



INTERNATIONAL SCHOOL BANGKOK

# ANNUAL REPORT

2019 -2020

ISB 2019 - 2020 ANNUAL REPORT







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# 01 | FOREWORD



# DR ANDREW DAVIES

Head of School



**The 2019/20 school year at International School Bangkok (ISB) has been perhaps the most challenging time in our proud 69-year history, but everyone came together to make the best of an incredibly unpredictable time. As COVID-19 developed into a pandemic, we were able to successfully adapt both learning and personal development even while facing significant disruption to the normal operations of the school.**

As we often say to our learners, each new challenge needs to be faced and overcome. Using the same methods of hard work and creativity that we emphasize in our classrooms, I am very proud that ISB's students, faculty, parents and staff managed the necessary transitions with great success. In the process, they embodied our school's Attributes and Values better than we could ever have imagined. Our community:

- **adapted to a very uncertain and difficult situation**
- **showed global mindedness by changing their behavior to protect others – with many involved in efforts to help those in need**
- **exhibited social intelligence by interacting with others in new ways under less-than-ideal circumstances**
- **became more self-managing in completing school work independently, working from home, and helping learners with their studies**
- **came up with many creative solutions to the problems related to the pandemic; and**
- **modeled the ISB Values of Care, Integrity, Commitment, Gratitude, Courage, Balance, Respect and Responsibility**

Through it all, we were consistently impressed and inspired by the resilience of our students. They have excelled in Virtual School, continuing to flourish in their education despite the stress and restrictions caused by the pandemic. We are so proud of the maturity and positivity shown by our students during this generation-defining situation.



Our teachers likewise demonstrated phenomenal clarity and poise. In a very short amount of time, our faculty adjusted to the new normal of Virtual School. This achievement was only possible as a result of long hours, teamwork, innovation, exceptional ability, a strong commitment to learning new pedagogical approaches, and tremendous care for the wellbeing of each individual student. During moments of great pressure, our teachers showed true character, deep integrity, and dedication beyond all expectations.

ISB parents stepped forward magnificently during this time of disruption. Though their lives became far more difficult to manage – very often working from home while helping their children with Virtual School – their love and support continued to shine the brightest. We know that parents were facing other challenges such as financial issues, increased work demands, the emotional needs of their children, and sometimes loved ones in other countries that they could not be with. Each day we are deeply grateful to – and inspired by – ISB parents for their heroic dedication to work, family, and education.

Meanwhile, our classified staff took great care to keep the school functioning at a high level. Their work, truly essential but often carried out behind the scenes, serves as a model of loyalty, consistency, and commitment to quality. Supremely dedicated to their work, our classified staff take great pride in keeping the school running and we are fortunate indeed to have them.

Additionally, the exemplary Leadership Team has worked around the clock to ensure that our community of students, teachers and parents are well supported. I feel privileged to have such a highly capable and committed team.

Last but not least, our Board of Trustees was instrumental in making a series of effective decisions in the long-term interests of the school. Thanks in large part to their continued guidance and wisdom, our community has grown even stronger and more tightly knit, at exactly the time when we needed each other most.

I feel blessed to be a part of this wonderful ISB community, and I will be forever thankful for the contributions you all made during this most challenging of years.

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

The ISB vision statement shares our aspiration that all members of our community will have a positive impact on those around them. The statement charges us with the task of “enriching communities through the intellectual, humanitarian, and creative thoughts and actions of our learners”.

Our vision is the ultimate goal for students, staff, and families. We strive to make our global community a place where all people are cared for, given real opportunity, and valued recognition.

Our service learning program begins in Elementary School and continues throughout High School, actively engaging students in constructive community activities. The habits and values embodied by service learning, together with the unique experiences offered by these programs, are enthusiastically embraced by students. Many of our alumni continue to live our vision long after graduation.

In a “typical” school year, our students engage with community groups, supporting organizations like the Street Boys orphanage, the Soi Dogs shelter, Second Chance Bangkok, and so many more. Students also raise funds and provide in-person support for groups like Operation Smile. Our Environmental Wilderness Campus (EWC) contributes beautifully to this vision as well, by working within the community of Nong Ya Plong.



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

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

# VISION

Mission, Values and Definition of Learning

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.



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



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



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



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



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



CARE INTEGRITY COMMITMENT GRATITUDE COURAGE BALANCE RESPECT RESPONSIBILITY

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



# VISION

## VALUES AND ATTRIBUTES IN ACTION

The abrupt change from on-campus learning to 14 weeks of Virtual School required all of us to adapt to a very unique mode of learning. With the pandemic affecting everything we did, our students, teachers, and community members found ISB's Values and Attributes to be a guiding light that shone through the uncertainty.

When we asked students, parents, and teachers about the attributes that they noticed learners exhibiting through Virtual School, the vast majority said that **adaptability** was the one that made the greatest impression. A close second was the **self-managing** spirit of our students, as they took on greater responsibility for their own learning.

These two essential qualities have helped learners navigate entirely new routines, such as seeing their classmates and teachers in little boxes on a screen instead of in classrooms, hallways, and the cafeteria; accessing new learning platforms such as Zoom; and using breakout rooms for small group learning, rather than gathering around a table to share and discuss ideas.

Moreover, with all of the changes to our "normal" way of doing things, **creativity** has been key in finding ways to celebrate graduations and moving-on ceremonies. The creative spirit allowed us to maintain connections, letting friends say farewell before the inevitable transitions that are part of our international school world.

Through it all, families and teachers made great strides to maintain **balance**, finding new ways to create special memories of an unprecedented time. One of our school values centers around **care**, and our Learner Attributes seek to instill a **globally-minded** disposition as a desired outcome for all of our students. These qualities are vital to the health of people and communities as we make our way through the COVID-19 pandemic together. The ISB Culture of Care, Social and Emotional Learning and Character Development Framework includes a strand called Caring for the World that promotes global unity, empathy, and understanding.

During this difficult year, we have been heartened to see the ISB community embracing and truly living our Values and Attributes. Continuing to develop these non-academic skills and beliefs is crucial, as the global community makes its way forward through this time of uncertainty.





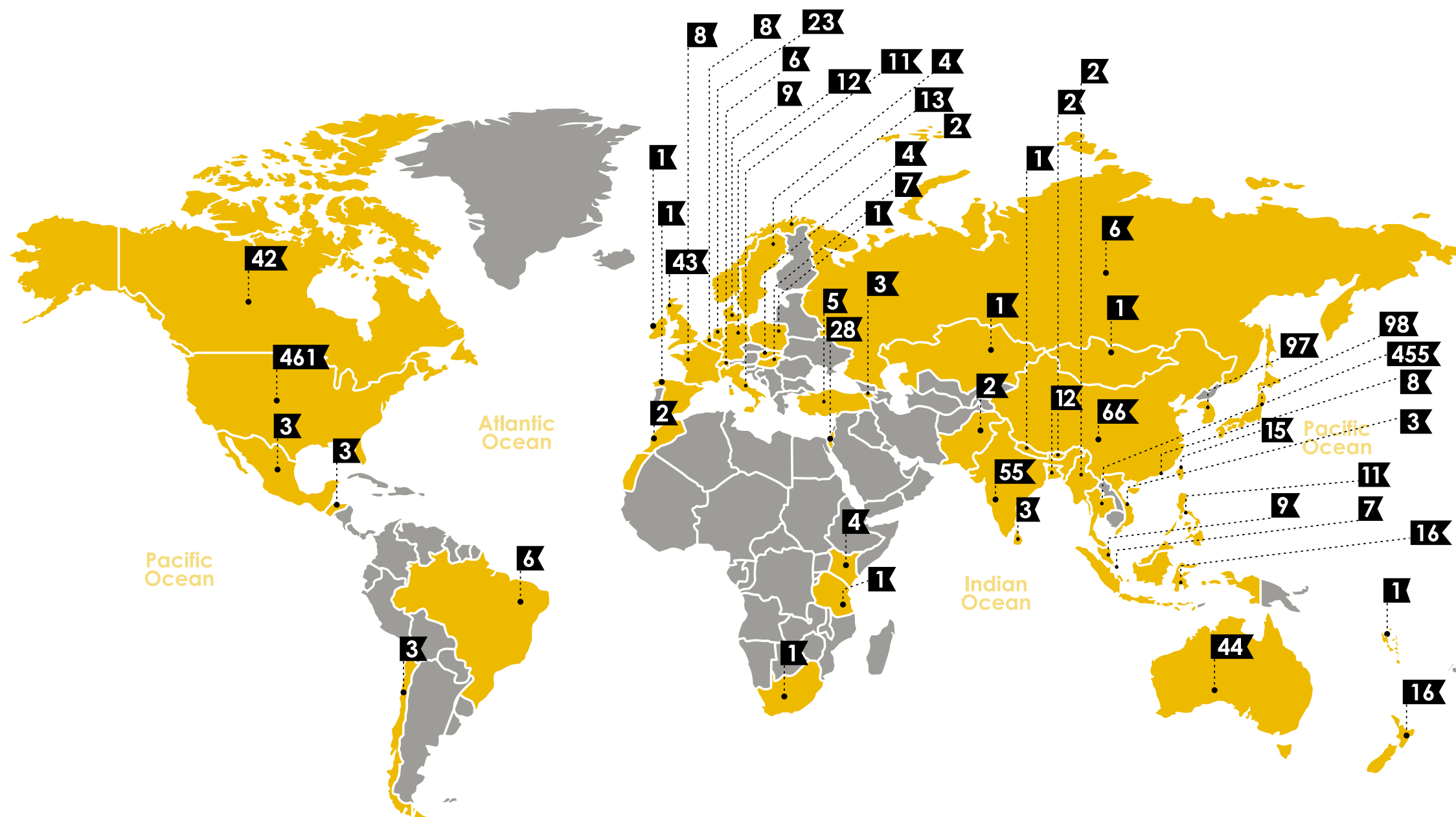
# COMMUNITY

Community Groups Represented at ISB

ISB is the center of a dynamic, dedicated, and diverse community. Our location within Nichada Thani provides us with many opportunities to enjoy the outdoors, while proving to be a safe space during the COVID-19 lockdowns. With the campus closed from March to June, our students, teachers, and parents were able to stay connected via Zoom calls and social media, and those living in Nichada found creative ways to leave messages around the community.

This continued connection is vital to our ISB community, which is close-knit and a source of support. Our student body is made up of 52 nationalities and is transient, with approximately 20% of our students changing each year. The welcoming and caring culture of our community helps families ease into ISB and transition smoothly, and the diversity and model of inclusion in the school helps every child gain a sense of belonging.

Even as the pandemic disrupted school and life in general, our community has continued to find ways to serve and to "enrich communities", just as our vision challenges us.



