community.

Overseas, the ISB Network Alumni Association did its part in keeping ISB alumni informed. Led by alumna Janet Lowe Craven (Class of 1981), frequent Zoom meetings took place over the course of the year, keeping ISB alumni connected to each other and to the school. The ISB Network Alumni Association's reunion was postponed due to COVID in the summer of 2020, but at the time of writing this was scheduled to take place live in the U.S. in July of 2021.

The ISB Alumni Office has kept active by producing numerous stories about alumni all over the world. These include alumni who are talented in the arts, business, athletics, politics, and community service. Our Alumni Office has also endeavored to extend its reach by connecting with ISB alumni via Facebook and, in a new effort for this year, branched out to LinkedIn. Hundreds and hundreds of ISB alumni have reconnected to ISB this year, and with a new, dedicated ISB Alumni platform on the horizon, we anticipate reaching even more ISB Panthers in the near future.

On May 14, 1951, the school that was to become ISB officially opened its doors. Thus on this day in 2021, we look forward to beginning our 70th anniversary year celebrations that will embark in earnest in the 2021-22 school year. We are planning for great opportunities in the coming year to celebrate 70 years as Thailand's premier international school.

“ Athletics provided a structure to my day and taught me about the importance of consistent hard work while my academics gave me a respite from the track. ”

Kieran Tuntivate, ISB Alumni



PARENTS

PTA

ISB's Parent Teacher Auxiliary (PTA) is a voluntary group that works with parents, staff, and students to enhance the student experience further, support the school, and create community bonds. The PTA serves as a bridge between parents and our fabulous staff, and has responded to the unique challenges in a year so disrupted by the COVID-19 pandemic.

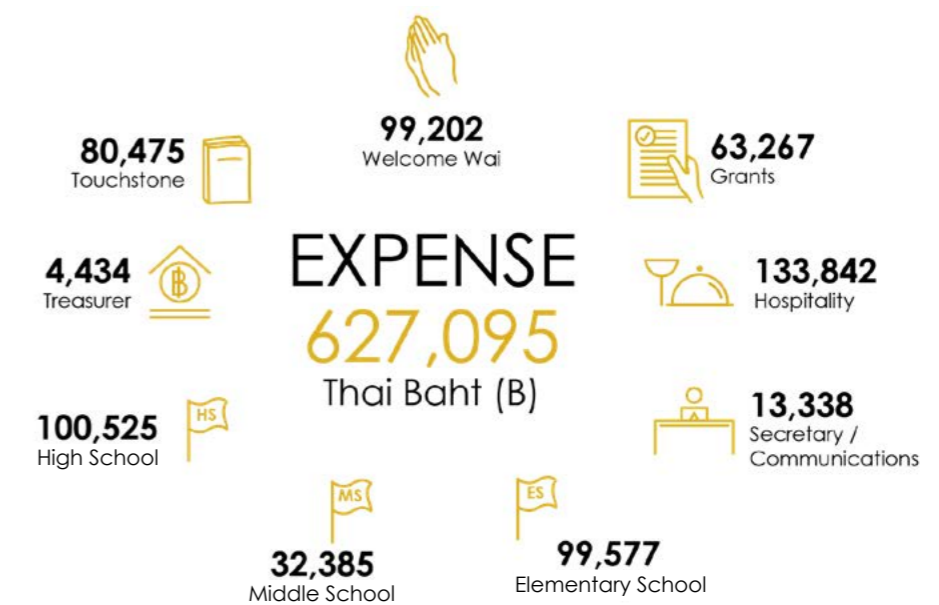
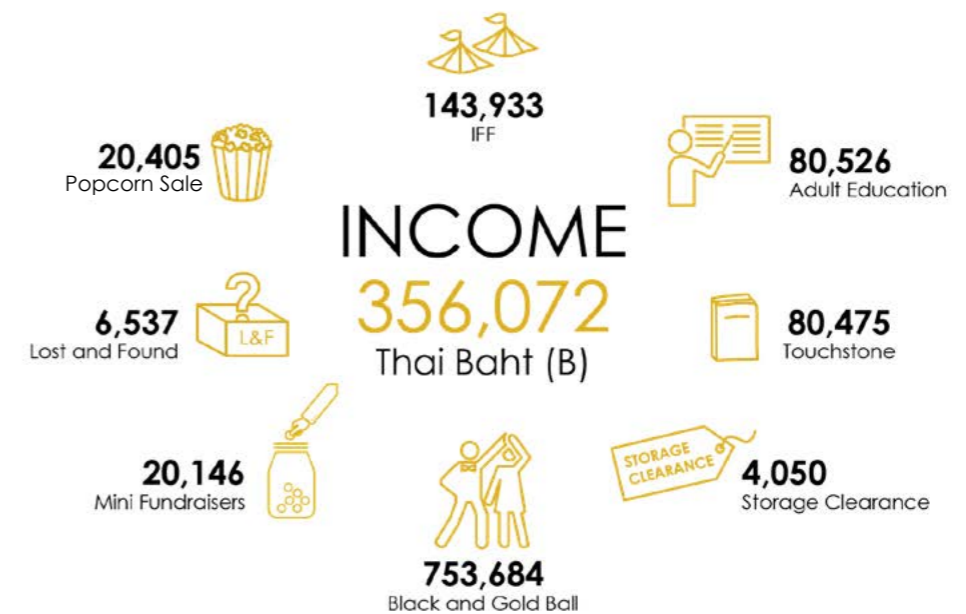
Adaptability, flexibility, and resilience were all qualities that shone through over this past year throughout the ISB community.

Despite a lower income, the PTA financial reserves ensured no changes to the year's grants and funding opportunities. A few annual events, such as our Back to School Coffees were postponed, or adapted, like our Intercultural Day, which became Intercultural Week. The biggest community event, the International Family Fair, became a month-long raffle, and the Adult Education classes went online when we couldn't conduct in-person activities. Popcorn Fridays switched to bulk orders, maintaining a fun Friday treat day despite the restrictions. The changes provided a whole new experience that everyone embraced.

This year saw many more people from a wider group of nationalities join the PTA, giving their time and energy to support the ISB community. The PTA President quoted, "As someone once said, volunteers do not necessarily have the time; they just have the heart. And we have the heart!"



PARENTS



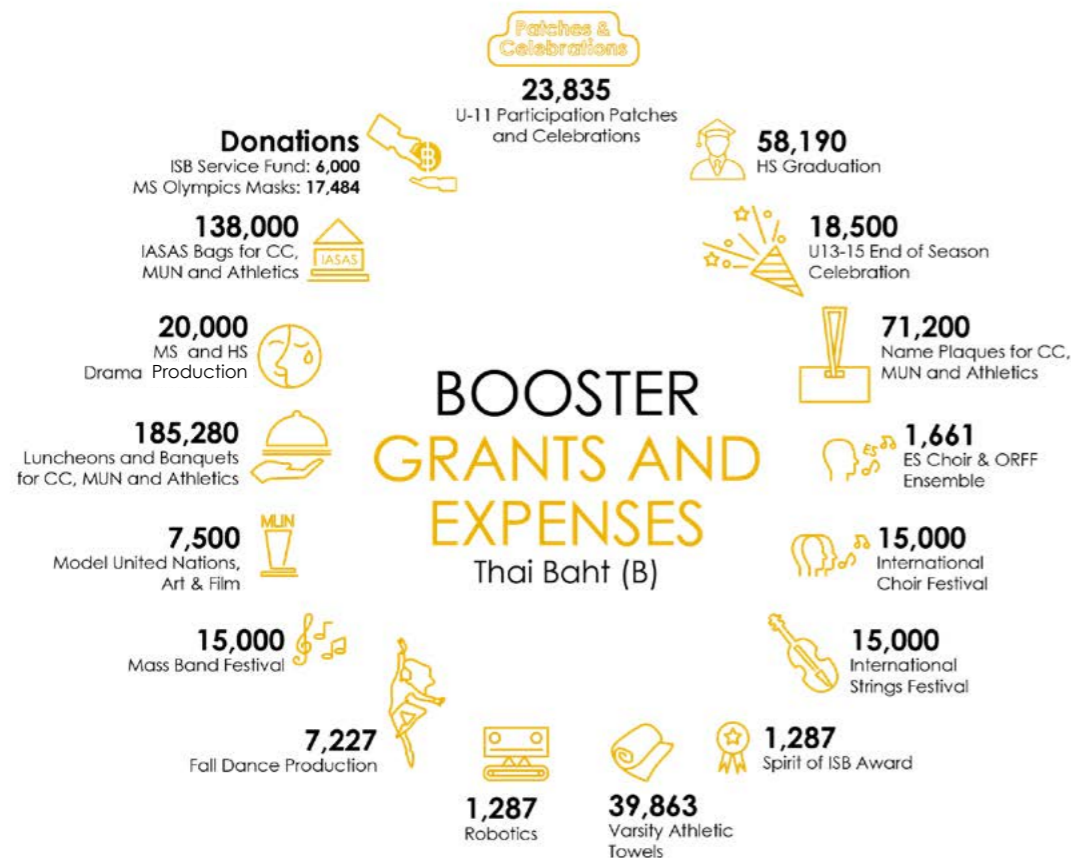
PARENTS

BOOSTER

With 26 parents and administrators on the Booster Club Board and over 100 dedicated volunteers, the Booster Club provides extra financial support to ISB students in the arts, athletics, and activities while promoting school spirit across campus. Online merchandise sales, our annual Pancake Breakfast, and Panther Pops sales, allowed the Booster Club to raise and donate close to THB 645,000 in the 2020-21 school year.

The Booster Hut (selling ISB Panther merchandise) was the largest fundraising avenue. The Booster club has a partnership with a local charity, Second Chance Bangkok, a fair-trade organization based in Central Bangkok's Klong Toey. Booster continues to develop products that are made from recycled ISB uniforms and spirit gear. Before the school's closure in April, they also began another social enterprise partnership with an ISB student-led organization called Rescued Glass – RG. This group of students' goal is to work to reduce glass waste while learning to become entrepreneurs. They produce and sell recycled glass bottles upcycled into beautiful candles and other household items that can be found in the Booster Hut. Booster also partnered with the Middle School (MS) 3-D printing class to produce trinkets for the Elementary School (ES) Friday Marketplace customers.

Booster club helps to financially support many student clubs, as well as arts and athletics activities, with the sole purpose to build school spirit or 'Panther Pride.' This year they expanded the ES financial support with the addition of "Participation" patches for all Under 11 (U11) athletes. Since face masks were this year's COVID-19 'must-have,' Booster worked with the MS student council to develop a design and then donate color-coordinating masks to every student and teacher participating in the MS Olympics. Booster also gave IASAS travel bags to all eligible Varsity Athletes and Cultural Convention teams – even though no one traveled abroad to compete due to the pandemic.





02 | LEADERSHIP

BOARD OF TRUSTEES

The ISB Board of Trustees (BOT) is made up of 15 trustees – 11 elected by the International School Association (ISA) members and 4 appointed persons. The BOT's role is to set medium and long-term strategy, support and provide guidance to the Head of School, and ensure the school's short, medium, and long-term financial stability. The board also ensures that we are true to the ISB Mission, which is to inspire students to achieve their academic and personal potential, be passionate, reflective learners, become caring global citizens, and lead healthy, active, and balanced lives.

This past year was challenging, as was the end of the 2019-20 school year, but the ISB BOT was still able to make substantial achievements within the board and the school. They approved the re-activation of Capital projects and decided on a 1% credit for returning students while keeping next year's tuition fee increase to a minimum.

Another significant achievement for the BOT this year was making the election process virtual – a necessary but difficult step in the face of the challenges presented by COVID-19.

As always, the ISB BOT is very proud of the success and achievements of our ISB students and teachers, especially during these past challenging years.

JACK KRAPRAYOON CHAIRMAN. HEAD OF DIGITAL SERVICES, CP MEDICAL CENTER

TIM BULOW VICE CHAIR. COO, MINOR EDUCATION

MARY ANN MORSE SECRETARY.

SORAVIT CHAIROJ TREASURER. FOUNDING PARTNER OF A PRIVATE EQUITY FIRM

ANDY RICHTER SECRETARY. PARTNER OF AN INTERNATIONAL LAW FIRM

MAES SUWANTRA COUNSELOR. THAILAND INTERNATIONAL COOPERATION AGENCY, MINISTRY OF FOREIGN AFFAIRS

RANGANA ABDULLA BOARD MEMBER. PARENT AND VOLUNTEER

DR PRATHIP CHIARAVANOND BOARD MEMBER.

DR VORAPOL SOCATIYANURAK BOARD MEMBER. EXECUTIVE BOARD, THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA, USA

ANDY CHAN BOARD MEMBER. CFO ADVISOR AT POLAR BEAR MISSION ("FRESHKET")

GURDIST CHANSRICHAWLA BOARD MEMBER. SENATOR TO THE THAI PARLIAMENT

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

JUNIPER NEILL BOARD MEMBER. DEPUTY MISSION DIRECTOR - USAID REGIONAL DEVELOPMENT MISSION FOR ASIA (RDMA)

JOHN HEINECKE BOARD MEMBER. COO, MINOR FOOD

SORAVIT CHAIROJ BOARD MEMBER. FOUNDING PARTNER OF A PRIVATE EQUITY FIRM

PHANTIPHA THONGCHINDAVONG BOARD MEMBER. MD AT RAMA GARDENS HOTEL

LEADERSHIP TEAM

Our highly skilled Leadership Team includes a wide range of positions. Each person plays an integral role in maintaining the very best in international education here at ISB.