## North America

461 USA  
42 Canada  
3 Mexico

## Central America

3 Honduras

## South America

6 Brazil  
3 Chile

## Africa

4 Kenya  
2 Morocco  
1 South Africa  
1 Tanzania

## Europe

43 UK  
23 Netherlands  
13 Norway  
12 Germany  
11 Italy  
9 Denmark  
8 Belgium  
8 France  
7 Hungary  
6 Russia  
6 Switzerland  
4 Slovakia  
4 Sweden  
1 Ireland  
1 Poland  
1 Spain

## Asia

455 Thailand  
98 Japan  
97 Korea  
66 China  
55 India  
28 Israel  
16 Indonesia  
15 Taiwan  
12 Bangladesh  
11 Philippines  
9 Malaysia  
8 Hong Kong  
7 Singapore  
5 Turkey  
3 Armenia  
3 Sri Lanka  
3 Vietnam  
2 Bhutan  
2 Myanmar  
2 Pakistan  
1 Kazakhstan  
1 Mongolia  
1 Nepal

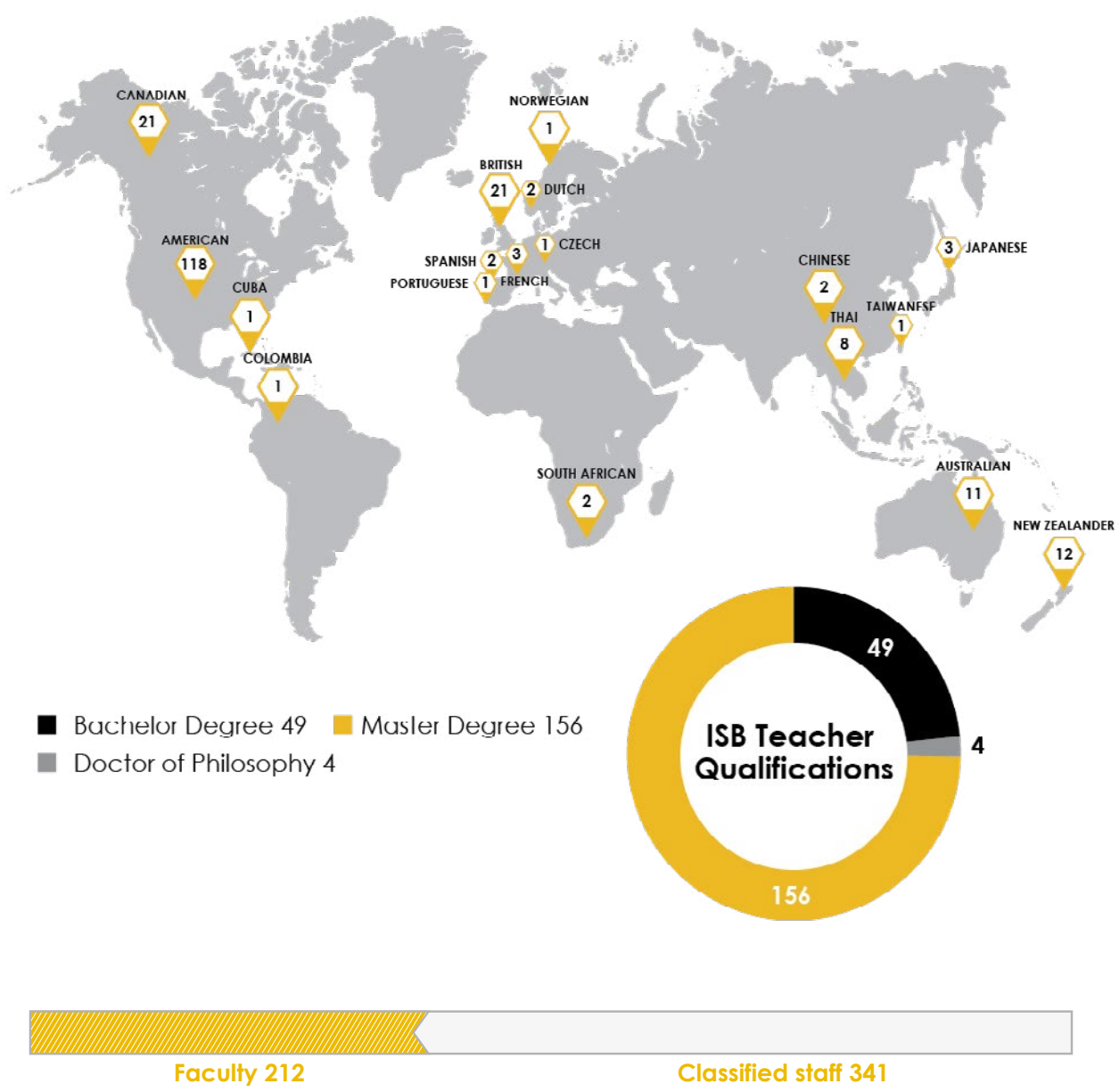
## Australasia

44 Australia  
16 New Zealand  
1 Vanuatu



# FACULTY

Teachers and Staff



## OUR TALENTED TEACHERS COME FROM AROUND THE WORLD

USA	118	France	3	Colombia	1
Canada	21	Japan	3	Cuba	1
UK	21	Netherlands	3	Czechia	1
New Zealand	12	China	2	Norway	1
Australia	11	South Africa	2	Portugal	1
Thailand	8	Spain	2	Taiwan	1

# TEACHERS

Our ISB faculty consists of 220 certified staff members from 18 different countries. 74% hold advanced degrees (72.27% Masters and 1.82% Doctorates). 54% are American, 12% Canadian, 15% European, 10% Australian and New Zealander, 4% Thai, and 5% other nationalities.

The core of ISB's educational improvement approach is to attract, develop, and retain high quality staff. ISB is seen in the international teacher community as a highly attractive professional opportunity. The average tenure of a teacher at ISB is currently 7 years.

A substantial budget is allocated each year for ongoing professional development initiatives. In addition to the allocated amount that each teacher receives annually to use for their own professional development, ISB sponsors a variety of structured teacher learning opportunities. These include attendance at outside workshops and conferences, external consultants, in-service programs during Professional Learning Days and Early Release Days, and regular development with our instructional coaches, learning leaders, and curriculum staff.

Our staff members are valued for their teaching expertise as well as their leadership capabilities. Divisional leadership teams at the Middle School (Subject and Grade Level Team Leaders) and High School (Department Heads, Grade Level Coordinators, and other program coordinators) work with school administrators to ensure the effective operation of the school as they guide both student learning and school improvement activities.

The Elementary School follows a distributed leadership model. All the teachers serve on grade level, program, professional learning, and/or department teams that meet regularly to share ideas, analyze learning data, coordinate programs, review student work, and provide ongoing improvement of the units of study. In addition, the school has implemented a collaboration-for-learning model to promote learning-focused meetings, enhance collective work on improvement goals, develop curricula and programs, and share best practices.

There are a total of 350 classified staff members employed at ISB. 98 are employed as secretaries and Instructional Assistants (IA's). In addition, there are 161 Buildings and Grounds personnel, custodians, drivers, and security guards. The remaining support staff are part of our Ed Tech, Marketing, Admissions, and Business Office teams. Among our IAs and secretaries, the majority hold Bachelor's (64.29%) or advanced degrees (29.59%). Our classified staff have a low rate of attrition, and many are fluent in both English and Thai.





# STUDENTS

As you walk around the hallways you will hear laughter, multiple languages being spoken, and plenty of encouraging words – as well as plans to meet up after school for athletic practice, music or dance rehearsals, or study sessions. It is common to see students gathered around lunch tables as they debate the best solution to a problem, finish off homework, or simply enjoy socializing.

Some of our students are Panthers from their very first day of school until they walk across the stage at graduation. Others have attended a different school every year that they've been a student. Every learner brings with them a unique background along with a valuable set of skills and interests. Each one also becomes a member of the growing ISB family, no matter how long they have been at ISB. Our students have gone on to become scientists, dancers, mathematicians, authors, illustrators, footballers, swimmers, CEOs, politicians, humanitarians, innovators, activists, musicians, entrepreneurs, business owners, researchers, creators, and other life-long learners who are passionate and caring global citizens.

More than this, they are a global network of friends and family that is not restricted by geographical location. Our students are brought together by common experiences, shared interests, moral values, and a common vision which guides them long after school has ended. Our ISB Alumni often come back to school to show their family and relatives what a wonderful place it is, and to reminisce about all the good times they shared here. As we say at ISB: *Once a Panther, always a Panther.*

## STUDENT COUNCIL

The Student Council is just one of many leadership opportunities for learners at ISB. Student Council leaders represent the student body, striving for positive change to improve the school experience for all students. Council members are elected by their peers each May, so that the Student Council is up and running as soon as the new school year starts. The members and their teacher advisor then work closely with High School administration to ensure smooth progress moving forward.

As an integral part of their role, Student Council members solicit student concerns and suggestions in person or via a platform known as StuCoLine. The members then discuss and act upon these ideas with the help of the High School administration team in order to address questions or concerns. In addition, class-related activities are organized through the respective councils, whose secondary goal is to foster class spirit.

The Student Council admirably prepares its members for greater responsibility in the outside world. Through their involvement in the Student Council, members are able to develop a variety of important skills including empathy, teamwork, communication, leadership, and public speaking – all of which will become increasingly important down the road.

**VISHNU**  
HIGH SCHOOL

*For the past seven or so years, ISB gave me a fantastic transition into adulthood. As I progressed through trials in the classroom and challenges outside the classroom, everyone around me contributed to the development of what I believe to be my purpose in life. As I grew, as I experienced, I found immense satisfaction in helping others and seeing those around me thrive. My three years in HS Student Council have provided me with an effective and enjoyable way to improve the lives of others around me. Although ISB already has a great foundation for students' education, it's been wonderful advocating for the voices of my fellow students in order to build upon that foundation. Working closely with administration and various faculty members has made me more comfortable with vital social interactions that I may not have had exposure to without StuCo. ISB and StuCo have ultimately given me the drive, the experience, the confidence, and the purpose to go forth and make the world a better place.*

**AMANI**  
HIGH SCHOOL

*Having been in ISB for 10 years, I have observed the school embark on various means of development in efforts to boost student growth, both physically and mentally. The school strives to create diversity amongst students, both in thought and culture. During my time at ISB, I have come to learn that, although intimidating at first, the diversity amongst the student body fosters a community of open-minded and hospitable individuals. The stellar representation of cultures prompts students to see past the physical differences and stereotypes, and judge a person more by the content of their character. Personally speaking, the inclusive environment of the school played a significant role in my transition to Thailand. I felt like I belonged. It is often said that "diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard." Having had the privilege to attend ISB, I can firmly say that the school is synonymous with inclusivity – and has greatly allowed me to develop as both a student, and a global citizen.*



# ALUMNI

As we approach our 70th birthday, and with students past and present from all over the world, ISB Alumni has truly become an international phenomenon. Over the past two years, ISB Alumni has increased its visibility by reaching out to former students, primarily via social media. This method of communication has expanded ISB's influence and has reached more than 5,000 former students.

Over the past year, this increased prominence has led to more ISB-sponsored alumni events than ever before, both within Bangkok and around the world. For the past two Decembers, ISB has hosted a 10-year reunion on campus, and this year's event for the Class of 2009 was very successful. This year brought numerous alumni visits to the campus, and to social and athletic events with other international schools in Bangkok. Moreover, two very successful alumni get-togethers were held in the U.S., sponsored by the Head of School, Dr. Andrew Davies.

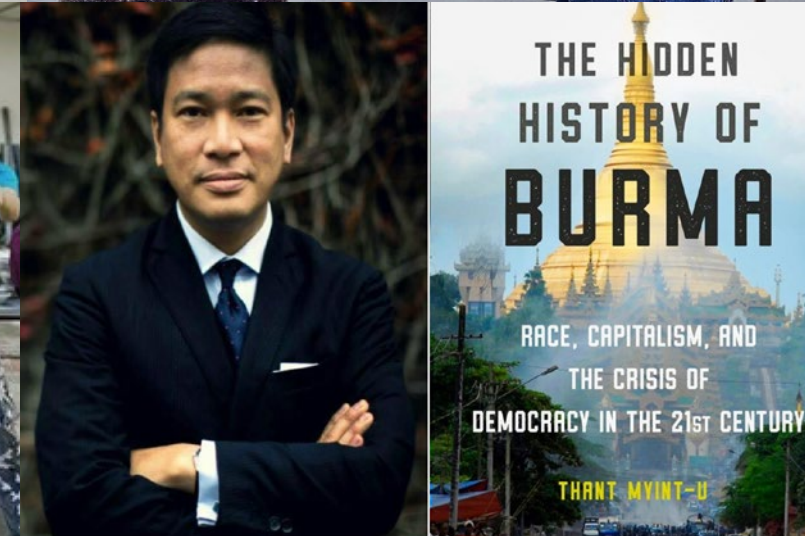
As the pandemic began to spread, ISB Alumni made major contributions in the battle against the novel coronavirus. In Thailand, ISB Alumni and community groups such as GoWith20 to Beat COVID-19, COVID Thailand Aid, and the Thai Christian Foundation, raised large amounts of money. These funds were used to purchase vital medical supplies, create care packages for the elderly and low-income families, as well as supporting the health and wellbeing of hill tribes up country.

Outside of Thailand, several Alumni served as frontline medical personnel. Others designed programs to create Patient Isolation Hoods using 3-D printers; and others raised funds to assist less fortunate people both in the U.S. and abroad.

ISB is unique in that it has its own alumni organization in the United States. The ISB Network Alumni Association was founded in the early 1980s and now has over 6,000 members, primarily former ISB students from the 1960s and '70s. Initially founded as a simple way to get together and have a reunion, the ISB Network now supports our school by donating funds for the Scholarship Fund and the ISB Community Service Award. They also sponsor a well-attended reunion every two years. One future goal will be to seek coordination between Alumni at the school and the ISB Network Alumni Association in the United States.



WHO WE ARE





# PARENTS

## PTA

The Parent Teacher Auxiliary (PTA) welcomes all parents to join a variety of activities and volunteering opportunities. Our actions are centered on enhancing the student experience, supporting our school, and creating community bonds.

The PTA runs social events throughout the year, starting with the welcome wai committee that hosts a coffee morning on the first day of each term. The gathering helps to support new families in their transition and connect them with various parent representatives.

It supports community initiatives represented by nationality, regional/geographical affiliation (Africa or Latin America), and sometimes language (the French speaking community) to name but a few. The PTA is the cornerstone of two major events for parents at ISB: Elementary School Intercultural Day, and the International Family Fair (IFF). These large-scale events give all parents a great opportunity to volunteer as a way of enriching the community. By bringing families together on campus, the events celebrate our diversity and the ISB spirit of sharing our cultural heritage.

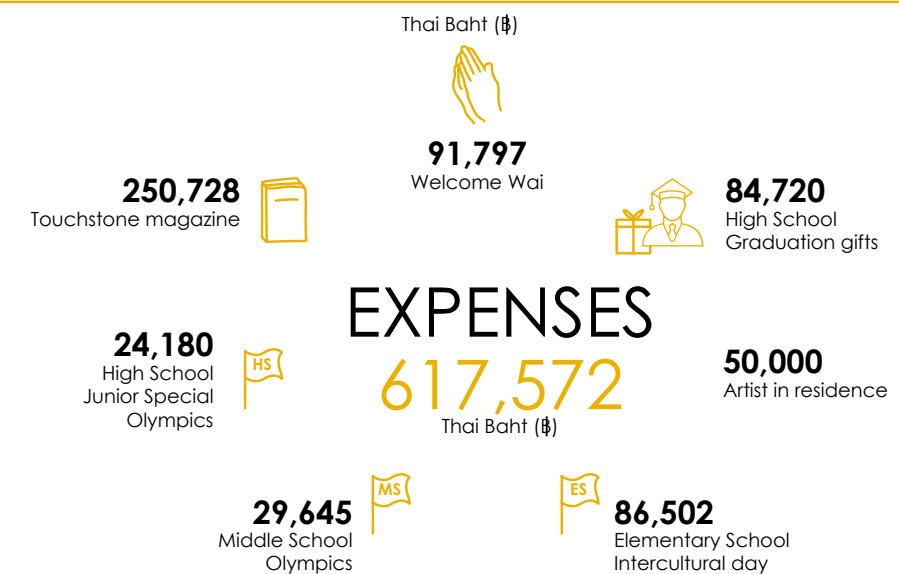
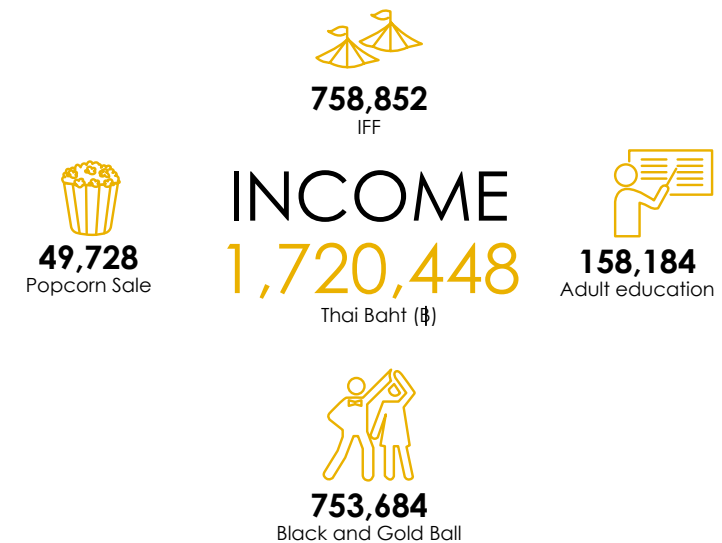
In addition, the PTA provides an important channel for receiving feedback and facilitating communication between parents and school leadership. The Elementary, Middle and High School representatives assist these conversations and run regular coffee mornings to help liaise with divisional principals, keeping parents informed and connected through various forums.

This year, we once again had enormous fun running our activities in a happy and supportive atmosphere whilst raising funds as well as advocating for families. Our actions were unfortunately curtailed by the campus closure, but the PTA achieved all of its fundraising goals before March, putting the organisation in a healthy state for the next school year.



# PARENTS

WHO WE ARE











## 02 | LEADERSHIP



# BOARD OF TRUSTEES

The role of the ISB Board of Trustees (BOT) is to set, support, review and promote the School's mission, and to ensure the short, medium, and long-term financial stability of the school. The ISB mission 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. The BOT is made up of 15 trustees, 11 of whom are elected by the International School Association (ISA) members.

This school year has been an exceptionally challenging one due to the COVID-19 pandemic. Mindful of the associated health risks to students, staff and community, the BOT approved implementation of precautionary measures throughout the school until the Government suspended all in-person classes.

The BOT then supported a switch to online learning, allowing students to continue classes from home until the conclusion of the school year. Sensitive to the financial impact of the economic crisis on the ISB community, and to manage income at risk, the BOT cancelled all summer renovation/construction projects, as well as the scheduled tuition increase for school year 2020 - 2021. In addition, the BOT provided credit to returning students.

The BOT would like to thank all of our community members, including the various student bodies, parent and teacher associations, and the administration for their dedication throughout the year.

**JANEWIT KRAPRAYOON** CHAIRMAN. HEAD OF PROGRAM MANAGEMENT, CP MEDICAL CENTER

**DR HENRIETTA BULLINGER** VICE CHAIR. INDEPENDENT WATER AND SANITATION CONSULTANT

**ANDY RICHTER** SECRETARY. PARTNER OF AN INTERNATIONAL LAW FIRM

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

**TIM BULOW** BOARD MEMBER. COO, MINOR EDUCATION

**DR PRATHIP CHIARAVANOND** BOARD MEMBER.

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

**CHRISTOPHER HELMKAMP** BOARD MEMBER. CAREER FOREIGN SERVICE OFFICER US STATE DEPARTMENT

**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

**MARY ANN MORSE BANKER** BOARD MEMBER.

# 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 DEAN OF ACADEMICS

**KELLY ARMITAGE** 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

Our final trimester in the Elementary School became something we had never envisioned. While extremely challenging, it was energizing as well because Virtual School created an environment where we had to do things in new ways. It was amazing to see our learners (as well as teachers, admin, and parents) rise rapidly to the occasion.

In no time at all, students were joining Zoom breakout groups to discuss books they loved, and using virtual whiteboards to solve complex math problems. They responded to new ideas on Padlet, built on one another's thinking on Flipgrid, played learning games on Kahoot, and expressed critical thinking in a variety of new ways online. Simply put: Learning looked different.

The experience shared many of the best qualities of traditional learning. Students honed their self-management skills as they adapted to varying situations. They gained new perspectives and learned to stay positive in a sea of uncertainty. These are skills and attributes that many adults have yet to master, and our Elementary School students developed and demonstrated them every day.

“ Although Virtual School is not as rich and wonderful as when we are together on campus, collaborating in this new environment allowed us to share the joy of learning and discovery.

Kelly Armitage, Elementary School Principal ”

## Middle School

The 2019-20 school year provided a very different learning experience for the Middle School. Semester 1 was filled with terrific experiences for students, as teachers delivered learning opportunities that helped students embrace the ISB Values and Attributes. Students collaborated and learned outside of the classroom as they experienced the Wild Panthers Outdoor Education program, class trips, service learning opportunities, and our celebratory Middle School Olympics.

Despite the changed learning environment in 2020, ISB's students and faculty demonstrated their adaptability and resilience with a shift to Virtual School. Along with academic learning progress, our PE and Wellness curriculum used physical activity, mindfulness, and cooking practice to ensure that students looked after their mental and physical wellbeing. Our Middle School also used art media to spread joy, connectedness and support to all.

The greatest disconnect from campus closure came from the lack of human interaction – so we found ways to bring students together through virtual assemblies, sports challenges, and community read-alongs. These and other initiatives, sparked by our shared values and attributes, let us succeed together as a community even when outside events forced us to spend time apart.

“ We are immensely proud of the commitment and engagement across our community that made Virtual School such a success.

-Dennis Harter, Middle School Principal ”

## High School

The 2019-20 school year will certainly be remembered for a very long time. The excitement of Global Citizenship Week for our high school students in February 2020 was somewhat disrupted by the last-minute cancellation of overseas travel. Wonderful trips and experiences still took place in Thailand at that time for our students, while we anticipated further disruptions on the horizon.

The remainder of the school year put our collective resilience, grit, and flexibility to the test. Through it all, we continued to keep teachers connected with their students for every lesson, right until the last week of school. Despite the lack of in-person activities, our PE, Music, Theater, Dance, and Art teachers were able to have their students exercise, sing, play music, and perform even from their own living rooms.

Our Seniors ended the year with a graduation to remember, as parents and students came to campus (separated by 10 minutes) to receive their Diploma and take part in a graduation ceremony that spanned four weeks. The students from the class of 2020 will forever remember the first-ever ISB Graduation golf car parade around Nichada.

“ The positive spirit of the ISB community remains strong and holds us in good stead as we look forward with hope and optimism to the 2020-21 school year.

-Justin Alexander, High School Principal ”





ห้องปฏิบัติการโรงเรียนดีใกล้บ้าน (WAR ROOM)

โรงเรียนบ้านหนองหญ้าปล้อง

สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเพชรบุรี เขต ๑

ห้องประชุม



Initiative  
Technology  
Organization



**TECH DRIVE  
@NONGYAPLONG  
SCHOOL**

Donation of 50 computers to initiate  
the Nongyaplong school's digital  
literacy program

November 15, 2019

 @INITIATIVETECH

 @INITIATIVETECH

 @INITIATIVETECH

## Initiative Technology Organization Computer Donation

The Initiative Technology Organization donated 50 computers and wrote a full digital literacy curriculum (to assist the teachers receiving the computers). The Curriculum focused on topics such as online safety, critical thinking for online research, and digital communication).





## 03 | LEARNING



# CURRICULUM STRATEGY

ISB uses an international standards-based curriculum, with content standards from the United States, Canada, Australia, the International Society for Technology Education (ISTE), as well as other countries and globally recognized education research institutions. These content standards define the knowledge and skills that students focus on throughout their PK-12 education. Many schools all over the world have shifted to standards-based learning, which makes possible a common set of goals and expectations while supporting student transition between schools and countries.