LEADERSHIP TEAM

DR. ANDREW DAVIES HEAD OF SCHOOL

DEBI CASKEY 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

JUSTYNA MCMILLAN HIGH SCHOOL DEAN OF ACADEMICS

DENNIS HARTER MIDDLE SCHOOL PRINCIPAL

CINDY PLANTECOSTE MIDDLE SCHOOL VICE PRINCIPAL

MICHAEL ALLEN ELEMENTARY SCHOOL PRINCIPAL

SARAH FLEMING ELEMENTARY SCHOOL VICE PRINCIPAL

JEFF SCOTT ELEMENTARY SCHOOL VICE PRINCIPAL

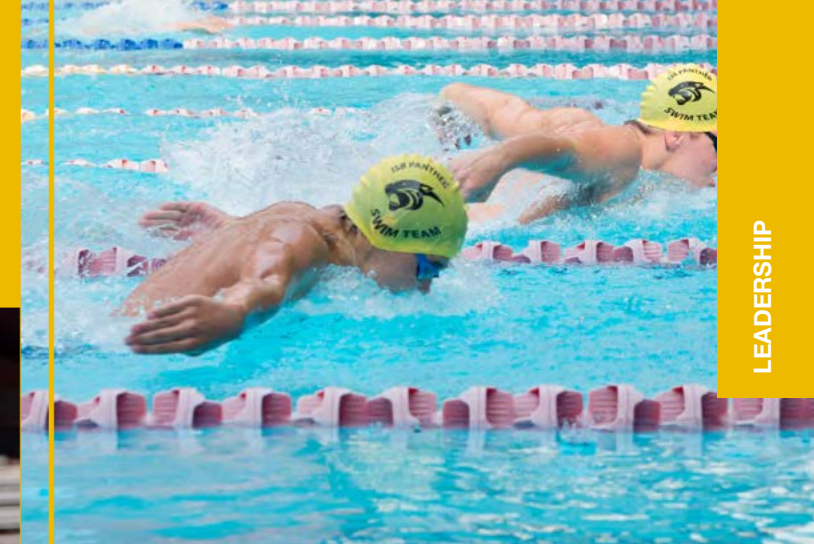
JENNIFER DELASHMUTT DIRECTOR OF CURRICULUM & PROFESSIONAL LEARNING

DR. KEITH COLLINS DIRECTOR OF STUDENT SERVICES

CHAD BATES TECHNOLOGY DIRECTOR

LEADERSHIP TEAM

Elementary School, Middle School & High School



LEADERSHIP



Elementary School

The 2020-21 school year was another one for the history books. After several months of virtual learning and the summer break, we started this school year on campus for the entire first semester and moved into a blend of virtual and in-person learning for the second semester. Despite the limitations of masks, physical distance, and the transitions to Virtual School, the elementary community remained positive and strong; students grew as artists, linguists, mathematicians, readers, writers, and scientists.

The year's focus was also on our globally-minded attribute. At ISB, we believe that our diversity is beautiful, and it makes us a stronger, more empathetic community.

Some important ways community members demonstrated our shared commitment to ensure that everyone feels welcome at ISB included, virtual classmate playdates and celebrating diversity.

Congratulations go out to all our Elementary School Panthers for continuing to do their best during such uncertain times.

“ Our role as educators is to provide an environment where EVERY child feels a strong sense of belonging and significance. At ISB, we do this by inviting students to contribute, problem-solve, and cooperate at all times!

Michael Allen, Elementary School Principal ”



Middle School

The 2020-21 school year demonstrated ISB's commitment to learning and our school Values and Attributes. We were so grateful to start the year on campus with safety measures in place, allowing students to interact with teachers, classmates, and their learning. The Middle School (MS) faculty and staff created rich opportunities for collaboration, hands-on learning, and in-person fun, all of which were so valuable for students after last year's long run in online schooling. Although we ended the year virtually, our students rose to the challenge showing their adaptability and commitment.

The MS Wild Panthers program ran throughout most of the year as students traveled to our Environmental Wilderness Campus (EWC) to engage in outdoor education and experience nature. The MS Olympics event closed out our first semester on campus with a wonderful community day of games, athletic competition, and fun. Sports teams played in tournaments, and students engaged in leadership seminars and robotics competitions on campus after school and on weekends.

“ The MS faculty and staff created rich opportunities for collaboration, hands-on learning, and in-person fun, all of which was so valuable for students after last year's long run in online schooling.

-Dennis Harter, Middle School Principal ”



High School

The 2020-21 school year saw our High School (HS) students enjoying being physically on campus with their friends and teachers. Being back in the classroom, cafeteria, sporting fields, gymnasiums, performance spaces was a great joy and reminded us of the importance of togetherness, connections, and collaboration. Sporting teams, music, and dance performers could display their talents and skills right up until the Winter break.

Although we saw school closures again, the silver lining was the positivity and resilience that our students and teachers exhibited during this period. There was excellent attendance, participation, and innovative learning and teaching taking place virtually. The support they received from teachers, counselors, and administration ensured that our HS students were well cared for during the 2020-21 school year and well prepared for 2021-22.

“ Despite the challenges of Virtual School, our students were able to push themselves, extend their learning, collaborate, and were able to display their achievements and successes. Congratulations, High School Panthers.

-Justin Alexander, High School Principal ”



STEM

STEM (Science, Technology, Engineering, and Mathematics) is incorporated within projects inside of the Science and Math units of study PK-12.

The arts are infused in STEM by way of multidisciplinary projects where units are designed in all three divisions through collaboration, planning, and our 'Design Thinking' methodology.

ISB has adopted the ISTE Standards, which are transdisciplinary, and will be institutionalized as of the 2021 school year.





03 | LEARNING

CURRICULUM HIGHLIGHTS

At ISB, our curriculum is based on leading best practices and research. We carefully select and use standards that are recognized all over the world. They connect with our Mission and Vision, with our Definition of Learning, with our Values and Learner Attributes, and they support our goal to equip our students well so that they can thrive in and contribute to this ever-changing world. ISB's learning standards contain expectations that are content and skill-based, as well as concept and understanding-based. They focus on the development of the whole child. In the design of learning opportunities, we account for each and every student as an individual.

The tailor-made curriculum and our approach to learning are key to creating an environment where students can thrive. At the onset, faculty generate opportunities to get to know their students as learners, and we dedicate time to collaborate as teams and understand our students as individuals. The process of learning and the evidence collected during this process are important in developing our curriculum in real-time.

We use a backward design approach to creating learning experiences for our students. We start with the long-term goals (beyond high school and university) that we would like our students to engage with, and from there, we design performance tasks that assess students' knowledge, skills, and understanding. We use a wide range of assessments. Exams and standardized tests assess the "right now" or what students have learned up to a certain point and are only a part of each student's learning picture. Projects and other ways of demonstrating understanding give students many opportunities to provide evidence of and reflect upon their learning. We also make sure to evaluate what students are taking with them beyond ISB and how they apply and transfer their learning in a variety of contexts.

This year, the entire ISB faculty participated in book clubs based on our Strategic Learning Plan areas. Faculty and administrators chose books from a menu of titles and authors of professional interest then met in dialogue groups during our professional learning days. In April, each group developed recommendations based on their reading and conversations throughout the year. These recommendations will be shared with the Leadership Team to inform our school-wide goal setting and prioritizing in the short and long term.

A few of our other highlights and achievements include:

- Adapting learning experiences for students while in Virtual School in 2021
- Prioritizing the learning goals in literacy PK-12
- Reviewing and revising our PK-12 Philosophies in multiple content areas
- Refining and auditing our ISB Research Skills in G6-10
- Planning and launching a review of our resources and materials through the lenses of diversity, equity, and inclusivity.



LEARNING



EXPERIENTIAL LEARNING

As a learning community, we have gone through an inclusive process to identify our Learner Attributes and Values that align closely with our Mission, Vision, and Definition of Learning. We know that authentic experiences both on and off-campus allow students to practice these skills, strategies, and dispositions. 'Learning by doing' and then reflecting on individual and collective learning experiences allows students to engage with the process of learning, discover who they are as learners, and promote their innate curiosity.

Within the 2020-21 school year, we continued to review and reflect on our units of study in order to bring experiential learning experiences into the core curriculum during the school day. Our third graders were tasked with a LEGO design experience where they had to design an inclusive playground space. Artist in Residence Kitti Narod brought his artistic career to campus and worked with students to create original pieces to beautify our campus. Through our Maker Spaces, both primary and secondary students were able to engage with our design cycle to develop human-centered problem-solving skills and practices.

We feel that authenticity gives purpose, and student voice and choice give meaning. Learning by doing gives learning stamina and resilience.



Virtual Reality

We have been working this past year to provide students with access to Virtual Reality (VR) experiences with the goal of providing students with experiences that are inaccessible here in Thailand as well as trying to develop a deeper understanding of empathy for others. VR experiences have been integrated into Art and Design, Theory of Knowledge (TOK IB), Biology, Geography classes, and many other subjects in Elementary through High School. High School students have access to VR headsets in the school library loaded with fun games and learning experiences ranging from National Geographic Space Station visits to one of the world's most popular VR games, Beat Saber. Students enjoy these experiences and using designated rooms to explore a few innovative ways to engage in good educational fun!





PROGRAM HIGHLIGHTS

Athletics

ISB's Athletic Program is renowned across Asia for its commitment to excellence and its immense community support. ISB offers an elite coaching staff, top-tier facilities, and the opportunity for students to experience a world-class sports program.

Commitment, gratitude, and courage are just 3 of the ISB Values displayed by our students, coaches, and community members throughout this year in Athletics. They demonstrated commitment to their training, teams, and community, no matter what obstacles stood in their way.

Keeping students as the main focus, ISB co-founded a new athletics conference in Bangkok. This new conference, Bangkok Metropolitan Athletic Conference (BMAC), will support the development of athletes beginning with our Under 11 (U11) Panthers all the way to Varsity. These pathway programs will focus on inclusion and development in the lower years and a more competitive and selective process in Varsity.

Coaches are the backbone of our program throughout ISB. Each year we fill 186 coaching positions for the scholastic athletic program covering U11 through Varsity. This year our ISB coaches were lucky enough to welcome Mr. Nathan Whitaker to our community virtually. Mr. Whitaker provided an 8-week webinar series focused on developing leadership skills, resiliency, motivation, and mindsets of our student-athletes. We look to continue this relationship with Nathan in future years and explore the topics in more depth.

Virtual meets and events became commonplace in athletics as we strived to provide students with the most realistic opportunities possible. This year we started with the largest Virtual athletics event of the year - ISB International virtual Cross Country. It was a celebration of runners throughout the world, and a total of 56 different International Schools submitted their results for the event. With true ISB pride, we sent medals to the winners of the different categories worldwide, reminding us that no matter what the situation, we can overcome it.

As with most of our activities at ISB, this year's difficult times highlighted the large internal structures and capabilities we have. High school students have become certified lifeguards and aquatics instructors within our own aquatics program through internal courses. They gained valuable experiences coaching and mentoring our Elementary School students during after-school swim programs. Competitively, our team is capable of running sizable internal swim meets for all ages. These meets helped prepare all of our swimmers (ages 5-18) for external meets when those opportunities arrived. All swimmers had multiple opportunities to gain confidence, improve skills and socialize with teammates during these after-school experiences. This past year external swim meets were not plentiful, but ISB was able to qualify and field its largest team for Thailand's National Championships. Our aquatics staff was incredibly proud of our athletes' perseverance during the constant ups and downs of this past swim season.

The Athletics Department is excited for the 2021-22 school year. A new association, new golf center, new functional training equipment in the weight room, and an additional fourth season only mean more opportunities for our ISB Panthers.

PROGRAM HIGHLIGHTS

Arts

At ISB, learning through the Design, Fine, and Performing Arts is valued for all students Pre-K through Grade 12. With over 50 arts-dedicated faculty, staff, and instructors, 27 music practice rooms, 12 performing arts classrooms, 7 visual arts studios, 2 theatres, 2 art galleries, a film studio, a photography studio and dark room, 2 Maker Spaces, and an Invention Center, there is plenty of support for every child to explore their own creativity. Celebrations of learning in and through The Design, Fine, and Performing Arts take place throughout the year in the form of exhibitions, concerts, plays, performances, festivals, conferences, competitions, and field trips.

ISB hosted 3 Arts Residencies in 2020-21, including contemporary woodblock artist Ralph Kiggell in November, internationally renowned Thai artist Kittti Narod in December, and award-winning photojournalist, Taylor Weidman in April and May. Although ISB brings upwards of 25 guest artists to campus annually for lectures, workshops, performances, and festivals, having practicing artists working alongside our teachers and students for a prolonged period provided time to collaborate and to observe real artists at work. The residencies included performances and exhibitions showcasing both students' and guest artists' work side by side. Collaborative works inspired by Mr. Kiggell, Mr. Narod, and Mr. Weidman are now part of our permanent ISB visual art collection.

In September, ISB hosted its annual (virtual) Peace Day celebration rich with arts-centered performances and presentations highlighting the United Nations (UN) theme, 'Shaping Peace Together', and featuring 'Birds of Peace,' an Elementary School Visual Art Installation. Student artwork was displayed year-round and highlighted at specific times in gallery spaces and through exhibitions and openings. Our robotics program grew to include Elementary School, Middle School, and High School students for the first time. ISB hosted the virtual, annual Bangkok Model United Nations (BKK MUN) conference.