Of course, content knowledge is only the beginning of a child's education. We are committed to supporting each of our students with the skills and values they need to succeed, both academically and through other forms of personal development.

Our Learning Design Center (LDC) facilitates continuous improvement in teaching and learning among our faculty and administrators throughout the year. We use internationally recognized standards to guide collaboration around content knowledge and skills, as well as other effective methods to encourage productive thinking, promote understanding, and develop learning dispositions. The LDC helps our teachers provide learning opportunities and skill development for students at all levels.

The art, design, and innovation that go into teaching and learning are key parts of our educational ecosystem at ISB. Our teachers and administrators extensively review the educational research in each content area, seeking out the major themes and keys to understanding that will best prepare ISB students for the future. Our teachers then review our current PK-12 content area philosophy statements, identifying new areas for improvement. Such methods facilitate the lifelong process of deep learning that students take from their study of a subject, as they learn to apply this knowledge to multiple contexts throughout their lives.

ISB's ongoing commitment to research and adaptation helps prepare our graduates for a world of ever-changing needs and expectations. We embrace structures and systems that are inclusive and aligned with our mission, vision, and definition of learning. These foundations, along with our Learner Values and Attributes, allow us to model and encourage curiosity, creativity, innovation, iteration, personalization and reflection when it comes to curriculum and assessment design as well as instructional practices.





## HIGH SCHOOL DRAMA PRODUCTION

*Blue Stockings* was a student led theatrical production with set and costume design that could win awards! Students actively participated in set design, sound, lighting, play writing, acting, cast and overall performances, working together to create one of our many leading dramatic productions here at ISB. Students demonstrated courage, commitment and creativity throughout the production process.







# PROGRAM HIGHLIGHTS

LEARNING

## Arts and Athletics

All students, from Pre-K through Grade 12, have excellent opportunities to learn through ISB's Design, Fine & Performing Arts. With over fifty arts-dedicated faculty, staff and instructors, along with twenty-seven music practice rooms, twelve performing arts classrooms, seven visual arts studios, two theaters, two art galleries, a film studio, two maker spaces, and an invention center, every learner has plenty of space and support as they explore their own creative ideas. Celebrations and events take place throughout the year in the form of exhibitions, concerts, plays, performances, festivals, conferences, and field trips.

ISB hosted three long-term Arts Residencies in 2019-20. These included professional dance companies Free-to-Flow and E.sperementi GDO in August, and world renowned photographer, Jill Enfield, in October. Although ISB brings upwards of twenty-five guest artists to campus annually for lectures, workshops, performances, and festivals, the addition of practicing artists working alongside our teachers and students for a prolonged period of time lets our students collaborate on projects and observe real artists at work. The long-term residencies featured performances and exhibitions showcasing both student and guest artist work side by side. Some of Ms. Enfield's works are now part of our permanent ISB visual art collection.

In September, ISB hosted its three annual music festivals in band, choir, and strings. These brought together over 1,000 middle and high school aged musicians from across the region to work together, and to learn from internationally acclaimed guest conductors. Although disrupted by the pandemic, ISB's hosting of the annual IASAS Cultural Convention for Music in March combined dance, drama, theater tech, forensics, debate, and music. The event featured performances for our home audience from over seventy-five of our own student delegates, while connecting them virtually with the other five IASAS schools.

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

In 2019-20, ISB once again proved to be a world leader in international school sports programs, hosting invitational tournaments that brought schools together from around the globe. Students enjoyed new opportunities in badminton, golf, and softball this year, fortifying already solid offerings across our pathway programs.

The graduates of 2020 have personified our ISB athletic philosophy while capturing the ethos, vision, and values of our school. They have set the bar for our upcoming student-athletes, delivering the most successful four-year campaign on the IASAS circuit. Most importantly, they have exuded Panther Pride, competed with no fear, and nurtured the ability to reflect, express gratitude, and demonstrate a mature appreciation for their opportunities and achievements.

Over the past four years, our boys' teams have won more IASAS gold medals and competed in more IASAS championships than any other school in the conference, while our girls have continued to display grit and determination as they consistently battled for IASAS medals. ISB continues to outperform all of our competitors on a per-capita basis – largely a credit to our outstanding coaches.



# PROGRAM HIGHLIGHTS

## LANGUAGES

The ISB community is made up of an incredibly diverse collection of people from all around the world. Every student brings with him or her a rich cultural heritage that includes – and is built upon – language.

Many ISB students are multilingual, and they learn more deeply when able to explore concepts in all of their languages. We continue to develop pedagogies and policies that support multilingualism as they enhance student learning.

ISB offers Native Language instructional programs in Middle School and High School in Mandarin, French, Japanese, Korean, Spanish, and Thai. Our Elementary School offers instruction in Native Thai, with Native Language programs for other languages currently in the development stage. The initial plan is to start with Mandarin, Japanese, and Korean, building on the concepts of multilingualism (translanguaging) and introducing expanded teaching strategies in the classroom.

During the 2019-20 school year, our after-school Native Language Academy provided students with instruction and learning opportunities in their home languages. Recognizing the importance of maintaining students' native languages, ISB created a new fee structure for this after-school activity that has doubled the instructional time without increasing the cost to families.

ISB's language department has closely examined how students best develop their native languages, using observation and insight to help us grow and evolve. These strides toward improvement make for exciting work, as we determine how to best serve our multilingual learners.



## OUTDOOR EDUCATION

ISB has long recognized the need to take learning beyond the classroom, to prepare students for the unique and diverse challenges that they will face in their life away from school.

By delivering outdoor education, we help students see that the lessons from education do not have physical boundaries. We also help learners discover more about themselves and others, as we solve real-life problems together in a wilderness situation. These projects involve applying skills and knowledge from the various subject areas, and specifically from the outdoor education skillset. The outdoor challenges also encourage students to be adaptable and self-managing, while applying a number of transferable skills.

The ISB Wild Panthers curriculum is taught from Grade 5 to Grade 8. It is a carefully designed sequential program, with lessons taking place at school prior to a three-day, two-night expedition at our Environmental Wilderness Campus (EWC) in Petchaburi. All teaching and learning is scenario-based, with students operating in small groups and applying their skills. The student groups must factor in weather and other environmental variables, while the skills of outdoor education reveal themselves as a vehicle for greater learning and understanding.

Indeed, a large focus is placed upon transferring this learning to other areas of life – including school, family, sports, and cultural groups that students become a part of. Students are challenged to look at themselves as part of a diverse team, as their individual strengths and struggles come to light when working in different environments and conditions.





# 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.

### This year the EWC hosted:

- Middle School outdoor education curriculum expeditions
- Grade 5 transition camp
- Team-building for varsity preseason sports
- IASAS cultural retreats
- Astronomy Club retreat
- Board of Trustees retreats
- Student-led English language workshops for EWC staff
- Middle School Eco trip survival challenge
- High School Global Citizenship Week
- ISB community outreach programs
- High School Biology diploma field trip
- High School ESS (Environmental systems and societies) IB diploma field trip
- High School Geography IB diploma field trip
- Thai culture retreats
- ISB artists in residence
- ISB authors in residence







# PROGRAM HIGHLIGHTS

LEARNING

## PANTHER ACTIVITY HIGHLIGHTS

Community Activities at ISB serve nearly 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 main cafeteria.

This convenient location makes it easy for students and parents to stop by and speak with activity coordinators, pay fees, or ask questions. Below is a list of the current Panther Activities on offer at ISB.

- |  |  |
|--|--|
|  Panther Arts                         |  Panther Golf                   |
|  Panther Badminton                    |  Panther Gymnastics             |
|  Panther Baseball and Softball (BBSA) |  Panther Music                  |
|  Panther Basketball (Topflight)     |  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                     |  |







## Intercultural Day Art Installation

This year's Intercultural Day theme, 'Cultures Connecting through the Arts' inspired our Elementary students to help create an interactive art installation. Elementary students worked together to build a kinetic sound-sculpture, by designing and painting bamboo and coconuts, and sewing in rattan. Their work was influenced by a selection of great artists from around the world, whose work is linked by the common use of lines, circles, and dots.

The evolving art installation is interactive, encouraging visitors to enter into it and to create and enjoy a glorious cacophony of sound while celebrating the work of our young artists.

Art has the potential to connect people and break through cultural barriers. The Kinetic Sound sculpture created by our students is a wonderful example of this connectedness. Through this installation, the audience is invited into an experience, to connect with art, with sound and with each other.



# SUPPORT SERVICES

We believe it is the responsibility of every teacher, instructional assistant, secretary, administrator, and staff member to ensure that our students feel at home in a caring, nurturing, supportive environment. We provide support services at different levels to help students find success at ISB and in the future. ISB's continuum of support services is accurately described by the famous quote, "it takes a village to raise a child."

We recognize that some students need targeted, individualized support. As an inclusive school, ISB offers a wide range of services provided by our Student Support Services Team, which includes an Occupational Therapist, Social Emotional Counselors, College Counselors, Speech Language Pathologists, School Psychologists, Certified Learning Support Teachers, Learning Support Associates, and Instructional Assistants.

During the pandemic period, we were able to transfer these services to the digital realm. The result has been a continuation of services with relatively minimal disruption. Our support teams continued to meet with students, provide counseling sessions, create schedules, modify coursework, help with college admissions, deliver instructional interventions, provide academic support, and much more.

Most importantly, our teams continue to prioritize making human connections, providing encouragement, and being present for students and families during this unprecedented period.



## SOCIAL-EMOTIONAL SUPPORT

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

In addition to the direct support they provide to students, ISB's social-emotional counselors advocate for students, incorporate inclusive policies and practices, and help to fulfill the holistic needs of the school community. They achieve these goals through presentations, parent sessions, book clubs, professional development, and committee work. Our counselors review social-emotional data from our *Strengths and Difficulties Questionnaire* and *Developmental Assets Profile* to help identify students who may need additional support, and to make programmatic changes where appropriate.

## COLLEGE COUNSELORS

Many of our students go on to attend colleges and universities around the globe. However, the university selection and application process is complicated and we have a dedicated team of four college counselors to help navigate families through this process.

During the second semester of Grade 10, ISB students, together with their social-emotional counselors, start working with our college counselors. Students receive support from these college counselors through the university research and application process, helping them identify the post-secondary environment best suited to their learner profile and interests.

In addition to supporting our students and their parents directly in this process, our college counselors work with many universities and provide college seminars, college selection and preparation talks for parents, and numerous university fairs. These initiatives help ensure that students and their parents have the resources and information they need to determine their post-secondary education path, which may turn out to be one of the most important decisions in their life.







# LEARNING SUPPORT

ISB recognizes that students learn in many unique, natural, and predictable ways. Our responsibility as educators is therefore to provide a learning environment which is supportive of these differences.

We know that learning alongside others who look, think, and believe differently from us makes us stronger. Our certified specialists work collaboratively within a Multi-Tiered Systems of Support (MTSS) framework that matches each student's need to the appropriate type of available support, creating opportunities for more targeted interventions.

These additional learning services are delivered through co-teaching, small group work, specialized courses, out-of-class assistance, individual support, or any other approach the team identifies as necessary. The success of the support is determined by the student's responsiveness to the intervention and how well the student develops the tools, strategies, and skills they need to transition out of learning support services and toward independence.

Identifying alternative ways to support our students has been an area of growth this year. As students proceed through our Student Support Process, our team determines the appropriate path forward by considering the individual needs of each learner. This approach has resulted in increased opportunities for intermediate (Tier 2) interventions, additional support opportunities in the classroom, and direct access to academic support. We believe that this targeted, intentional approach when applied early allows students to attain learning goals while minimizing the instructional gap.

Students that are highly able likewise 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 utilizes a Talent Development framework. This approach provides four different levels of access for students to extend their learning. The enrichment activities in the first level are accessible for all students. As we progress through the levels, the services become more selective and individualized, and are more closely related to the student's interest or areas of expertise.

The MTSS and Talent Development model follow similar processes, as both aim to match student learning needs with learning opportunities. We find that for most of our students, the most appropriate setting involves placement alongside same-aged peers within a heterogeneous, differentiated classroom incorporating the elements above.

The COVID-19 pandemic introduced many new challenges for students, but also resulted in the development of effective resources for ISB students with learning difficulties, as well as those requiring enrichment opportunities. Several of our students receiving support services thrived during our virtual learning experience, showing more than the expected level of growth. Meanwhile, students who wanted additional challenges found new ways to extend their learning beyond the virtual classroom.

This ability to find promising new avenues of growth amid a challenging period is heartening indeed. It reflects the ethos and adaptability of ISB and our Student Support Team, to continually seek the right type of instruction for each student.







# WELLNESS

At the heart of ISB is our mission of inspiring students to reach their academic and personal potential, to become reflective learners, and to live healthy, active, and balanced lives.

Every year, ISB selects one or two focus areas from our Strategic Learning Plan, which is reviewed and updated annually, with all progress monitored. Our focus areas are centered around Learner Attributes and Student Wellbeing.

To this end, a team of ISB leaders and educators analyzed student data from surveys, the *Strengths and Difficulties Questionnaire* and the *Developmental Assets Profile*. The team then began developing an action plan to build upon areas of strength, and address areas for growth. This project was put on pause when our attention shifted to Virtual School, but we will continue to carry our work forward in the fall of 2020.

Some of the other highlights from 2019-20 include time with Health and Wellbeing consultant Amy Smith, who worked with ISB teachers from Grades 5 through 12 to align our Health and Wellbeing curriculum. Amy's work with our team included producing a podcast for parents, as a way of extending the conversation about wellbeing beyond the school day.

Another important component to our wellbeing plan involves providing our students with opportunities to learn about and practice mindfulness. Extending this practice even further, our Middle School Health and Wellbeing teacher and Mindfulness educator has held classes for community members. Similarly, our High School students, recognizing the importance and value of mindful practices, worked with the High School administration to identify and designate a space where students can go to find quiet surroundings and practice mindfulness when needed.

The move to Virtual School in March created a unique set of challenges around student wellbeing that ISB counselors, administrators, and teachers responded to in innovative ways. These included online mindfulness sessions, counselling sessions, virtual fitness classes and challenges, and even a Spartan Challenge course set up around Nichada Lake, which a team of ISB students developed to help our community stay well during this challenging time. It was heartwarming to see students individually write messages of encouragement and gratitude on the pavement around Nichada Lake as they brought smiles to the multitude of walkers in the community.







# 05 | VIRTUAL SCHOOL





# VIRTUAL SCHOOL

ISB has had a Virtual School plan in place for many years. The original purpose of this plan was to enable students to continue learning during a school closure lasting a week or two. When the word came in March that schools were to close, those plans were put into action. Teachers started posting online assignments as they helped students shift their learning to a digital environment. Anticipating a longer closure, our review and adoption of Virtual School soon allowed for a successful, extended virtual learning period.

Though the pandemic severely disrupted day-to-day life, the most valuable elements of an ISB education never changed: Namely, our dedication to our students and families, along with our firm commitment to helping our community understand the changes in our world, adapt to them, and use them as an opportunity for growth.

Teachers used Zoom to deliver course content and bring groups together. They found new ways to present material, and have students demonstrate their learning. New ideas and innovations were continuously introduced, to help better meet student learning needs – whether they involved the use of new technology tools, such as virtual reality classrooms, or a different schedule to accommodate changes in location and teenage sleeping patterns. Breakout rooms became a key resource for small group work, as well as one-on-one support when needed. Counselors and support teachers worked with students to strengthen their emotional wellbeing and learning skills, all while studying from home.

Students, teachers, and parents took the opportunity to share their experiences with virtual learning. Through survey responses, participation in webinars, and direct discussions with administrators, ISB has collected this valuable feedback and successfully implemented new ideas for improved remote education.

Every improvement eased the burden on students as well as their families. These benefits were valuable indeed: parents became teacher assistants overnight. They needed to create home learning spaces and schedules, do tech support, acquire tools and resources, and in some cases, help their youngest children learn reading skills and develop math concepts – all while managing their own daily needs. Parents got to see a new side of their children, helping families find new ways to connect and bond.

At the same time, students found new ways to engage in their passions, along with creative methods of working and socializing with friends even while remaining physically distant. Virtual School, though challenging, had positive experiences. The added time at home brought many parents and children together – cooking, talking, learning from each other, and participating in all kinds of new activities as a family. The situation prompted real conversations about learning and Virtual School, and brought our school community together in solidarity.

Some students particularly enjoyed the virtual learning environment, and were able to shine in new ways. Students found themselves learning new skills around responsibility and self-management, even as they adapted other forms of communicating and learning. The pandemic presented a formidable challenge to learning and everyday life. ISB students rose to that challenge brilliantly.

**Dennis Harter**  
MIDDLE SCHOOL PRINCIPAL

*I want to share my deep appreciation for the support at home of parents and the commitment to learning of each and every student. While it has been an unnatural and challenging learning environment for many – students continue to try, to engage, and to learn.*

*The catch phrase, “building a plane while it’s in the air” gets used a lot to describe organizations that adapt on the fly and do something impressive as they do so. There is no more deserving group for this recognition than the educators who have adapted, created, and succeeded the way our faculty have. It is with awe and appreciation that I celebrate the work that they’ve done for your children.*





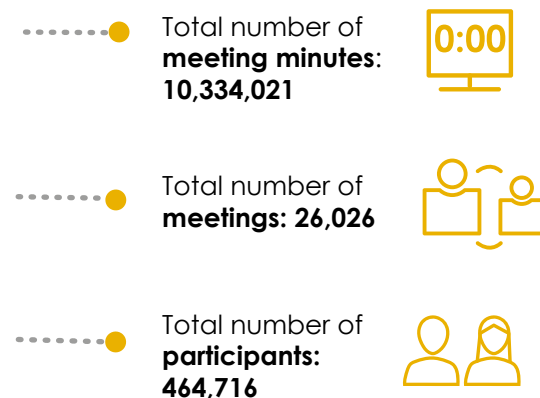
# VIRTUAL SCHOOL

Despite our best efforts, everyone's experiences with virtual learning were different. There were students and families who struggled with Virtual School, and learners who didn't feel as comfortable as they would in a face-to-face setting. Students' social connections – a central part of the school day – were limited by physical distance.

Like our students, we too looked forward to being back on campus. Virtual learning has been a blessing during the pandemic, but there is no substitute for chatting with friends in person, playing on the fields, and conferring with teachers in the classroom. Among other things, this challenging time has reminded us all about the importance of adaptability, self-management, creativity, commitment, and gratitude.

Let us also keep in mind that through challenge comes growth. Our ISB Panthers stood tall through this most difficult situation, exceeding all expectations for learning and development. We are so very proud of the way they bravely faced this personal and global crisis.

## Zoom Stats for the three months of Virtual School:



ISB International School Bangkok | Virtual School



# VIRTUAL SCHOOL

Connecting Behaviours



Connecting our values to behaviors to be successful in Virtual School and ISB class curriculum.

## PARENT VIRTUAL SCHOOL

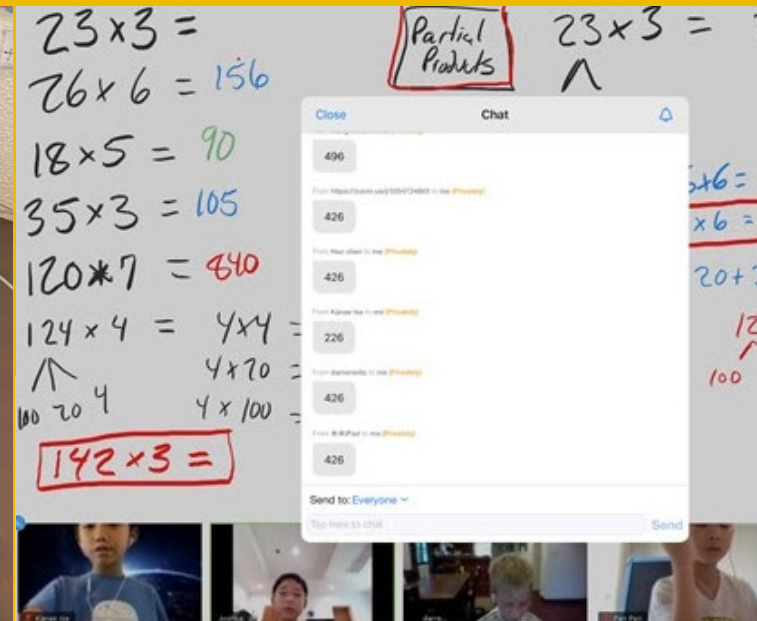
*We really appreciate all that you have done to help navigate this trying time. I really think you've done a wonderful job keeping kids engaged and were very quick to respond to problems. We really appreciate all of your hard work and collaboration !!*



# VIRTUAL SCHOOL FOCUS

Profiles of ISB virtual learners

VIRTUAL SCHOOL



## Elementary School

Ari is an elementary student who likes to read, draw, play tennis, and ride her bike. She has two older siblings, who do virtual learning as well. Ari likes learning from the comfort of her home, while her siblings like sleeping late! Ari's father Neil works from home too. He sees what Ari is learning, and how she engages with her teachers and classmates. The experience has given him a better understanding of how she is growing in self-management, time management, and her use of technology.

As a family, they are finding more time to be together. They share special moments in the kitchen, doing things like making pretzels. At the same time, they are trying to negotiate the challenges of meeting everyone's needs, being truly present for one another (switching away from work and school to family time), aligning schedules for Zoom sessions, and dealing with the struggles of trying to stay socially connected with friends. But this has been a time to learn from one another: Ari learned to draw with charcoal from her mother, using techniques to blend and create contrast.

Even though many positives have come through virtual learning, the greatest challenge for Ari comes from missing her friends. That, of course, is what she is most looking forward to when campus re-opens: Being with her friends. And Neil? He is looking forward to a little quiet time, and seeing his kids reconnecting with their friends. Though Ari's academic development has been consistent, Neil notes that the social side has been more challenging. Neil appreciates ISB's efforts to adapt, stating: "I'm glad we're stuck at home with ISB."

## Middle School

Sam and Kerstin shared their experiences with virtual learning as well. Both of them find that Virtual School has helped Sam become more focused, balanced, and involved with his family. Kerstin sees her son as happier, laughing more, less tired, and better able to enjoy family time.

Sam finds that he is able to complete work more quickly at home. Kerstin had her doubts at first, but notes that he shows great organization, knows what he needs to do, and seems to be doing better because he is less distracted. Sam feels he is learning even more in subjects where he can dive deep into the subject matter, but in other subjects he wishes he could benefit from face-to-face support and instruction by his teachers. And, of course, PE isn't nearly as much fun without his friends around!

Virtual learning has helped Sam engage more effectively when working within groups. In the past, he found himself holding back when part of a group, but now that he knows he can do it, he takes it upon himself to contribute more as a leader. Kerstin expects his return to campus to be accompanied by a greater appreciation for school and for those around him.

But when school resumes on campus, Sam thinks it may be hard to get up early again, and have enough energy to make it through the day!