Well over 50 events showcasing student artists at ISB were held this year. Including the hosting of the IASAS Dance Exchange and our 3 annual music festivals for band, choir, and strings, which brought together 100's of middle and high school-aged musicians from across Thailand to work together and learn from internationally acclaimed guest conductors. Although hosted virtually due to COVID-19, IASAS Conventions for Art & Film, Dance, Model United Nations, Drama & Tech, Forensics & Debate, and Music provided a unique opportunity for our home audience to celebrate live presentations and performances from over 100 of our own student delegates while connecting our teams over the internet with the other 5 IASAS schools.





PROGRAM HIGHLIGHTS

PANTHER ACTIVITY HIGHLIGHTS

Panther Activities at ISB serve over 1,000 participants annually, providing active, creative, diverse, and collaborative opportunities for all students. Run by teachers, parents, and professional organizations, our programs foster community by bringing people together.

The Panther Den, home to all Panther Activities, is centrally located next to the Booster Hut and Middle/High School Cafeteria, making it convenient for students and parents to stop by to speak with activity coordinators, register for activities, and ask questions.

This year we changed the name of our CAO Office to the "Panther Den" and CAO Activities to 'Panther Activities'. We rolled out a new cashless registration system (CHQ). We also introduced 5 new Panther Activities Coordinators: Zack Wade for baseball & softball, Hattachai (Jemmy) Sengnark for basketball, Krittiya (Boom) Jalik-Fitzgerald for golf, Jordi Bartes for soccer, and Nannapat (Mint) Nantasuk for tennis.

Panther Activities at ISB is the umbrella organization for a multitude of programs offered after school and on weekends. For 2020-21 some Panther Activities sessions aligned with the 3 main ISB Athletic seasons, but many were offered year-round with 2 registration periods, August and January, in line with the start of each of ISB's academic semesters. The abundance of available choices at ISB, coupled with multiple entry points to join throughout the year, allow students to try new things, find what they like, and specialize in it.

Here are a few Panther Activities on offer at ISB.

- | | |
|--|--|
|  Panther Arts |  Panther Golf |
|  Panther Badminton |  Panther Gymnastics |
|  Panther Baseball and Softball (BBSA) |  Panther Music |
|  Panther Basketball (Top Flight) |  Panther Paws (Track & Field) |
|  Panther Scouts |  Panther Rugby |
|  Panther Dance (ASD) |  Panther Soccer |
|  Panther Explore (ES) |  Panther Swim |
|  Panther Native Language Academy |  Panther Wrestling |
|  Panther Theatre |  Panther Volleyball |
|  Panther Tennis | |



BBSA & Baseball at ISB

In the early 1990s, when ISB moved from the Sukhumvit Soi 15 campus to Pakkret, the move was generously made at no cost due to the kindness of Transpo International Ltd. (now the Asian Tigers) and its owner, Mr. Bill Reinsch. In honor of Mr. Reinsch, ISB constructed on its campus one of the finest baseball facilities in Thailand and, indeed, in Southeast Asia, and fittingly christened it 'Reinsch Field.' Reinsch's work with the Bangkok Baseball and Softball Association (BBSA) was instrumental in promoting baseball as a major sport in Thailand as he worked tirelessly in the background to help build great programs and to provide quality opportunities to student-athletes at ISB and in Thailand.

Mr. Bill Reinsch sadly passed away in the early part of 2020, and this school year, ISB endeavored to ensure that Reinsch Field would remain as one of the region's best baseball fields by giving the facility a much-needed facelift. Thus, on Saturday morning, November 14, 2020, at the celebration of the 70th Opening Ceremony for BBSA, the refurbished Reinsch Field was rededicated to honor this great man. It was fitting that the guest of honor at this ceremony was ISB alumnus and Bill's eldest son, Bill Reinsch, Jr., who had this to say about his dad, "He leaves behind a wonderful legacy of integrity, compassion, and contribution. We will miss him dearly even though we know he is at peace in Heaven. While it is impossible not to feel tremendous sadness for having lost such a special human being, I hope you can take comfort in how blessed we are for the time we had with him. We are all the better for it."

ENVIRONMENTAL WILDERNESS CAMPUS

OUTDOOR EDUCATION

Although 2020-21 was another challenging year, we were still able to host all of the Grade 7, 8, and all but one section of the Grade 6 trips to the Environmental Wilderness Campus (EWC).

Our Grade 7 program saw the development of a new orienteering course testing students' navigation skills in a timed event. The Grade 7 Rock Climbing Program was incredibly successful, and the development of the new climbing routes has proved challenging and extremely rewarding for the students.

Our Water Management Authority increased the capacity of the reservoir to store water, which directly impacts our water programs for kayaking and canoeing. The Grade 8 water program was successfully executed with students challenged to complete a Search & Rescue scenario in canoes and kayaks while navigating the lake.

The EWC lends itself well to events such as cross country races, and this year we were incredibly excited to host the ISB Cross Country Team, with the surrounding rough landscape providing students with a much-needed race experience to complete their season. The event was so successful we hope to host the IASAS Cross Country Event at the EWC sometime.

The High School Astronomy club also came to the EWC for their annual retreat. Using telescopes kindly donated by the PTA, students experienced the stars and planets without light pollution. The IB Diploma Biology and Environmental Systems & Societies (ESS) students came to the EWC for a 3-day expedition to complete fieldwork necessary for internal assessment, allowing students to apply their learning to their outside environment.



ENVIRONMENTAL WILDERNESS CAMPUS

HIGHLIGHTS

ISB is one of the few schools in the world that has its own outdoor campus, with our own tailored education program that reflects our curriculum goals and objectives. This year's key improvements at the EWC, home to many of the Wild Panther programs, included installing a water softening unit and additional water filter, as well as a new floating pontoon to increase water access all year round. We also opened new trails for orienteering activities.

Nursery

We developed and are cultivating our own nursery onsite. This project has many benefits, including educational opportunities for students, such as seeing how plants are grown and transplanted and education around this project's financial and environmental benefits.

EWC Community Project

The local community approached us to assist in the restoration and extension of the Phu Sai community center, which is located at the entrance of the EWC. EWC supported the strengthening of the existing building, the infrastructure of drainage and retaining work required for the extension of this community facility. The restoration and extension will be completed by September 2021.



SUPPORT SERVICES

Today's students need a wide range of support to be successful in tomorrow's world. ISB recognizes this and has developed a continuum of support services for our students. You often hear the quote, "it takes a village to raise a child," which accurately describes the environment of support we strive to achieve at ISB. We believe it is the responsibility of every teacher, instructional assistant, secretary, administrator, and staff member to ensure our students are surrounded by a caring, nurturing, supportive learning environment. We also recognize that students need access to professionals trained in providing targeted, individualized support. Our Student Services Team provides these services. They include Social-Emotional Counselors, College Counselors, Occupational Therapists, Speech-Language Pathologists, School Psychologists, Certified Learning Support Teachers, Instructional Assistants, Learning Support Associates, and English as an Additional Language (EAL) Teachers. Another critical role of our Student Support Services team is child safeguarding.

The global pandemic created many challenges for students and their families. Fortunately, ISB had many support systems already in place, and our technology specialists helped us deliver these services digitally. The result was a continuation of services with minimal disruption considering the context. Our support teams continued to meet with students, provide counseling sessions, create schedules, modify coursework, work on college admissions, deliver instructional interventions, provide academic support, and much more. Most importantly, our teams prioritized making human connections, giving encouragement, and being there for students and families during an unprecedented worldwide disruption.



COLLEGE COUNSELORS

The university application process is complicated, and this second year of COVID-19 disruption was no exception. Our dedicated team of 4 college counselors and support staff helped students and families navigate the complex waters of applying for college admission during a global pandemic. The Class of 2021 sent more than 1,000 applications to over 340 universities across the globe.

College counselors start working with students during the second semester of Grade 10, providing guidance on course selection. The formal College Seminars with students begin in Grade 11 and continue into Grade 12. College Seminar covers such things as, but is not limited to: the importance of self-reflection; research techniques; essay writing for multiple countries and university admissions styles; understanding what goes into an application; letters of recommendation; testing options and needs; the importance of authentic extra-curricular experiences; and how to connect with schools in this new virtual reality. Ultimately, they support students throughout the university research and application process, helping them identify the post-secondary environment best suited to their learner profile, personality, and interests - their best "best fit."

We were thrilled to welcome Ms. Swati Shrestha to the counseling team this year. She brings with her over a decade of experience as a university admissions officer and a high school college counselor. She's a brilliant addition to our office, and we're glad to have her.

SOCIAL-EMOTIONAL SUPPORT

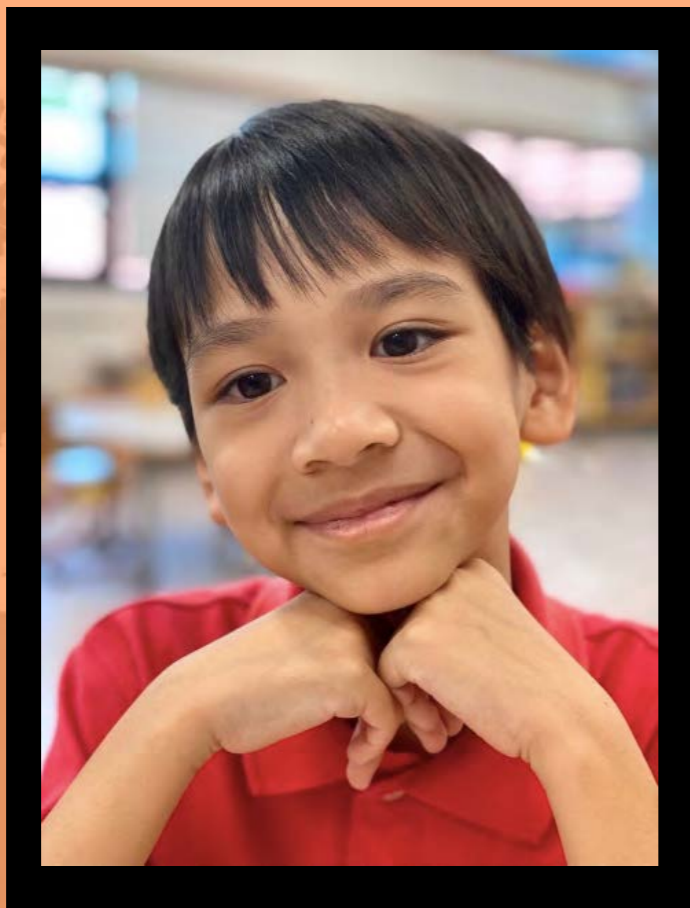
Every student at ISB has access to a social-emotional counselor. The services provided by the counselors differ based on the developmental level of the students and their needs. This support can be provided through in-class lessons (e.g., safeguarding, conflict resolution), during small group support (e.g. families in transition, friendship, self-regulation), or on a limited 1:1 basis when necessary.

In addition to the support provided directly to students, the social-emotional counselors advocate for students, support the development of inclusive policies and practices, and support the holistic needs of the school community. They do so in multiple ways, including presentations, parent sessions, book clubs, professional development, and committee work. Our counselors also review social-emotional data from our Strengths and Difficulties Questionnaire to help identify students who may need additional support and/or make programmatic changes.

During Virtual School, our social-emotional counselors were vital in maintaining the overall mental health of our learning community. The focus and location of our social-emotional counseling services may have shifted; however, our commitment to supporting the social-emotional wellbeing of students and families remained the same. Recognizing the importance of remaining connected during social distancing, counselors hosted virtual lunch groups, held office hours, contacted students individually, and worked directly with families in addition to maintaining the services available prior to the pandemic.



WORLD CHANGER AWARD



Charnin (Ming) Suntaranond Thailand

Congratulations to Charnin as the recipient of the SENIA World Changer Award!

Charnin, also known as Ming, attends the International School of Bangkok (ISB) and is a valued member of his grade 3 class. He will be moving to grade 4 this year, has many friends and learns alongside 35 other students. He loves art, especially drawing. He is an outstanding artist and his teammates go to him for guidance and instruction. Having Ming in ISB classes, taught the school to think about differentiation in a whole new way. His presence inspired deeper thought into how students are taught, making a positive impact on everyone. Ming works in partnerships, small groups, and is more confident and proud of his accomplishments because of peer feedback. Being a valued team-member has improved Ming's ability to follow directions, seek support from teammates and work alongside others on projects. Ming has had a profound impact on classroom culture. Inclusion means that all students develop social, communication, and problem-solving skills, as well as the ability to get along with others in diverse communities. Ming's outgoing, kind, funny nature established a network of friends that exemplifies ISB's values of respect, care, integrity and gratitude.



LEARNING SUPPORT

We believe that learning variations are natural and predictable. Therefore our responsibility as educators is to provide a learning environment supportive of these differences. We also think that learning next to those who look, think, and believe differently from us only makes us stronger. Our team of certified specialists works collaboratively within a Multi-Tiered System of Supports (MTSS) Framework. The MTSS Framework matches a student's need to available support, allowing opportunities for more targeted interventions.