## High School

Joey is an eleventh grader. Joey and his mom Jona agree that virtual learning has worked well, thanks to their access to live instruction and all of the technology tools needed for study. The virtual college counseling meeting helped both Joey and Jona keep the right focus while planning for the road ahead.

Both of them see great value in the live interactions with teachers, as well as the ability to work and collaborate with small groups on Zoom. Another positive aspect of virtual learning, Jona notes, is the experience Joey is getting for future employment – as more and more jobs include remote work.

Although schools around the globe have closed their campuses, Joey and Jona continue doing hard work and planning for university. Joey considers the cancelled SAT sessions to be a challenge. For her part, Jona is concerned about the impact of so much screen time as her son works on the computer – particularly with headaches, eye strain, and lack of physical movement.

Joey maintains balance by running, practicing piano, and working out in his home gym. Like everyone else, he misses his friends and being in school with his classmates and teachers. Jona, who is very active at ISB, misses her volunteering and adult education classes, as well as her normal routines and her connections on campus.





# HIGHLIGHTS

Elementary School, Middle School & High School



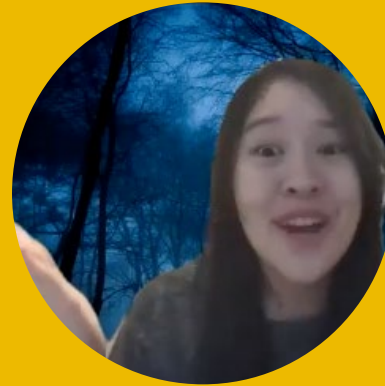
ELEMENTARY SCHOOL

Morning Meetings, Woot  
Woot Wednesdays



MIDDLE SCHOOL

Virtual Ensembles, Breakout  
Room Collaborations, VR  
Classroom pilot project



HIGH SCHOOL

Assemblies, Project  
Presentations

## ADAPTIVE LEARNING

Following the transition to remote learning, ISB delivered iPads, laptops, VR headsets, art supplies, and books to the homes of our students.

During Virtual School itself, ISB focused on maintaining connections as our teachers each followed an updated curriculum. Students engaged in both live and recorded sessions with their teachers and classmates. Although being in front of a screen for the length of a typical school day is not ideal for students at any age, we adapted creatively to ensure that each day of learning would deliver valuable education while growing students' self-management skills in a new context.

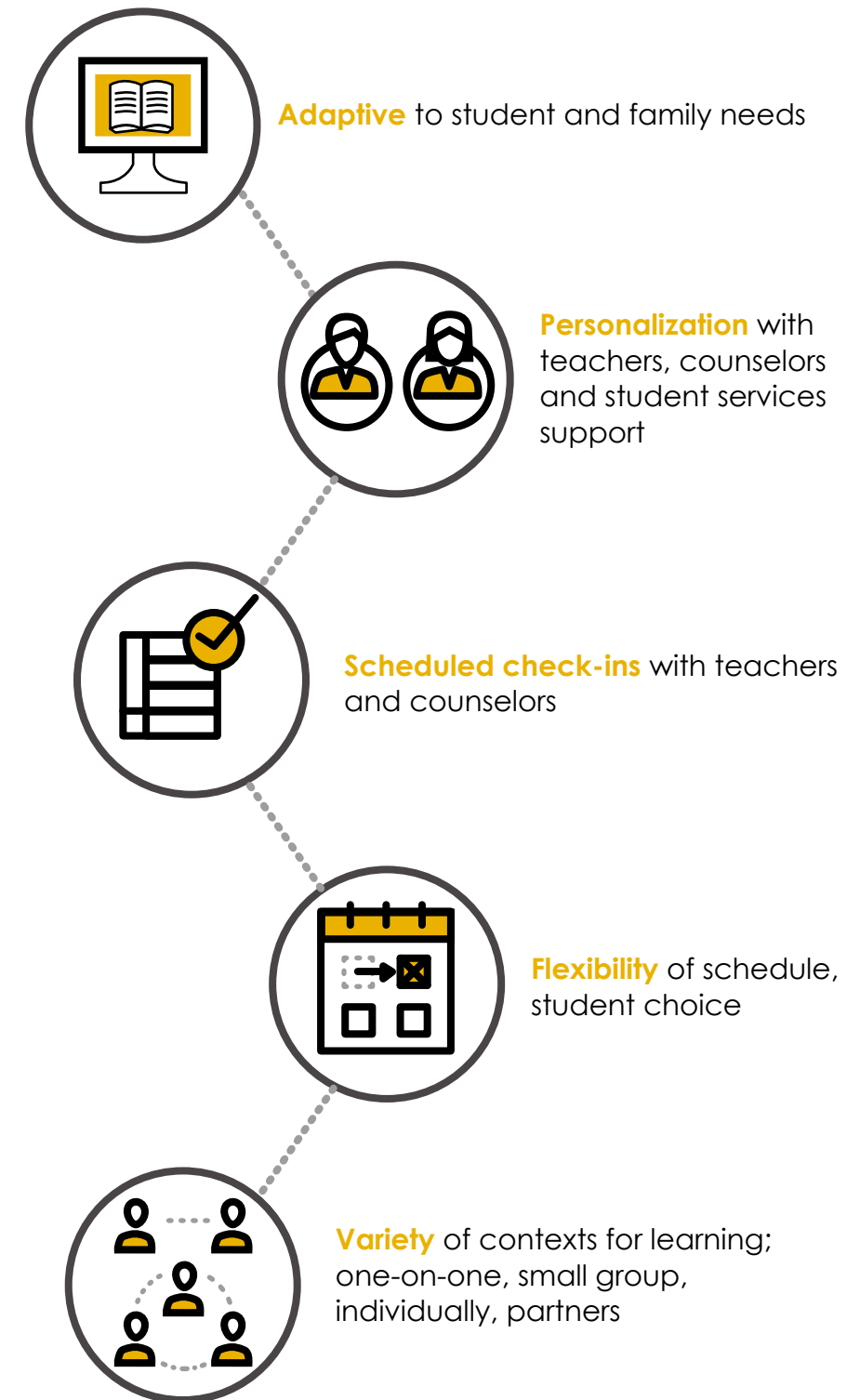
This effort was facilitated by ISB's standards-based learning approach. Instead of using a textbook to drive instruction, our school uses internationally recognized standards that are foundational for each curriculum, instructional practice, and student assessment.

These standards set high expectations, incorporating essential skills such as critical thinking, collaborating, questioning, modeling, and reflecting on learning. Our faculty, as designers of learning, ensure that the educational journey of each course align with our ISB mission, vision, values, and Learner Attributes. These systems and practices, though originally developed for classroom education, remained foundational as our students and faculty adapted to Virtual School.



# ADAPTIVE LEARNING

How we support our students





# CONGRATULATIONS CLASS OF 2020



## VIRTUAL HIGH SCHOOL GRADUATION

Virtual school focus

The Class of 2020 will have plenty of stories to share with their families and friends about their most unique senior year. In particular, ISB Graduation 2020 will be remembered as a special, personal and unique event to cap off a pretty challenging year.

Who would have thought that our overseas Global Citizenship Week trips would be canceled, that students would have to quarantine at home and not be permitted to come to school for 2 weeks, or that the authorities would close our campus 'until further notice'.

This surreal beginning turned into 14 weeks of online schooling for our students, with new changes coming every week. Our Seniors were affected the most, with no school in March/April, no Prom, no mock exams, no IB exams, no last day of school, and a big question mark about what graduation would look like.

Fortunately, with help and support from the ISB Headmistress, Usa Somboon, and the Head of School office, we were able to put together a series of events and celebrations for our Seniors to ensure that they received the memorable send-off that they all deserved.

For graduation, families dressed up and entered the campus, where they were able to take special photos in front of the Panther, then gaze at photo boards of their classmates as babies and as seniors. In their academic cap and gown, our new graduates then walked across the stage to receive their Diplomas from their parents.

Despite staying offstage to maintain social distancing, I was able to ask each student to move their tassel from the right to the left to signify their graduation from ISB. The class song was played, and students joyfully threw their caps up into the air – with a few hitting the ceiling of the Chevron. Whilst these scenes took place over three days, we were able to bring them all together in one graduation video, released on June 12th (the last day of school) for everyone to see.

To make June 12th even more memorable, we kicked it off with ISB's first ever Graduation Golf Cart Parade so that teachers, parents, and community members could all line the streets of Nichada to cheer on the 80 or so golf carts on their journey. Upon returning to the ISB parking lot, our seniors gathered in the Rajendra Gym one last time, stood underneath the Class of 2020 sign, and threw their caps in the air together. Students were able to visit their teachers, say their goodbyes, and enjoy the last day of school on campus for an hour or so.

What a day, and what a year.

Justin Alexander  
High School Principal







## 06 | ENRICHING COMMUNITIES



# GLOBAL CITIZENS

Our commitment to experiential learning allows students to engage in service, in the spirit of enriching communities. When visiting the Environmental Wilderness Campus on field trips, engaging in service learning projects, learning another language, or connecting with students, teachers, authors, and change makers from around the world, ISB students continually benefit from their proactive role as global citizens.

Our Habitat for Humanity Club sponsored a build in November 2019. This build, which took place outside of Bangkok, was special because so many members of our ISB community were able to participate.

As initiatives like our Habitat for Humanity Club show, ISB's commitment to enriching communities extends beyond service clubs, classroom subjects and school trips. This year our students also learned to apply UN Sustainable Development Goals to everyday life, designed air purifiers and face protectors in our Invention Center, and instead of the usual tradition of high-fiving our High School students on the last day, our Elementary students drew portraits of graduating seniors which were then displayed at the ISB entrance.



## SERVICE LEARNING

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.

Grade 9 and 10 students are required to do at least 10 hours of service, which are meant as a kind of introductory exposure to the many different service opportunities available through the school. Grade 11 and 12 students participate in the Creativity, Action, Service (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. Amazingly, they often benefit just as much from the experience as the people or animals that they are helping.

Members of Operation Smile spent 5 days in Northern Thailand, meeting and getting to know local families before and after their medical procedures. Students involved in the English Service Project teach English language lessons to guards, bus monitors, and Buildings and Grounds staff. Members of the Invisabiles 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 Intensive Needs classroom once a week.

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 perfectly align with community outreach and service learning. These projects help develop transcendent values of care, respect, responsibility, and courage in students.

# SERVICE LEARNING

## JJ'S SQUIGGLY MIND

ศศิน ธรรมไกรสร  
Sasin THAMAKAISON

### Student Focus - JJ's Squiggly Mind

High School student Sasin (Emmy) Thamakaison wrote and illustrated a children's book that follows the life of JJ, a young Thai boy who is diagnosed with ADHD (Attention Deficit and Hyperactivity Disorder). From his initial struggles both at home and at school, readers accompany JJ on his personal journey to understanding ADHD and integrating it as a positive part of his life and identity. "JJ's Squiggly Mind" is one of the few child-friendly resources for ADHD developed in Thailand.

Philip Bowman, ISB High School Student Services, worked with Emmy on this project. He said, "Emmy's book and website go beyond caring for and having empathy for others. She has identified an innovative solution to a problem in the community and then worked towards bringing this solution into reality. Her hard work will make a difference in the lives of others."

ISB constantly strives to fulfill its ambition to be a school for the whole family. In practice, this means serving students who are diverse in both learning styles and learning support requirements. Dr Keith Collins, ISB's Director of Student Services, said, "I love that we have students that want to advocate for awareness around learning differences, I love that we have teachers cultivating this support, I love that we work in a school where this work is important to everyone! The fact that our students are also activists for neurodiversity shows the true measure of ISB as an inclusive school."