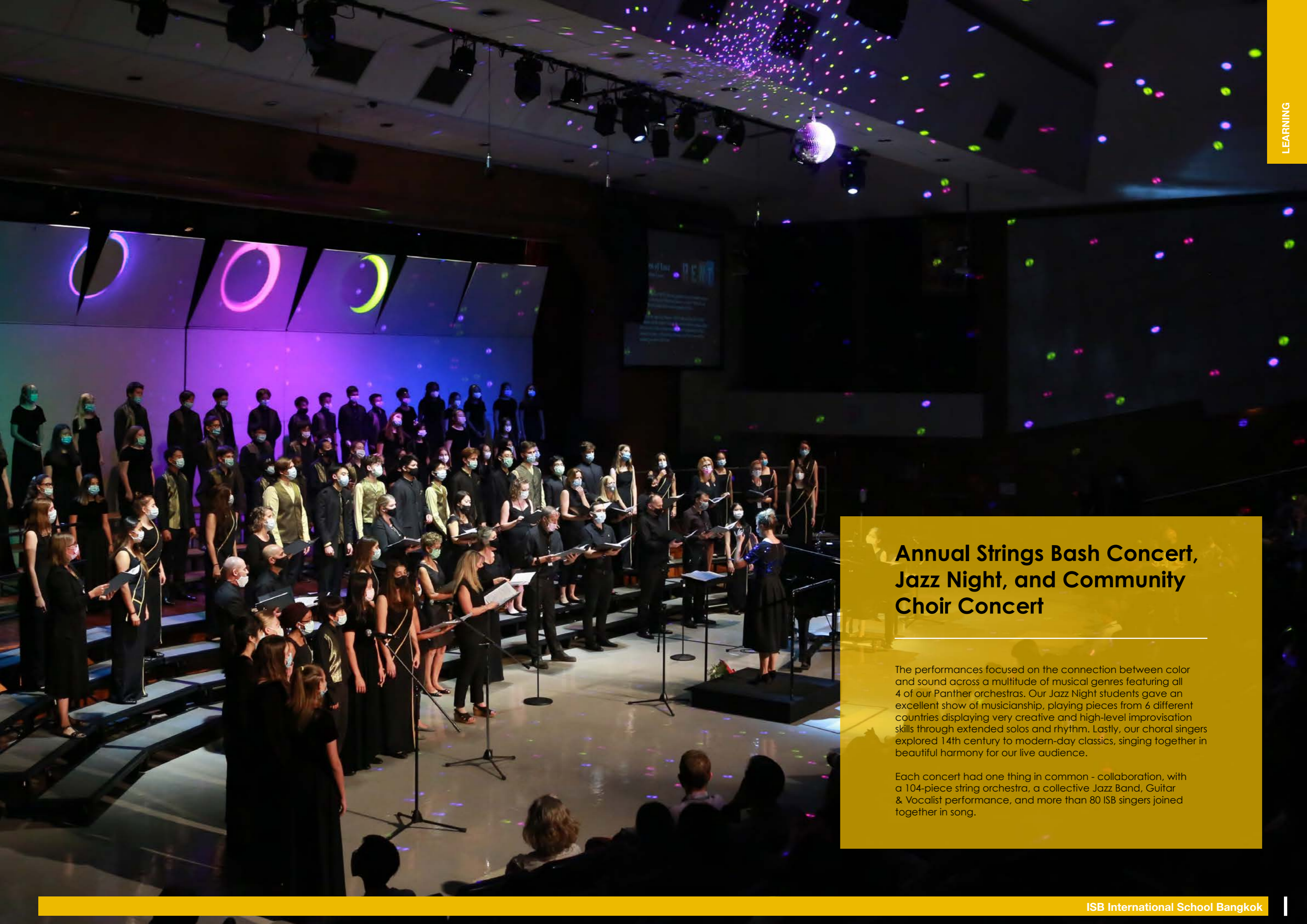
Highly able students also benefit from the MTSS Framework. When a student needs academic challenge beyond our differentiated classrooms, the team comes together to determine the best approach to support their learning. For challenge and enrichment, ISB also utilizes the Talent Development Framework. This approach provides 4 different levels of access for students to extend their knowledge. The enrichment activities in the first level are accessible for all students. As we progress through the levels, the services become more selective, individualized, and are more closely related to the student's interest or areas of expertise. The MTSS and Talent Development model follow similar processes and aim to match student learning needs with opportunities. Fortunately, we find that most of our students' placement with same-aged peers within a heterogeneous, differentiated classroom incorporating the elements above is the most appropriate setting.

ISB is emerging as a leader in delivering successful intermediate and intensive interventions through an innovative and evidence-based approach to facilitating personalized one-to-one learning conversations. One of our High School Learning Support Teachers, Philip Bowman, founded the MARIO Framework, an ed-tech company that houses this unique teaching pedagogy at ISB. Dr. Katie Novak, world-renowned Universal Design for Learning (UDL) expert, co-authored a six-year retrospective study in 2021 that measured the effectiveness of the MARIO Approach at ISB. They found it to be largely effective, according to criteria by educational researchers Cohen and Hattie (Cohen 1969; Hattie 2009). Over the past two years, international and public school teachers from over 15 different countries have become certified MARIO Educators.

During the global pandemic, our Student Services team continued to reflect and improve our support systems. In High School, we restructured our Learning Support Associate (LSA) positions, allowing us to provide more in-class support, small group support, and one-to-one coaching. As a result, more students had more access to targeted and specialized support. In Middle School, we have initiated additional Tier 2 supports to provide support when and where it is needed. Meanwhile, the Elementary School provided early literacy support through the use of universal screeners, progress monitoring, and targeted interventions.

As a school, we continued to evolve our thinking around inclusion, challenging ourselves to see disabilities as differences. We have noticed an increase in the use of words such as neurodiversity and neurodivergent. Understanding the power language has on perception, we renamed our Intensive Learning Center (ILC) to Life-Centered Education. In removing the word 'intensive' and its possible connotations, we can better celebrate the learning of our most neurologically diverse students.

COVID-19 has created many difficulties for students around the globe, including some of our students at ISB. However, it also identified new and effective resources for our students with learning challenges and those requiring enrichment opportunities. Several of our students receiving support services thrived during our virtual learning experience, making more than the expected growth. Meanwhile, students who wanted an additional challenge found multiple ways to extend their learning beyond the virtual classroom. The ability to find opportunities within our obstacles reflects the ethos and adaptability of our Student Services Team to always find the right instruction for the right student.



Annual Strings Bash Concert, Jazz Night, and Community Choir Concert

The performances focused on the connection between color and sound across a multitude of musical genres featuring all 4 of our Panther orchestras. Our Jazz Night students gave an excellent show of musicianship, playing pieces from 6 different countries displaying very creative and high-level improvisation skills through extended solos and rhythm. Lastly, our choral singers explored 14th century to modern-day classics, singing together in beautiful harmony for our live audience.

Each concert had one thing in common - collaboration, with a 104-piece string orchestra, a collective Jazz Band, Guitar & Vocalist performance, and more than 80 ISB singers joined together in song.

CHILD SAFEGUARDING

ISB is committed to providing a safe and nurturing environment where our students can grow and develop to their full potential and are protected from harm. ISB's Student Safeguarding Board Policy governs the measures taken by ISB to create a safe and nurturing environment for all of the children we come into contact with during our work. It also governs the procedures we use to ensure that we fulfill our professional and ethical obligation to identify children who need help and protection and take appropriate action to ensure their wellbeing. ISB has an active Safeguarding Committee that meets monthly to monitor policy implementation, identify future work, and resolve any systematic concerns that may surface during the year.

ISB follows rigorous recruitment and vetting practices to ensure that all ISB employees and associates are suitable to work with our children. All teachers at ISB are also required to undergo a thorough criminal background check conducted by the McDowell Agency. All ISB employees and associates are required to follow our ISB Code of Conduct. We conduct annual training on Student Safeguarding for employees, associates, parents, and students in both Thai and English.

Safeguarding at ISB is overseen by the Director of Student Services with the support of the counseling team, building principals, and in collaboration with the Director of Risk Management. ISB is also accredited by Keeping Children Safe in the United Kingdom, a leading child safeguarding agency and policy-maker.



WELLNESS

ISB works with a Strategic Learning Plan (SLP) to help us think forward and plan what growth areas we will focus upon for the coming years. Student wellbeing has been a central focus area of that plan for several years because we know how imperative it is for our students to be cared for, to care for themselves, to care for others, and to care for the world.

The SLP goals set for wellbeing are centered around providing students with a caring, safe environment where they learn and grow not only academically but also as empathetic, mindful, and socially-intelligent members of society. We want every student to leave ISB with the tools they need to understand their choices and make decisions that promote a healthy, active, and balanced life.

With the pandemic touching us directly here at ISB and constant exposure to news reports, conversations centered on the pandemic, and frightening statistics in Thailand, we know that there can be increasing anxieties around COVID-19 and the implications for the future. Students are surveyed both formally and informally to see how they are feeling and how our teachers and counselors may support them despite not being physically on campus.

Our students have found ways to maintain their wellbeing by remaining active and taking part in virtual activities such as sports 'camps' and workout sessions. Our counselors and teachers continued to provide opportunities for students to connect with them to talk. Office hours were available for students and families to check in with each other throughout Virtual School. In Middle School and High School, advisories continued to meet regularly, providing those much-needed chances for kids to see their friends and share how things are going. In addition, our MS and HS health and wellbeing classes continued. In Elementary School, concerted efforts were made to provide a balance between screen time and off-screen activities. Mindful practices have been shared through counselor lessons, advisories, choice boards, and even highlighted in student announcements to remind students of this important self-care strategy.



LANGUAGES

ISB is a community made up of people from all around the world. Every student brings with them a rich cultural heritage that includes and is built upon language(s).

Our philosophy about native language drives our decisions and guides our instruction.

We believe that native language is at the heart of human communication, thinking, and feeling. Language is a marker of identity and culture, helping us to make sense of ourselves, our perspectives, and our world. The study of language develops critical thinking, creativity, and new perspectives with an awareness of similarities and differences between the native language and subsequent languages. It is our right to maintain our own language and be empowered to acquire other languages whenever possible. Multilingualism and multiculturalism are assets in our increasingly interconnected world, leading to higher levels of empathy and risk-taking. Native language learning benefits an individual's emotional well-being, enhances academic success, and promotes the acquisition of additional languages.

We recognize that many of our students are multilingual and that they learn more deeply when able to explore concepts in all of their languages. ISB has a number of dedicated professionals who are working to help our school develop pedagogies and policies that support multilingualism and enhance students' learning. To put it simply, in the classroom, students are encouraged to use all of their languages to enhance their learning. As a school, ISB is dedicated to building a culture of translanguaging - the mindset that values and builds upon the unique and diverse languages our students speak.

ISB offers Native Language instructional programs in Middle School and High School in Mandarin, French, Japanese, Korean, Spanish, and Thai. The Elementary School offers instruction in Native Thai, and a Native Language program for further languages is in the development stage. The initial plan is to start with Mandarin and Japanese later in the 2021-22 school year as a prototype, building on the concepts of multilingualism (translanguaging) and expanding the teaching strategies.

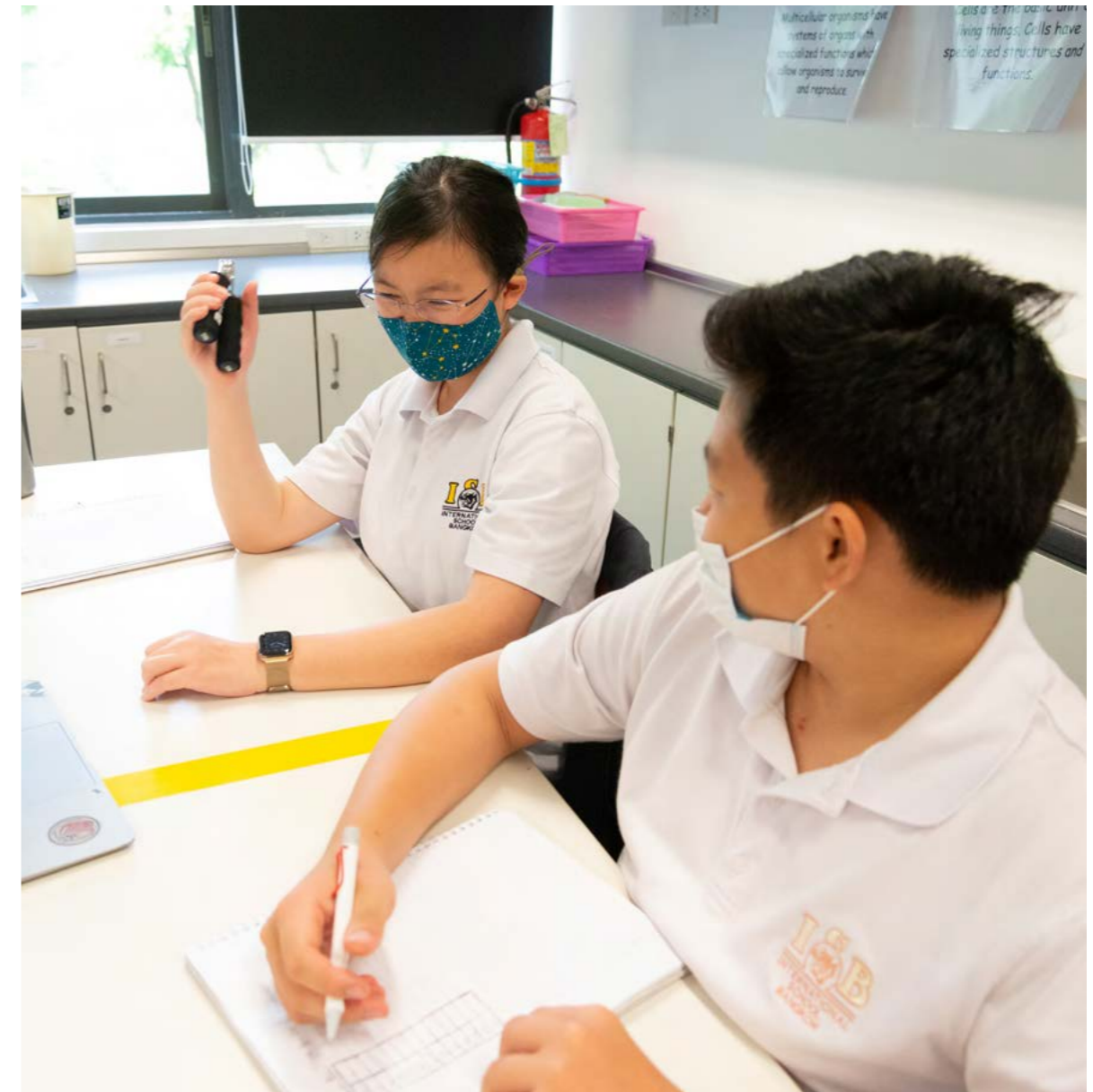


LANGUAGES

During the 2020-21 school year, our after-school Native Language Academy also provided students with instruction and learning opportunities in their home languages. When we shifted to virtual learning, a number of our after school language classes continued online. Our language teachers are also working with our library teams to build the collections of books for students in different languages. This work is ongoing.

As a school we are continually developing our programs and evaluating what and how we provide learning opportunities for our students. We are guided by our beliefs, content standards, and dedication to best practices for all of our learners.

Our language department has clearly articulated these beliefs, learning goals, and agreements about how students best develop their native languages.





05 | VIRTUAL SCHOOL

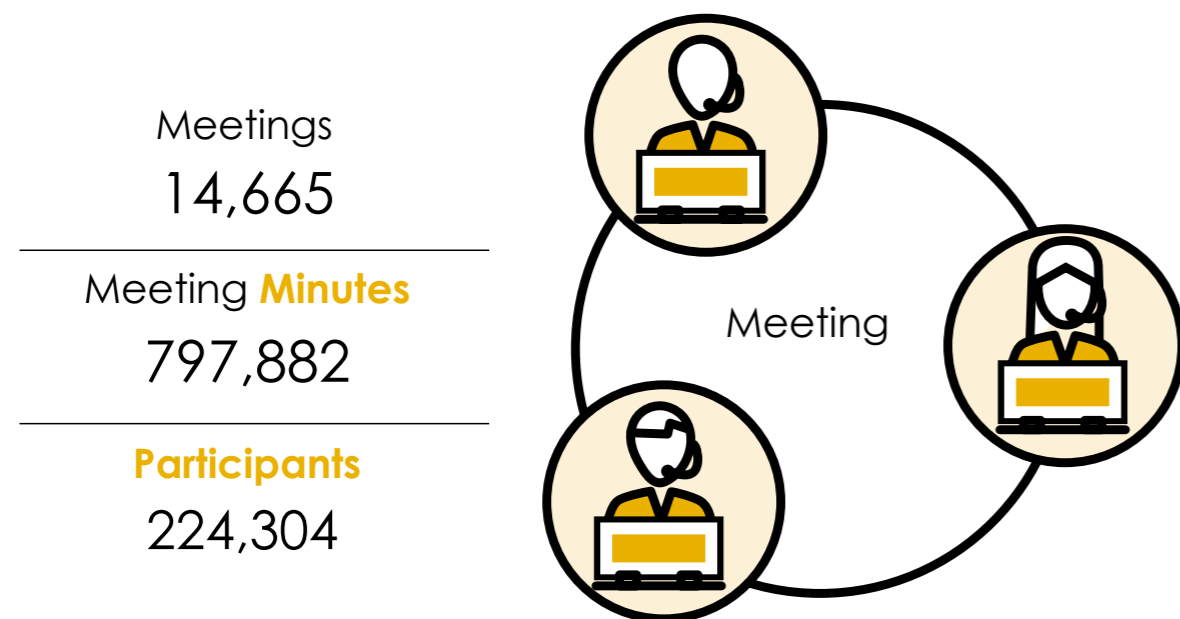
VIRTUAL SCHOOL

VIRTUAL SCHOOL

ADAPTIVE LEARNING

Due to an increase in COVID-19 cases in Thailand, we returned to Virtual School in January for three weeks after the winter holidays. We were able to come together on campus for February and March 2021. However, cases were on the rise again, and we entered back into our third virtual experience due to COVID-19 in April 2021.

We continued to review and refine our Virtual School policies, guidelines, and practices throughout the fall of 2021 despite being back on campus. We analyzed our students, faculty, and parents' feedback, reflected on our Virtual School experiences, and shared our ideas. This process, acknowledging our commitment to continuous improvement, came in handy and allowed us to pause before rushing into a 'new normal' that was short-lived.



VIRTUAL SCHOOL WELLNESS

Within our ongoing communication in response to the pandemic and transitions to Virtual School, we created and shared a number of resources to support families in how to stay safe and well.

PHYSICAL HEALTH

Physical health is key to maintaining overall health and wellbeing. Moving every day for 30 minutes should help you feel more refreshed and keep your body strong. Think about creative ways to make movement happen at home. In addition to movement, eating a variety of healthy foods that include fruits and vegetables is key. And, last but definitely not least, treating sleep as part of your routine is very important. We all need a solid amount of sleep to perform at our best (8-10 hours is recommended). It can be helpful for your routine if you have a target time to go to bed and wake up in the morning.

MENTAL HEALTH

Mindfulness is being present in the here and now - paying attention to our thoughts, bodily sensations, emotions, and external environment with kindness, non-judgment, and curiosity. Mindfulness empowers us with greater self-awareness, awareness of others, focus, and self-regulation. Meditation takes many forms and is one way to nurture mindfulness. Noticing the breath is a basic foundational practice in both mindfulness and meditation, and can be a tool for calming down and self-regulating.

STRESS MANAGEMENT

Part of managing your stress is knowing when to reach out for support. Please don't suffer in silence if you are feeling overwhelmed. Ask a trusted adult (parent, relative, teacher, counselor) for their help. Isolating will increase your stress. Staying connected to friends and family will always bring about relief.

ROUTINE (GUIDELINES)

Routines provide stability and comfort for young children especially. They give us structure and create boundaries for us to help us control and manage our time; never more important than now when we are working and learning from home. One boundary you can establish is a ritual that signals you are now 'at work' or 'at school' and one that indicates that you are now 'at home,' so you can maintain healthy work/school/home boundaries. As much as routines help us feel control, they can also create monotony, so try to mix up the weekly routine. If you can keep your days a little different, they won't just merge together. This helps alleviate boredom and gives everyone something to look forward to!

Today Zoom is part of our Virtual School lexicon. We needed to work with the applications that allowed interactivity and defined terms like synchronous, asynchronous, hybrid learning, and authentic online assessment. In 2021, we continued to prioritize the learning goals and determine which experiences could be accommodated virtually and which would need to be adapted. We benefited from the systems and structures we had in place, and this allowed us to focus on enriching the current student experiences. Daily schedules were adjusted, materials and iPads were collected, students, parents, and teachers checked in with each other, and flexibility, patience, and resilience remained paramount.

Home Learning and Working Tips for Self Care

PHYSICAL HEALTH

- 1 Move every day for 30 minutes
- 2 Be creative - use what's around you
- 3 Sleep 8-10 hours
- 4 Target the same waketime & bedtime
- 5 Eat healthy foods daily

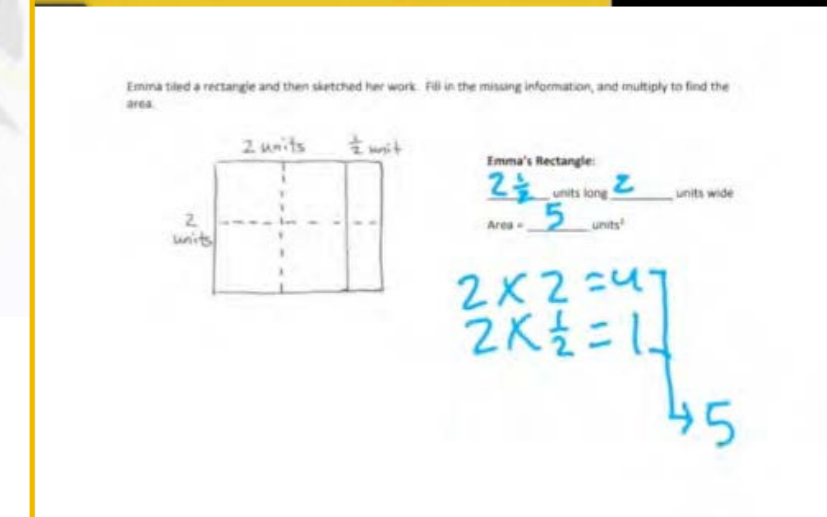
Home Learning and Working Tips for Self Care

STRESS MANAGEMENT

- 1 It's ok to ask for help
- 2 Talk to someone if you're feeling overwhelmed
- 3 If you can't go outside, create virtual social hangouts
- 4 Stay connected
- 5 Develop a routine
- 6 Organize and create a to-do-list

VIRTUAL SCHOOL

Highlights and Achievements



Elementary School

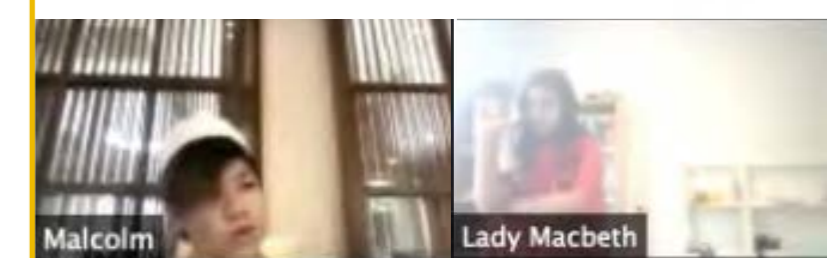
- Hosted the Woot Woot Wednesday with a Weekly Community Event
- Ran small group lessons in Literacy and Math supported by homeroom teachers, Instructional Assistants (IAs), and Learning Support/EAL specialists
- Increased synchronous Zoom sessions in all areas, including Art, Music, and PE
- Coordinated and distributed necessary school materials
- Created Weekly Monday Virtual School videos which showcased our student voices and perspectives
- Ongoing check-ins with families to ensure online learning was meeting the needs of each child and providing a lot of options for flexibility and adaptability
- Set a common KG-G12 lunchtime when families could connect and spend time together
- Students improved self-management skills
- iPads were provided for each student to ensure a successful experience for everyone

Middle School

- Improved on the daily rotation
- Hosted a Zoom production of Macbeth
- Advisory and regular check-ins with teachers and counselors continued and showed a real improvement both in student well being and virtual academic progress
- We were able to fully utilize breakout rooms in Zoom to provide necessary contact time, discussion opportunities, and social interaction required for class discussion and effective participation and collaboration
- Visiting National Geographic Fulbright Scholar and international news photographer Taylor Weidman participated in a month-long Art Residency and provided a virtual community talk open to the public on Zoom
- Classes and advisories explored UN Sustainable Goals, including issues related to the environment and social justice Virtual School culminated in an allyship art project to demonstrate our community's commitment to celebrating diversity.
- Visiting artists joined our students both in-person and during Virtual School, creating rich, reflective art pieces that were creative, developed social intelligence, and fostered empathy

High School

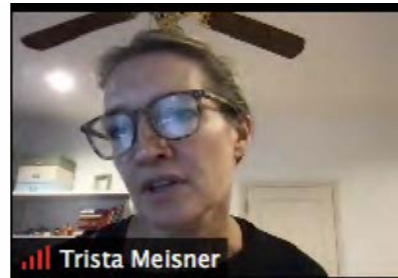
- A clear and concise schedule was created with the timing of lessons included. A 9am start time worked out especially well for the High School students
- Student-led assemblies took place, focusing on DEIJ and other student-directed initiatives
- Service clubs continued and adapted according to the ever-changing COVID restrictions
- Advisory and regular check-ins with teachers and counselors continued
- Zoom upgrades and new features with the breakout rooms allowed for more collaboration
- Hosted Grade 12 student and parent zoom webinars
- Organized a three-day 'drive-in' graduation ceremony for our seniors, which was recorded and shared as the final graduation ceremony
- Continued the new tradition of the Senior golf cart parade around Nichada to celebrate and share the achievements of our seniors with our community



VIRTUAL SCHOOL

3-D Art: Belonging Final Project

1. Download your 2 Storytelling posters from Canva as .png.
2. Upload them to Seesaw as a response to this activity.
3. Decide which poster best communicates the story you discovered.
 - Do a voiceover on that poster in which you include the following:
 - * Retell the story you gathered in your interview
 - * Set the scene, include details that will help us imagine the story.
 - * Describe the impact of the experience on this person's life.
4. On the second poster reflect on your experience of learning to make photographs and gather stories.
 - Do a voice over on the second poster that includes the following:
 - * What did you find challenging? How did you deal you deal with that challenge? Do you think you were successful? Why or why not?
 - * What are you most proud of? Why?
 - * Complete the following phrase: I used to make photos like this _____, but now I _____.
 - * Out of everything you learned and heard from. Mr. Weidman, what is the one thing that has stands out or has had the greatest impact on you?



0 Responses, 0 Waiting for Approval, 0 Drafts, 20 Not Responded

+ Add response



VIRTUAL SCHOOL

SUCCESSFUL VIRTUAL LEARNING

The ISB Virtual School Guide for Parents has been a great tool for parents to reflect on while supporting their children with distance learning. While all the elements are essential, attention is drawn to these three components:

- **Assess and Adapt** - Be aware that this is a new environment for students and check in from time to time on how they are feeling.
- **Offset Screen time** - Pay attention to how much screen time your child has and try to balance it as much as possible with other activities.
- **Ask for Support** - Contact your child's teachers if you have questions or need help; ISB teachers are flexible and eager to help problem solve.