# 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



Students develop important leadership, communication, and organizational skills in our service learning experiences. These interactions help our students become more socially-intelligent, value-driven, and globally-minded.



# SCHOOL CLUBS AND ACTIVITIES

Clubs in our High School are initiated and led by students. Therefore, they represent a variety of opportunities for students to become involved in activities that they are already passionate about – or give them a chance to try something new.

Our schedule includes a dedicated meeting time called Panther Block, letting students easily fit club meetings into their routines. Students can be involved in anything from the Diving Club, to the Tactical Systems Roleplaying Club, to the VOX International Voices singing club.

The High School club experience allows students to be authentic leaders as they learn important skills for communication, organization, and leadership. All clubs have some kind of event or advocacy campaign during the year, and the club officers plan meetings and work with teacher supervisors to make these events happen.

There are annual events such as Amnesty International's Light Up Night to raise awareness of human rights issues, new events such as Crazy Socks Sales for Down's Syndrome Awareness Day, and haircuts at lunch for Breast Cancer Awareness. Involvement in an ISB club is a great way for students to meet other people, learn important life skills, and have unique experiences.

## Highlights:

- International Honor Society members helped facilitate two Middle School Leadership Seminars
- The 2nd Annual Inter-school Technology Conference was planned by the Technology conference for March 28 but canceled due to COVID
- The House Council hosted Trivia Quiz Night, Dodgeball Tournament and a Drive In Movie
- Beautiful performances at the Intercultural Assembly from the Korean Club, Japanese Club, Hispanic Club, and Chinese Cultural Club
- 25 students were awarded for Outstanding Leadership and Service
- The Thai club had started planning the Songkran Assembly to celebrate Thai culture, but unfortunately, this was canceled
- New clubs this year include Simple Start-Up and Investors Society
- New Service Clubs this year include Project Red, Project Malai, enVision, and Bumblebee Free Library Club

## High School clubs for 2019-2020:

Over 3,000 Hours

of service club meetings  
September → March  
6 months

Over 7,000 Hours

from all club meetings  
September → March  
6 months

## COMMUNITY

### Giving back in a Time of Crisis

A few 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."

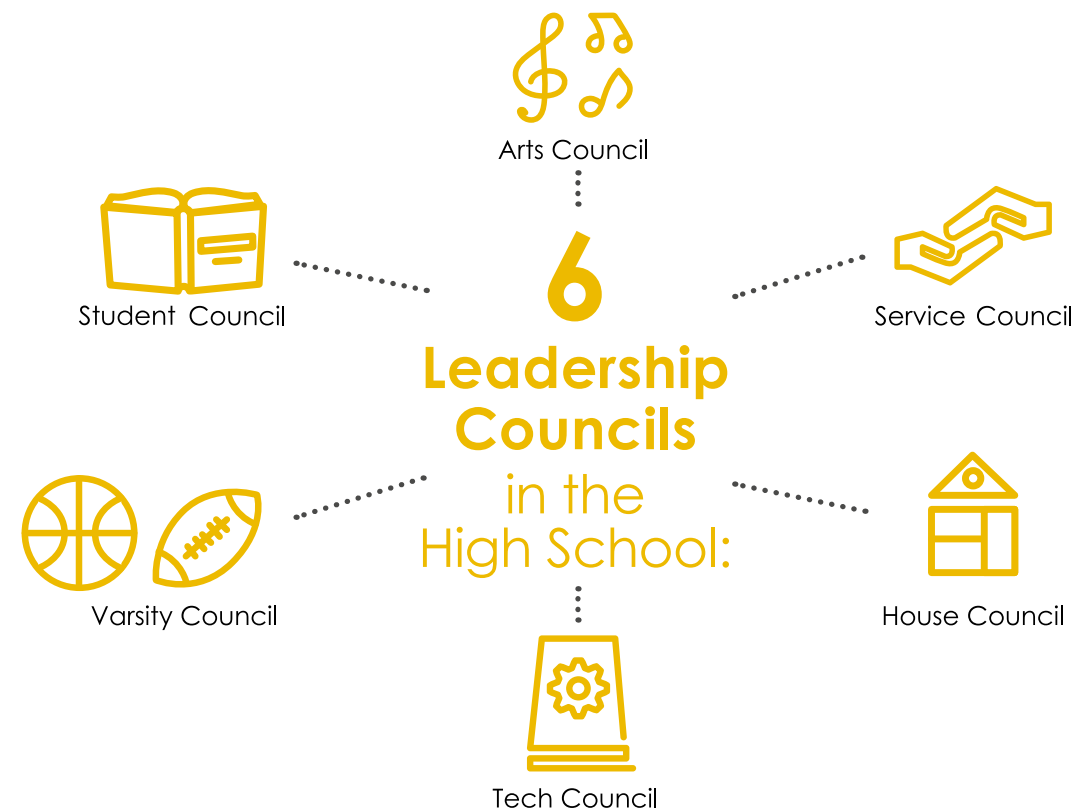


ENRICHING COMMUNITIES





# SCHOOL CLUBS AND ACTIVITIES



## Club activity monthly themes



# SCHOOL CLUBS AND ACTIVITIES

## Junior Special Olympics

welcomed over 180 HS students and children as participants



## UNHCR Clubs

raised over 85,000 THB through their 2 Billion Km to Safety Campaign.



## Operation Smile Thailand

raised money through three Panther Runs and went on a 5 Day Mission Trip to Mae Sot.



## Habitat for Humanity

organized the "The House that ISB Built", a 5 day build with parents, students, teachers and administrators.



## English Service Project

expanded to teach English language skills to the ISB security staff, B&G workers, members of the Epicure staff, and Montri bus drivers.



## Amnesty International Club

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



## During COVID19

students were still involved in service projects: CAS Projects involved raising money for iCare Thailand, making sanitizers and masks to donate, tutoring and donating money to local hospitals.



## Traffic Jam

was ready to run events for CNN's #MyFreedom-Day on March 11th (got canceled).



## 85 students

received the Community Service award for outstanding service to the community.



## 35 of 70 clubs

are service clubs.



## 2 GCW

trips were inspired by service clubs: English Service Project Week and Improvements at the Bumblebee Free Library.



## New Service Clubs

this year include Project Red, Project Malai, enVision, and Bumblebee Free Library Club.







## 07 | DEVELOPMENTS AND ACHIEVEMENTS





# KEY DEVELOPMENTS AND ACHIEVEMENTS

While the 2019-20 school year will be primarily remembered for the disruption caused by COVID-19, school improvement work did not stop and we were able to make a number of achievements.

At the beginning of the school year, we successfully launched our first ever class for three-year-olds, and we will have two such classes for the 2020-21 school year. Some of these students will spend 15 years as ISB Panthers!

All of our students benefit from a well-managed learning environment. We received the iSOS Foundation Duty of Care Award for our commitment to student safeguarding and the additional safety measures that we have put in place over the past 3 years. It is this commitment that allowed us to re-open campus during the pandemic in the safest way possible for our community.

Each year we are fortunate to be able to make facility enhancements. In the 2019-20 school year, we renovated the Middle School / High School Cafeteria to include an amphitheater with a high-quality sound system. We also completed the central campus renovations of the Health Clinic and the Bookstore. To ensure the best possible air quality on campus, we invested significantly in positive pressure air filtration systems in all classrooms and other learning spaces.

With respect to student learning, our students continued to perform exceptionally well, receiving scores well above the world average. This year, four students scored 44 points (45 is the highest possible mark) in their IB Diploma results, with fully 21% of IB candidates scoring over 40 points. The IB Diploma pass rate was a perfect 100%, compared to a world average of around 80%.

Most notably, we moved to full Virtual School in March. This transition period required hard work and creativity from our teachers, parents, and students – as well as a large investment in new technologies such as Zoom, to support effective synchronous learning. Although much effort was needed, the rewards were great indeed, resulting in a highly successful Virtual School program to keep students learning and developing even while they were away from campus.

Summer school was transformed into a two-week virtual program. To minimize some of the impact of Virtual School, summer school was offered free of charge this school year. It was a truly successful program with nearly 700 students participating.

All of our successes this year were made possible by the deep solidarity and dedication within our community, particularly after the pandemic struck. It was no means an easy year, but the ISB community pulled through – together.

This has been a year like no other. We are exceptionally proud of our school community, and grateful for your efforts to keep the spirit and practice of quality education s through these uncertain times.



MATT  
ISB student

**Life is a time to create  
experiences.**





# MEASURING SUCCESS

ISB provides expert guidance for students as they seek their best college and university fit academically, socially and financially. Decades of global experience allow our college counseling team to provide tremendous depth and expertise in the critical college selection process.

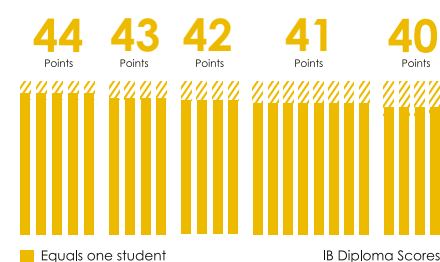
This college search starts in students' junior year so that ISB can most effectively assist and guide both students and families toward their absolute best-fit options. Each year our students apply to an extraordinary range of colleges and universities around the globe with the goal of finding a place where they will truly thrive and excel.

A distinguishing feature of every ISB graduating class is the incredible diversity of interests that are so passionately pursued by the student body. This year is no exception, with acceptances to over 300 different colleges and universities in 13 countries.

Our students are going on to study a wide range of subjects, such as medicine at Trinity College Dublin; hospitality at École Hôtelière de Lausanne; aeronautical science at Embry-Riddle Aeronautical University; applied social psychology at Loyola University Chicago; business management at the London School of Economics; art history at Columbia University; and geography at the University of Toronto. ISB is proud to have nurtured the talent and drive that enable our students to reach the next exciting stage in their lives.

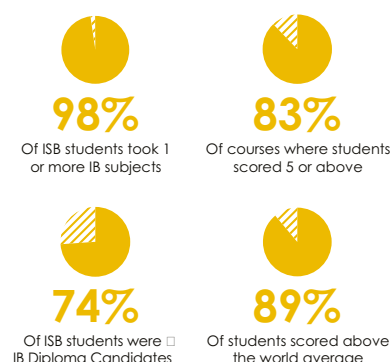
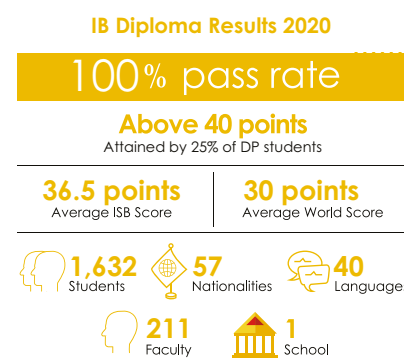
## INTERNATIONAL BACCALAUREATE RESULTS

This year our 2020 graduates did exceptionally well in their IB Diploma results under extremely difficult and unexpected circumstances. 25% of our IB diploma candidates received 40 points or higher, with 5 students receiving 44 points (45 points is the maximum). The overall IB diploma pass rate was 100%, and 35 students were awarded a bilingual diploma.