Virtual School requires all of us to constantly assess the situation and adapt as needed. While all of us had past virtual school experiences during the 2019-20 school year, virtual school continues to be new (unlike brick and mortar schools that have been in existence for centuries). Parents are encouraged to maintain a close partnership by sharing feedback with their child's teacher regarding what's been working well, as well as ask for support with any challenges you might have to problem-solve together. We also encourage all families to be mindful of the amount of screen time their child has outside of the virtual school day. When students learn on campus, they are active, physically moving, and have very limited screen time throughout the school day; however this is not the same during virtual school. Therefore it's very important to put the devices and screens away after school hours for students to engage in other activities.





06 | ENRICHING COMMUNITIES

ENRICHING COMMUNITIES

Global Citizens

Global Citizenship is one of our 6 ISB Learner Attributes. We have used these descriptors to guide our work in this area within the curriculum, instruction, assessment, and program design.

Our teams are constantly reviewing our resources and our units of study to design intentional learning experiences that align with our Learner Attributes and our Vision of enriching communities through our learners' intellectual, humanitarian, and creative thoughts and actions.

Plans were put in place to shift our Global Citizenship Week (GCW) trips to be more volunteer-based and environmentally conscious. We planned to develop trips that 'give back' to the community as we move forward. Given this change in the program, the Student Council Representatives from each grade level, with the help of the Creativity, Action, Service (CAS) Coordinator, Peter Assimakopoulos, surveyed the student body to gather suggestions for a new name that best reflects the mission of GCW.

The program's mission is to create meaningful and transferable experiences that engage students in collaborative learning opportunities to deepen our understanding of local communities, cultures, and the environment by developing appropriate skills and attitudes through humanitarian action. The final name chosen was D.E.L.V.E. (Discover, Explore, Learn, Volunteer, Enrich).

This year, we have also enhanced our strategic learning plan by adding Diversity, Equity, Inclusion, and Justice. We will be reviewing our curriculum, literary resources, and program to ensure our students have access to materials coming from diverse authors, perspectives, and experiences.

Our Grade 4 students designed a display in art classes and our Maker Space to brighten our community. Our Grade 7 students used the UN's Sustainable Development Goals to identify their personal interests and action ideas about current global issues. Our Grade 10 students inquired into our host country's history, culture, and heritage. Our commitment to Global Citizenship is ongoing and ever-evolving throughout the school.



Perspective Taking



Cultural Diversity



Applying Knowledge
to Current Global
Issues



Personal and
Social Responsibility



SERVICE LEARNING



Social analysis and higher level thinking skills



Opportunities for authentic student inquiry



Emphasis of intrinsic knowing over extrinsic rewards



Academic and/or personal relevance, rigor and application



Aspects of social and emotional learning



Global connections



Student voice and choice



Builds respect and understanding of diversity and shared goals



Reflection



iCare is a long standing partner who do amazing work locally and throughout Thailand. This year through the Tri-Kids event, the Panther Den (formerly CAO Office), raised enough enough money to donate 525 bicycles to students in a rural area of the North of Thailand, allowing them to bike to school.

Our High School service club worked together to raise an amazing 60,000 THB, donated towards a slum community that burned down on Samakhee Soi 6 early this year.

525 bikes donated



SERVICE LEARNING

School Clubs and Activities

The Creativity, Action, Service (CAS) program, directly connects to our Vision at ISB. We want our students to enrich communities through intellectual, humanitarian, and creative thoughts and actions. Through thoughtful planning and hands-on experiences, students can work together to enrich our community and our surrounding communities. As part of our graduation requirement, all High School students are expected to engage in service experiences, such as working within a service club, a charitable organization in the community, or an independent service project. This year, we decided not to count service hours as we want our students to engage, connect, and pursue their passion above and beyond club requirements.

Service learning requires students to take action, be proactive, and develop a program for themselves through a range of activities. The Service Learning program or CAS program aims to develop students who are:

- Reflective thinkers – understand their own strengths and limitations, identify goals and devise strategies for personal growth, and a willingness to accept challenges
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced – enjoy and find significance in various activities involving intellectual, physical, creative, and emotional experiences

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

All service learning experiences must show commitment, evidence of planning, evidence of action (taking part), and a reflection at the end. The reflection is to help students articulate their learning. Students are asked to collaborate with each other, with outreach programs, with our surrounding committees, or our local community.

Grade 11 and 12 students participate in the CAS program. Many of these older students also act as officers of over 30 service clubs; this role involves running meetings, planning events, and organizing and communicating with members.

Our service clubs produce wonderful opportunities for service learning on campus. Through these clubs, students find out about and help with the genuine needs of the community.



COMMUNITY

Giving back in a Time of Crisis

Several ISB High School students set out to do their bit to help combat COVID-19 in their local community by handing out hand sanitizers around the lake at peak walking times and to key workers in the community such as security guards, construction workers, and 7-11 staff who might have trouble accessing these basic sanitation products and may need an extra hand. One student said, "Everyone is affected by this pandemic, and we as a community should do everything we can to help those in need."



ENRICHING COMMUNITIES



Highlights:

- New service clubs this year include PEP Band (an ISB service club that performs live music for events in the community), ShareTheMeal - whose primary goal is to help fight global hunger through the ShareTheMeal platform, Small Business Initiative Club, and Upstitch, which aims to teach sustainable fashion practices to community members as well as reduce fabric waste and raise money for women's shelters.
- Students involved in Service Council in conjunction with iCare (a charity based in Nonthaburi) raised over THB 60,000 to help feed a deaf community right outside of the school gates in Samakee road after a tragic fire left them homeless.
- Another iCare fundraising event involved several students and our Panther Den office - our huge annual Tri-Kids fundraiser (a mini-triathlon held at ISB). The event raised enough money to donate over 500 bicycles to children in a small rural community in the North of Thailand. This single act of service changed the lives of more than 500 children. With these bikes providing a more efficient form of transport, reducing their travel time, students no longer need to make the 1-2 hour walking journey to school.
- Students involved in the English Service Project teach English language lessons to guards, bus monitors, and Buildings and Grounds staff. Members of the Invisabilites Club spend hours planning advocacy campaigns to raise awareness around the issues faced by students with learning exceptionalities – and they work directly with students in our Life-Centered Education Classroom, once a week.



High School Astronomy Club

In November, the High School Astronomy Club went to our Environmental Wilderness Campus (EWC) to learn how to make sundials, align telescopes to stargaze and set up Radio Jove, a telescope that has the capability of detecting rays from the sun. One student said, "This is the first time that I've seen a shooting star in my life. Overall, this trip is amazing, the people, the teachers, the food, and the Chinese radio. I am looking forward to this trip again for next year!"

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.



500 Bicycles

to the highland project from the Service Council and the Tri-Kids event.



Habitat for Humanity

raised and donated over THB 45,000 for the Habitat for Humanity Thailand Organization.



THB 60,000

was donated from the Service Council to support the local community on Samakee Road (just outside of ISB).



UNICEF Club

raised over THB 12,000 for the UNICEF Mental Health campaign.



Dive Club

donated THB 4,500 to Shark Guardians (a shark conservation NGO).



Chess Club

raised over THB 16,250 for Issara Chon. A portion of the money was used to purchase supplies, the remainder of the funds were donated to the organization.



SCHOOL CLUBS AND ACTIVITIES

ShareTheMeal

organized a Fun Run event where they raised THB 122,000 for the United Nations World Food Programme.



The Law Society

organized an International Youth Law Conference for over 120 participants worldwide.



Dance Club

raised over THB 40,000 to purchase mattresses for APSW Women's Shelter.



Operation Smile Club

raised over THB 100,000 for Operation Smile. Students were unable to attend the mission this year due to COVID regulations.



DEIJA Discussion Group

We created our student-led DEIJA (Diversity, Equity, Inclusion, Justice, and Action) discussion group, where students can raise issues of concern and advocate for others.



Over 60

High School students organized the Buddy Olympics, a fun-filled event for over 75 boys from the Maharaj Boys Orphanage.



Street Boys

raised money and purchased over THB 18,000 in food for Baan Phumwate.



The CAS Projects

involved raising funds for the food pantry at Bumblebee Free Library, making masks, providing online tutoring when students could not visit orphanages and schools, and giving donations to local communities around Nichada.



Amnesty International Club

hosted the annual Light Up Night to raise awareness for human rights issues.



Traffic Jam

hosted their annual #MyFreedomDay to raise awareness of forced labor, trafficking, and exploitation in global supply chains.



Service clubs

fun fact, 35 of our 70 High School clubs are service clubs.



All 20 DELVE

trips include a community service component.





InvisAbilities Club

"Initially, we were both passionate about getting involved in the inclusion conversation partially because of our backgrounds with learning differences and exceptionalities. With members of our families being diagnosed with ADHD (Attention Deficit Hyperactivity Disorder) and both of us personally having a history with anxiety and depression, advocating for a more inclusive society has become highly important to us.

We got started with inclusion and the idea of a widespread inclusion network by working as the InvisAbilities officers. InvisAbilities, a club at ISB, focuses on advocating for students with learning differences with a mission to raise awareness, foster inclusion, and make buddies. Building off of this foundation, we had the idea to expand beyond our community and create an organization striving to promote youth activism around learning differences and mental health." - InvisAbilities officer



07 | DEVELOPMENTS AND ACHIEVEMENTS



KEY DEVELOPMENTS AND ACHIEVEMENTS

Despite another year of COVID-19 disruptions, our school improvement work did not stop, and we saw a number of achievements.

As in the previous year, summer school was offered as a complimentary two-week program to support Virtual School. Again it was a truly successful program with many students participating.

Each summer, we make facility enhancements. Because of the uncertainty in enrollment due to COVID-19, we had postponed our major projects to the summer of 2021. However, when enrollment was actually strong within this year, we began those capital projects that could be implemented during the school year without impacting learning.

Most notable was the construction of the Panther Park, our new Early Childhood playground. Designed in collaboration with our Elementary School students through the 'Playground Design Challenge,' we created the Panther Park to integrate with nature and appropriately challenge our youngest learners physically and mentally. Upon opening, the park attracted lots of attention from students of all ages. It was not uncommon to see young and old play together on the climbing towers, in the water features, or exploring the treehouse.

With the opening of the Panther Park, the old Early Childhood playground was landscaped into a garden for children to explore with a large gazebo and sound-proof wall. The extra space also allowed for outside learning spaces to be added to Pre-K classrooms.

Another addition this year was the construction of the East Exit, designed with a pedestrian tunnel to reduce on-campus traffic (experts estimate that the queue time will be reduced by 73% and the number of cars by the Nichada roundabout will be reduced by 25%).

More interesting for our Elementary students was welcoming two tortoises to their new home in the Elementary School Language Quad. Donated to the school by departing Elementary School Principal Kelly Armitage, the students renamed the tortoises, Shelly and Spike! The tortoises quickly took to their new surroundings and surprised everyone with how active and quick they really are.

A significant addition to the school's sports facilities is the 500sqm state-of-the-art ISB Golf Center. Located in the Nichada Breezeway, the Center incorporates 6 GC Hawk golf simulators, a Puttview putting green, and a chipping green with a bunker. Built to support our student's growing interest in the sport, the Golf Center is also open for adult memberships. It has quickly become an important feature in the Nichada community.

With respect to new initiatives, this year also saw the establishment of the Environmental Advisory Board (EAB). This eight-person board consisting of representatives of High School students, teachers, administration, and the Facilities Department, has the goal to make ISB a leading sustainable educational organization. Over the years, there have already been many successful initiatives that students have undertaken to make ISB and its community more sustainable, including limiting the availability of single-use plastic in the cafeteria from as early as 2007. The EAB will attempt to streamline these school-wide efforts to achieve a major reduction in the school's carbon footprint.

This year has been another unusual year, but despite the challenges, we have seen our faculty, students, parents, and community come together and remain strong through all the tests and trials.

KEY DEVELOPMENTS AND ACHIEVEMENTS

SAFETY HIGHLIGHTS

ISB has gone to great lengths to provide a safe learning environment for our students, parents, and staff. Over the last year, we have installed numerous systems, procedures, and equipment to prevent the spread of infectious diseases. As we implemented systems and purchased new equipment, we wanted to make sure the enhancements would benefit students at ISB long term. Our temperature scanning devices will help monitor fevers for all infectious diseases. Our turnstiles will manage visitors coming on campus and will allow us to support our student safeguarding policy.

Studies have shown that the temperature, humidity, and CO2 levels in the classroom can greatly impact student learning, so with the new positive pressure air filtration systems, we can monitor all of those levels and adjust the individual classrooms to the optimal environment for learning.

COVID Specific Safety Measures

- We added new turnstiles and equipment. Temperature scanning devices were installed at all entrance points to the campus and are integrated with the access card turnstiles. These turnstiles also check that anyone entering is wearing a mask.
- Enhanced safety measures to ensure minimal spread. We have technology built into the turnstiles to control the number of people on campus, which helps to maintain physical distancing measures. Multiple handwashing stations, hand sanitizer stations, handwashing posters, mask reminders, and physical distancing markers were installed all around the campus. We have also imported UVC disinfection systems from the United States and completed the installation of fresh air purification systems inside classrooms and offices to reduce the spread of bacteria and viruses.
- ISB actively monitors COVID-19 cases in our community and communicates necessary information to all of our stakeholders. We also work closely with family members who have tested positive to support their recovery and return to campus.
- Ongoing staff and community support. Our leadership and health clinic team are available at all times.

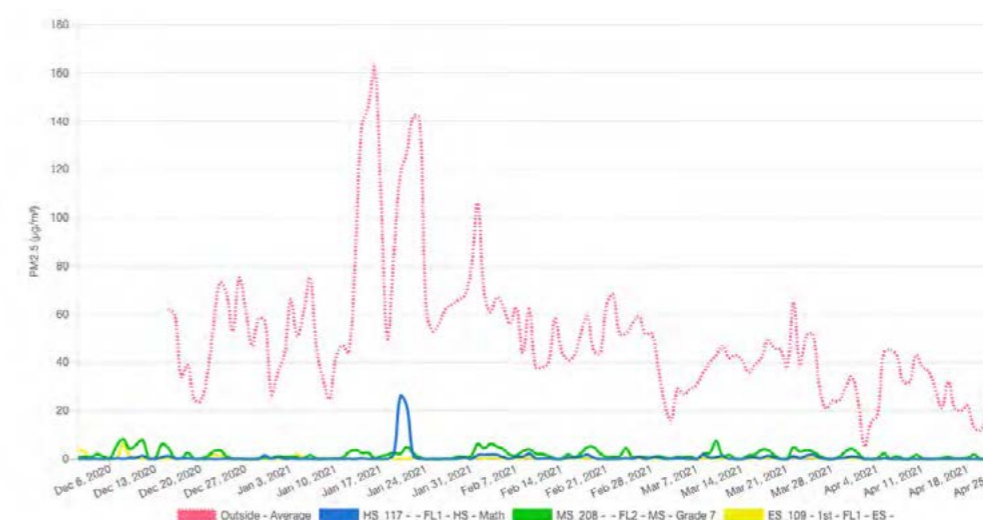


KEY DEVELOPMENTS AND ACHIEVEMENTS

Air Filtration

We realized 4 major accomplishments in the 2020-21 school year through the positive pressure air treatment and environmental monitoring systems installed campus-wide.

In our treated areas, we have PM2.5 controlled consistently within the strictest World Health Organization air quality guidelines of under 10 µg/m³. Most spaces remain close to zero PM2.5 which puts ISB at the forefront of schools globally in the protection of students from this serious pollutant.



The CleanFlow positive pressure systems backed by the school-wide monitoring of indoor air quality allow us to comply with WHO, US CDC, ASHRAE, REHVA, and Thai authoritative guidelines for COVID-19 response in building environments, such as classrooms. Specifically, we were able to follow the core recommendations of increasing fresh air ventilation to safely reduce viral transmission risk. While this is only one aspect of the steps we are taking, it is an important one recognized by the Thai government authorities on the COVID-19 preparedness and risk reduction inspections. As we move beyond this pandemic, the systems will continue to help make ISB classrooms healthier and safer for the challenges all schools face with the common cold and flu.

The carbon dioxide concentration monitoring in all classrooms shows that we are creating more comfortable and better spaces for learning and teaching through the positive pressure systems.

We have invested in a new AirGradient data platform that allows for automation and integration with our positive pressure and filtration equipment. The system has provided us with campus-wide air quality displays and other environmental factors such as pollution and lightning data. This, combined with upgrades to industrial-grade temperature and humidity sensors, allows for insights to accurately track and manage our energy usage. We can reduce ongoing operating costs through the better operation of our air conditioning systems and the identification and remediation of previously hidden leakage areas such as in the sports halls.

ISB continues to deliver on our core mission of the best possible learning and teaching environment while making concrete steps towards increased sustainability. With our 2020-21 achievements, we continue to be a leading example of what is possible with safe, healthy, productive, and energy-efficient classrooms.

KEY DEVELOPMENTS AND ACHIEVEMENTS

WASC ACCREDITATION

For decades, ISB has been accredited by the Western Association of Schools and Colleges (WASC), based in California. We were awarded this reaccreditation again in February of 2021.

The process of renewing our accreditation required our school to engage in a comprehensive self study that started in the spring of 2018. This review included many stakeholders and challenged us to look critically at what we do and how we do everything from the perspective of impact on student learning. Once this self-study is compiled, a team of educators from around the world visit our school, review our self-study, meet with students, parents, teachers, support staff, and administrators seeking to align the perceptions of the self-study with actual, on the ground perceptions of the community. The visiting team would share their findings of areas for commendation and areas for growth.

Our original WASC visiting team was scheduled to be on campus in February of 2020, but with COVID occupying everyone's time and travel into Thailand impossible, the visit was postponed. As the pandemic continued to challenge the way we do everything, it was decided that ISB would have a blended visiting team -2 people, currently in Thailand, on campus, working along with 4 people 'visiting' virtually.

The visiting team was on campus from November 20th through the 25th. Our 2 onsite visitors spent their time visiting classrooms, talking with groups of students, teachers, parents, classified staff, and administrators. They, along with four team members working remotely, reviewed our self-study, aligned documents and perceptions from meetings, and created a final report outlining the areas of strength and key issues for future growth.

Our next steps are to work with the recommendations from our internal self-study and those from our visiting team to continue to improve what we do for students. There will be a mid-cycle review where we, again, partner with WASC to reflect on our progress and get feedback as we continue on our journey and focus on learning.

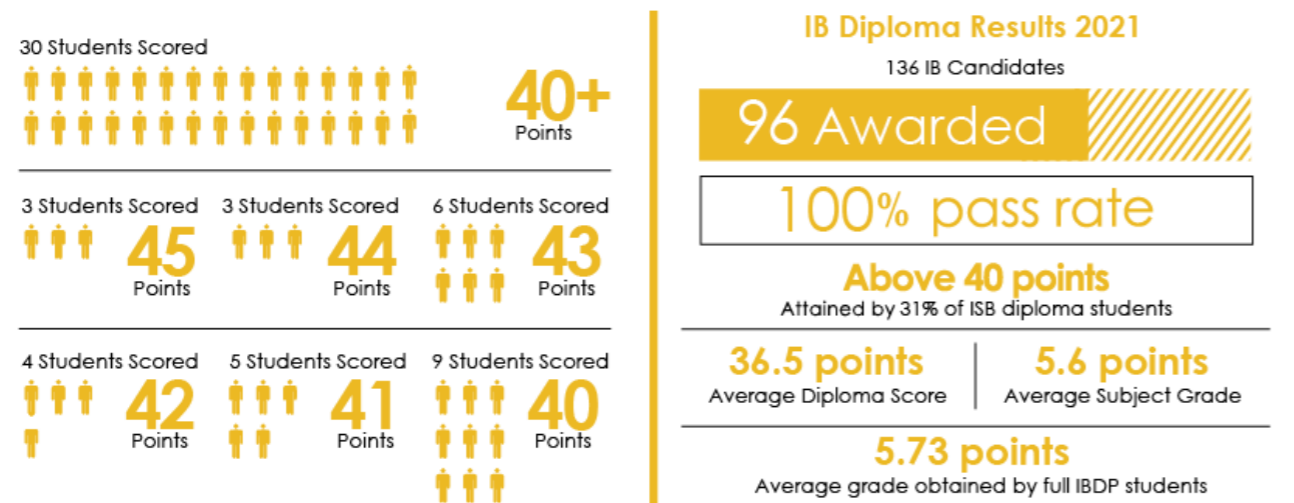


MEASURING SUCCESS

INTERNATIONAL BACCALAUREATE

In March 2021, it was confirmed that International School Bangkok would be placed on the non-examination route for the May 2021 session. The result of this decision was a readjustment to the way students would be assessed in their IB courses. The IB would use an algorithm with final grades extrapolated from a mixture of submitted coursework and Predicted Grades (PGs). The latter were tied to achievement data of previous cohorts and relied heavily upon the expertise of our highly knowledgeable faculty. Our strong history in predicting grades accurately, helped our students immensely in how final results were calculated. Teachers and students both continued to work incredibly hard and the successes achieved by our Seniors on their IBDP examinations is a testament to the efforts of our entire learning community, K-12.

2021's outstanding IB results are some of the highest results in the history of DP at our school. Out of 96 full Diploma students, 3 students achieved 45 points and three students achieved 44 points. Our overall results also greatly exceed global averages. While we celebrate the impressive achievements of our students, we do not believe that test scores define them or determine their destinies. ISB students are much more than numbers. We are proud to recognise the resilience of our students that helped them shine through two years of disrupted learning, shifting gears in virtual school, curriculum and assessment changes mid programme and other personal challenges with the ongoing pandemic. Well done to the class of 2021!



MEASURING SUCCESS

ISA and PISA scores

ISA Math Literacy		ISA Reading	
Grade level	ISB 2021	Grade level	ISB 2021
3	339	3	351
5	451	5	438
7	561	7	518
10	612	10	577

2021 ISB Grade 10 ISA Scores Compared to PISA Scores

	Math	Reading
International School Bangkok	612	577
Singapore	569	549
Japan	527	504
Korea	526	514
Switzerland	515	484
United States of America	478	505

MAP (Measure of Academic Progress)

Average over the last 5 years

Grade	Fall 2020	Fall 2019	Fall 2018	Average 2014-18	Map Norms International School	Mean RIT
3	197	196	193	195.80	188.3	184.6
4	206	206	206	205.44	198.2	192.9
5	213	215	212	213.98	205.7	201.1
6	218	217	218	219.32	211.0	206.8
7	223	223	222	223.96	214.4	212.4
8	228	225	229	229.12	217.2	217.1

Mathematics

Grade	Fall 2020	Fall 2019	Fall 2018 Average	5year	Map Norms International School	Mean RIT
3	193	199	195	199.08	190.4	189.6
4	207	211	211	210.40	201.9	199.6
5	221	225	223	222.78	211.4	209.8
6	229	229	228	229.16	217.6	215.8
7	237	238	238	238.40	222.6	223.0
8	246	245	247	247.10	226.3	231.1



Chevron Theatre

ISB THE WAY

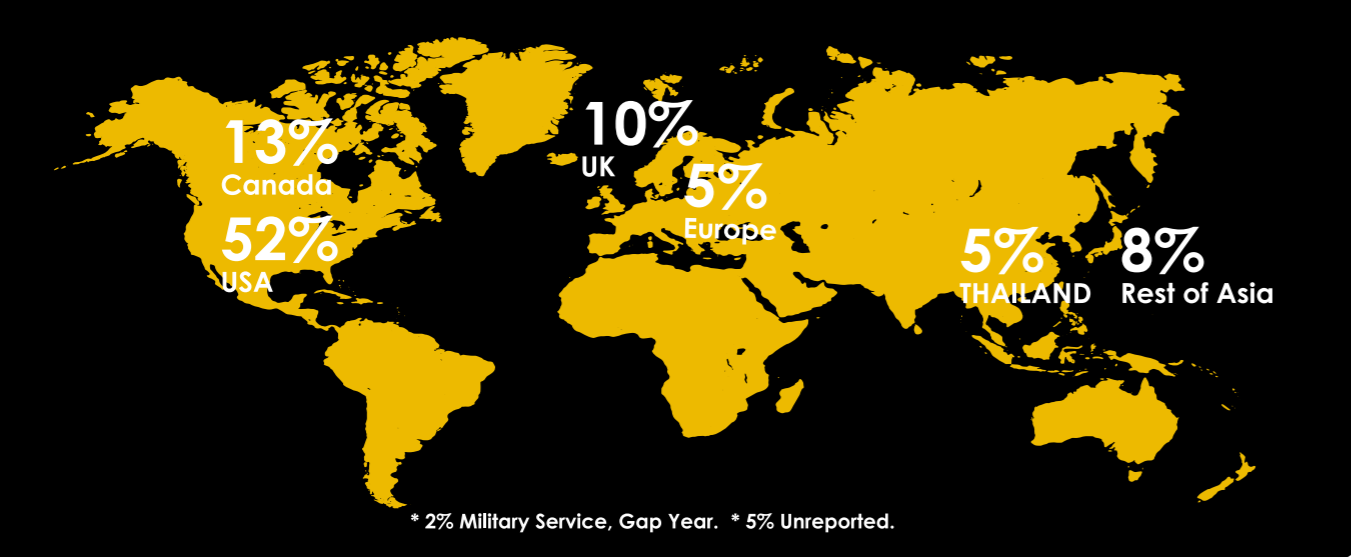
CLASS OF 2021

CLASS OF 2021

CLASS OF 2021

MEASURING SUCCESS

Destinations (%) Class of 2021



* This information is as of August 16th, 2021, there are 11% students in progress of completing their application process to the following countries: Japan, South Korea, Norway, Denmark, Australia, Sweden, Hong Kong, Singapore and Thailand.

* 3% Military Service, Gap Year, To Be Determined.

Acceptances and Matriculations, classes of 2021

Australia	HONG KONG	THAILAND	UNITED ARAB EMIRATES
<p>Curtin University Griffith University James Cook University Macquarie University Monash College Swinburne University of Technology University of Melbourne University of New South Wales University of Newcastle The University of Queensland University of Sydney University of Tasmania University of Wollongong</p>	<p>Chinese University of Hong Kong City University of Hong Kong Education University of Hong Kong Hong Kong Polytechnic University Hong Kong University of Science and Technology Lingnan University (Hong Kong) The Chinese University of Hong Kong The University of Hong Kong University of Hong Kong</p>	<p>Bangkok University International College Chulalongkorn University (3) Kasetsart University KhonKaen University International College King Mongkut's Institute of Technology Ladkrabang Mahidol University Mahidol University International College (2) Thammasat University</p>	<p>New York University Abu Dhabi</p>
CANADA	JAPAN	REST OF ASIA	U.K.
<p>Bishop's University Brock University Carleton University Concordia University - Montreal Dalhousie University Emily Carr University of Art + Design Fraser International College Langara College McGill University McMaster University Ontario College of Art & Design Queen's University Ryerson University Seneca College of Applied Arts and Technology Simon Fraser University Thompson Rivers University Trent University University of Alberta University of British Columbia (3) University of British Columbia - Okanagan Campus University of Calgary University of Ottawa University of Toronto (9) University of Victoria University of Waterloo University of Western Ontario Western University Wilfrid Laurier University York University</p>	<p>Aichi Prefectural University Chukyo University Gakusyuin University Hokkaido University Hosei University International Christian University Keio University (3) Kyoritsu Women's University & Junior College Kwansei Gakuin University Nagoya University of Foreign Language Ritsumeikan University Ritsumeikan APU Sophia University Tohoku University University of the Sacred Heart University of Tokyo University of Tsukuba Waseda University</p>	<p>New York University Shanghai, China (2) Tsinghua University, China Manipal University, India Whistling Woods International Institute of Film, Communication and Media Arts, India Nanyang Technological University, Singapore (2) National University Singapore SIM Global Education, Wollongong, Singapore Singapore Management University Yale-NUS College, Singapore Hanyang University, South Korea KAIST - Korea Advanced Institute of Science & Technology, South Korea Feng Chia University, Taiwan National Chiao Tung University, Taiwan National Taiwan University, Taiwan</p>	<p>Aberystwyth University Arts University Bournemouth Bangor University Bath Spa University BIMM Institute London Bournemouth University British and Irish Modern Music Institute Brunel University London Camberwell College of Arts Cardiff University Carleton University Cass Business School, City University, London City University of London Durham University Goldsmiths, University of London Heriot-Watt University Imperial College London INTO University of Exeter King's College London Kingston University Lancaster University Leeds Arts University London Centre of Contemporary Music London College of Communication London College of Fashion London Metropolitan University London School of Economics and Political Science London South Bank University Loughborough University (2) Manchester Metropolitan University Met Film School Newcastle University Nottingham Trent University Oxford Brookes University Queen Mary University of London Queen's University Belfast Regent's University London Richmond, The American International University in London Royal Holloway, University of London Royal Northern College of Music Royal Veterinary College</p>
REST OF EUROPE	NETHERLANDS	REST OF ASIA	U.S.A.
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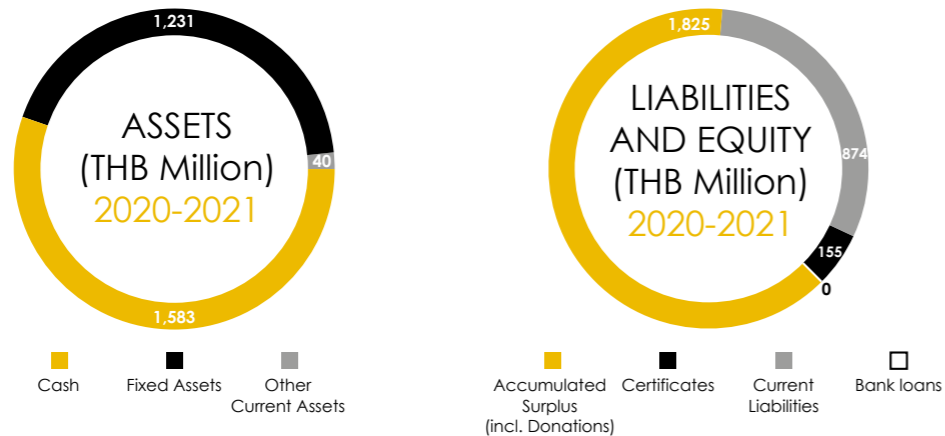
08 | THE NUMBERS

THE NUMBERS

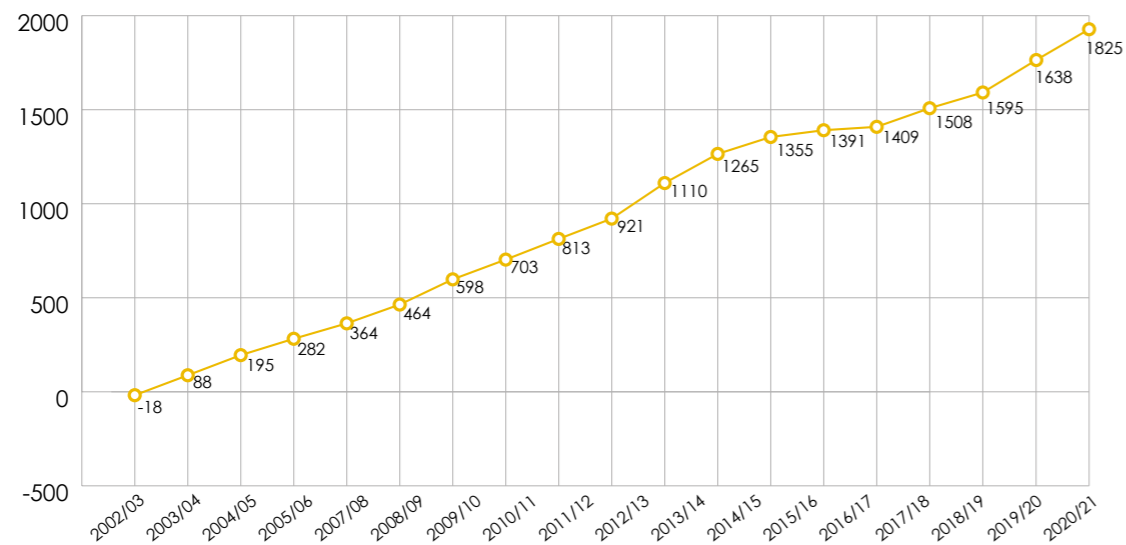
Our opening enrollment of 1,652 this year was higher than our last school year, with 424 new students enrolling throughout the year - the highest additional enrolment in the past 4 years. With this healthy enrollment, our income totaled THB 1,672 million, with reserves increasing to THB 1,825 million. The school made a moderate surplus of THB 35 million despite incurring unforeseen COVID - related expenses of THB 40 million, partly offset by THB 29 million in savings compared to budget. Our healthy finances are due, in part, to the generous contributions we receive from donors, which was just short of THB 151 million this year.

As a non-profit organization, ISB re-invests all of its income in the school, recognizing that teachers have the single most significant impact on learning. Last school year, 83% of the tuition income was allocated to salaries and benefits. This investment in quality education has allowed us to attract and retain the best and brightest teachers while maintaining a student-teacher ratio of 9 students to 1 teacher school-wide. We invested THB 185 million in capital projects - including continued investments in our positive pressure air-filtration systems, ES Hub renovations, turnstiles installation, upgrade of the Early Childhood Center (cover walkway, courtyard, new KG classroom), and construction of both the Panther Park and the Golf Center at the Nichada Breezeway. This year's investment also included THB 48 million of work-in-progress summer projects that started early in June (including the ES cafeteria and ES/MS playgrounds).

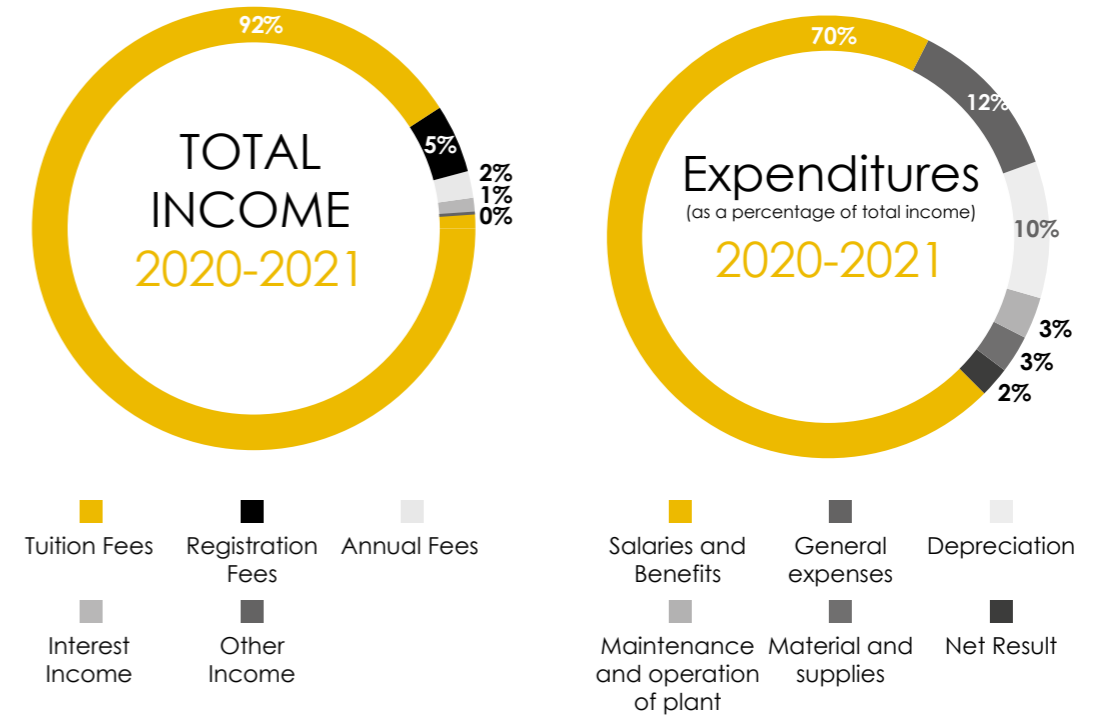
Assets, Liabilities and Group Equity



Accumulated Surplus incl. Donations (THB million)

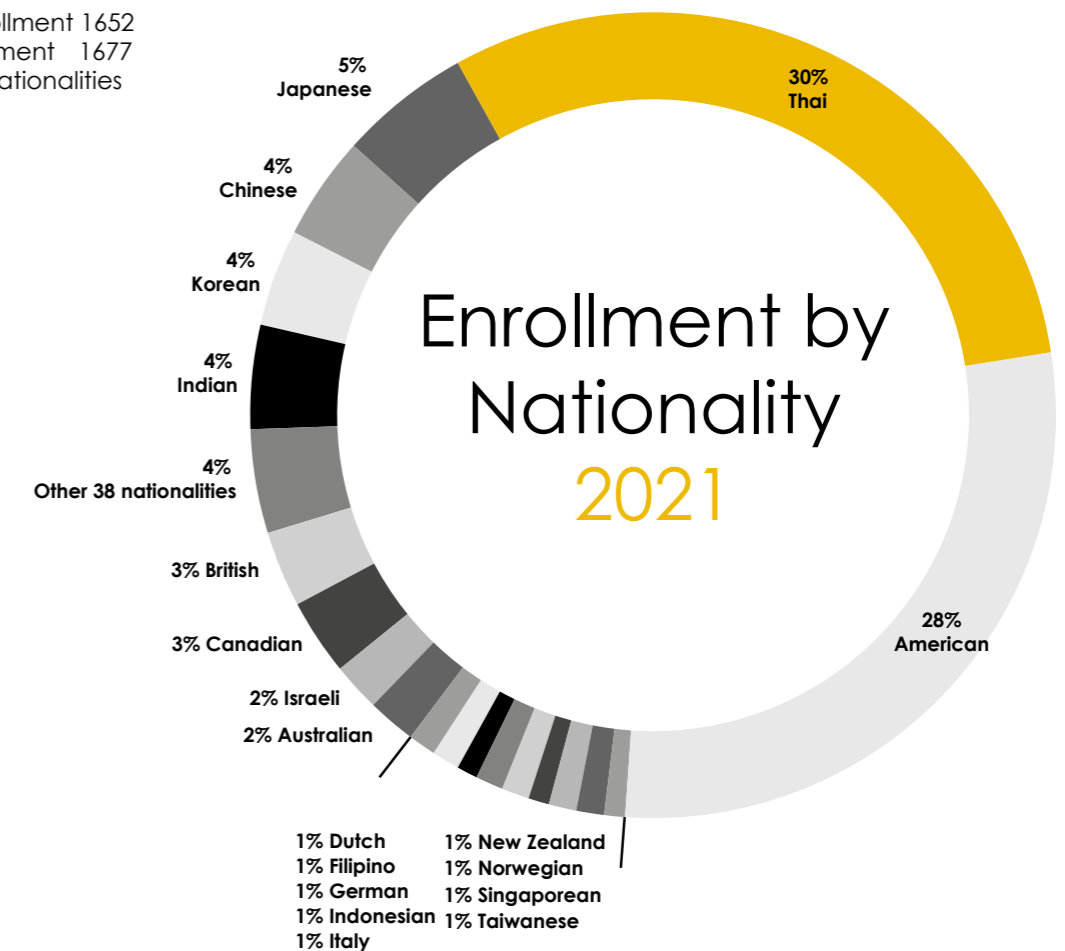


Total Income and Expenditures



Student Enrollment

Opening Enrollment 1652
Closing Enrollment 1677
Diversity: 57 nationalities



LIST OF DONORS

Thank you for your continued support

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Annual Report Contributors

Cover: Jingbo Du
Photography: Kayleigh Ghio, Nutdanai Pongnikorn.
Infographics: Arin Aukayanagul.
Content writers: contributing ISB Faculty and Staff.

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belong



We recently asked several of our students: What do you want to do when you leave ISB? Some talk about their plans for college, some of their career dreams, others of their passions or their purpose. They spoke of goals that were aspirational: "I want to get good education overseas", or altruistic: "I want to reach out to others through music and education", and imaginative: "I want to have the power to control the weather". They also discussed feeling supported in their learning, academically and personally.

Students at ISB are able to be their authentic selves. They are encouraged to follow their own unique paths and journeys. They are able to see and achieve their potential, they are supported, they thrive.

We are exceptionally proud of all our inspiring students at ISB.

Follow our #isbstudentspotlight series.