**35** students were awarded a bilingual diploma

**54** IB subjects on offer



# MEASURING SUCCESS

## MAP (Measure of Academic Progress) & SAT

### MAP School RIT Scores: Average over the last 5 years

#### Reading

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

#### Mathematics

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

### SAT Results

Test SAT Summary			
Section	Middle 50%	Mean	Students Tested
Reading and Writing	560 to 690	620	112
Math Score	610 to 770	680	112
Raw Reading Score	28 to 34	31	111
Raw Writing Score	29 to 35	32	110
Raw Math	31 to 39	34	111
Total	1190 to 1410	1300	112

## INTERNATIONAL SCHOOL ASSESSMENT

### 2019/20 ISB Grade 10 ISA Scores Compared to PISA Scores

		Math	Reading
International School Bangkok	ISB	621	568
Korea		526	517
Japan		527	504
Singapore		569	549
Switzerland		515	494
United States of America		478	505





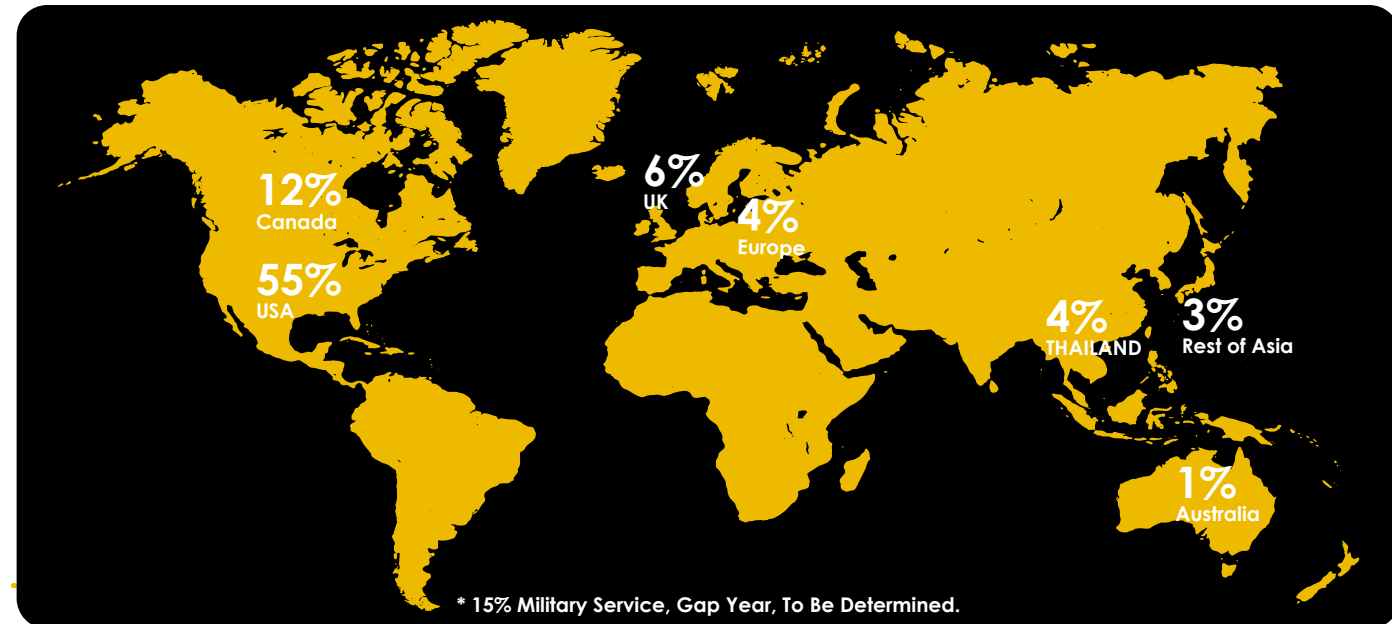


VIRTUAL HIGH SCHOOL GRADUATION



# MEASURING SUCCESS

## Destinations (%) Class of 2020



## Acceptances and Matriculations, Classes of 2018-2020

Students at ISB are limited to 10 applications around the world.

Names in **bold italics** represent a Class of 2020 matriculation; more than one matriculation last year is noted in parentheses

Australia	KhonKaen University International College King Mongkut's Institute of Technology Ladkrabang Mahidol University Stamford International University Thammasat University
India	Jain University Malaviya National Institute of Technology Manipal University Whistling Woods International Institute of Film
Japan	Aoyama Gakuin University Doshisha University - Kyotanabe Gakushuin University Hitotsubashi University International Christian University Keio University Keio University Mita Nihon University Osaka Prefecture University Rikkyo University Ritsumeikan University Sophia University Tamagawa University Waseda University
South Korea	Chung-Ang University Hanyang University <b>KAIST - Korea Advanced Institute of Science &amp; Technology</b> Korea University Sogang University Sungkyunkwan University (SKKU) Yonsei University Yonsei University-Underwood
Thailand	Bangkok University Chiang Mai University <b>Chulalongkorn University (6)</b>
Rest of Asia	Chinese University of Hong Kong <b>City University of Hong Kong</b> De La Salle University Manila Feng Chia University Hong Kong Polytechnic University <b>Hong Kong University of Science and Technology</b> Koc University Monash University Malaysia Nanyang Technological University National Chiao Tung University <b>National Taiwan University</b> National University of Singapore New York University (NYU Shanghai) Savannah College of Art and Design - Hong Kong <b>Tsinghua University</b> University of the Philippines Diliman University of Hong Kong Yale-NUS College
Netherlands	Amsterdam University College Amsterdamse Hogeschool voor de Kunsten Erasmus University College <b>Erasmus University Rotterdam</b> Hogeschool Utrecht Leiden University Leiden University College The Hague Rotterdam University of Applied Sciences Technische Universiteit Delft Technische Universiteit Eindhoven <b>The Hague University of Applied Sciences</b> Tilburg University
United Kingdom	Aberystwyth University Bangor University Bath Spa University Bournemouth University British and Irish Modern Music Institute Brunel University London Camberwell College of Arts Cardiff University City University of London Coventry University Durham University <b>Goldsmiths, University of London</b> Heriot-Watt University Imperial College London Institute of Contemporary Music Performance INTO University of Exeter <b>King's College London (3)</b> Kingston University <b>Lancaster University</b> Liverpool Institute for the Performing Arts London Centre of Contemporary Music London Metropolitan University London School of Economics and Political Science London South Bank University Loughborough University Manchester Metropolitan University Manchester University Met Film School Newcastle University Nottingham Trent University Oxford Brookes University Queen Mary University of London
United States	Adelphi University Agnes Scott College Albany College of Pharmacy and Health Sciences Allegheny College American University Appalachian State University Arizona State University <b>Babson College (2)</b> Bard College Bates College <b>Baylor University</b> Belmont University Bentley University Berklee College of Music Binghamton University Blue Mountain College Boston College Boston University Bowdoin College Brandeis University

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 Sheffield Hallam University SOAS University of London St George's, University of London Staffordshire University Swansea University University of Nottingham University College London University for the Creative Arts University of Aberdeen University of Bath University of Bedfordshire University of Birmingham University of Bradford University of Bristol University of Cambridge University of Central Lancashire University of Dundee University of East Anglia University of Edinburgh <b>University of Essex</b> University of Exeter University of Glasgow University of Huddersfield University of Hull University of Kent University of Leeds University of Leicester University of Liverpool University of Manchester <b>University of Oxford</b> University of Plymouth University of Portsmouth University of Reading University of Roehampton University of Salford <b>University of Sheffield</b> University of Southampton <b>University of St. Andrews</b> University of Sunderland
--

University of Surrey  
University of Sussex  
University of the Arts London  
University of the West of England  
University of Warwick  
University of Westminster  
University of Wolverhampton  
University of York

**Rest of Europe**  
American University of Paris  
Copenhagen Business School  
Culinary Arts Academy Switzerland  
**Ecole Hoteliere de Lausanne**  
ESSEC Business School  
EU Business School - Geneva  
Franklin University Switzerland  
Gilon Institute of Higher Education  
Grenoble School of Management  
IE University - Madrid Campus  
Institut Paul Bocuse  
Jacobs University  
Le Cordon Bleu Paris  
**Les Roches International School of Hotel Management**  
Marbella International University Centre  
National University of Ireland – University College Cork  
Norwegian School of Economics & Business Administration  
Paris College of Art  
Sustainability Management School  
**Trinity College Dublin**  
Universita Bocconi  
University College Cork  
University College Dublin  
University of Veterinary Medicine, Budapest  
Warsaw University of Life Sciences  
WHU-Otto Beisheim School of Management

**Middle East**  
**New York University (NYU Abu Dhabi)**

**Canada**  
Bishop's University  
Brock University  
**Carleton University (2)**  
Concordia University  
Dalhousie University  
Emily Carr University of Art + Design  
Georgia College  
Langara College  
**McGill University**  
**McMaster University**  
**Ontario College of Art & Design**  
Queen's University  
Ryerson University  
Simon Fraser University  
Southern Alberta Institute of Technology  
Thompson Rivers University  
Trent University  
University of Alberta  
**University of British Columbia (7)**  
University of British Columbia - Okanagan  
University of Calgary  
University of Manitoba  
University of Ottawa  
**University of Toronto (3)**  
University of Victoria  
**University of Waterloo**  
University of Western Ontario  
Western University  
Wilfrid Laurier University  
York University

**United States**  
Adelphi University  
Agnes Scott College  
Albany College of Pharmacy and Health Sciences  
Allegheny College  
American University  
Appalachian State University  
Arizona State University  
**Babson College (2)**  
Bard College  
Bates College  
**Baylor University**  
Belmont University  
Bentley University  
Berklee College of Music  
Binghamton University  
Blue Mountain College  
Boston College  
Boston University  
Bowdoin College  
Brandeis University

Bridgewater State University  
Brigham Young University  
Brigham Young University - Idaho  
**Brigham Young University-Hawaii**  
**Brown University (2)**  
Bryant University  
Bucknell University  
Butler University  
California Institute of the Arts  
California Lutheran University  
California Polytechnic State University, San Luis Obispo  
California State University, Long Beach  
California State University, Los Angeles  
California State University, Monterey Bay  
California State University, Sacramento  
Carleton College  
**Carnegie Mellon University**  
Central Connecticut State University  
Champlain College  
**Chapman University**  
Christopher Newport University  
**Clark University**  
Clemson University  
College of Charleston  
College of William & Mary  
Colorado College  
Colorado School of Mines  
Colorado State University  
**Columbia University**  
Concordia College - Moorhead  
Connecticut College  
Creighton University  
Curry College  
Davidson College  
Denison University  
DePaul University  
DePauw University  
**Dickinson College**  
Drexel University  
Duke University  
Durham University  
**Eastern Florida State College**  
Elon University  
Embry-Riddle Aeronautical University, Prescott  
**Embry-Riddle Aeronautical University, Daytona**  
Emerson College  
**Emory University (2)**  
Endicott College  
Fashion Institute of Design and Merchandising  
Florida Atlantic University  
Florida Institute of Technology  
Florida International University  
Fordham University  
Furman University  
George Mason University  
**George Washington University**  
Georgetown University  
Georgia Institute of Technology  
Georgia State University  
Gonzaga University  
Goucher College  
Grinnell College  
Hamilton College  
Haverford College  
Hawaii Pacific University  
Hofstra University  
Humboldt State University  
Indiana University Bloomington  
Iowa State University  
Irvine Valley College  
Ithaca College  
Jacksonville University  
James Madison University  
Johnson & Wales University-Providence  
Juniata College  
Kansas State University  
Kean University  
Knox College  
Kutztown University of Pennsylvania  
Lawrence University  
Lewis & Clark College  
Linfield College  
Longwood University  
Louisiana State University  
Loyola Marymount University  
**Loyola University Chicago**  
Loyola University Maryland  
Macalester College  
Marist College  
Maryland Institute College of Art  
Marymount Manhattan College  
Maryville University  
McPherson College  
Michigan State University  
Middlebury College

Missouri State University  
**Morehouse College**  
Muhlenberg College  
Musicians Institute  
**New York University**  
North Carolina State University  
**Northeastern University (4)**  
**Northern Arizona University**  
Northern Virginia Community College  
Northwestern University  
**Oberlin College of Arts and Sciences**  
**Occidental College**  
Old Dominion University  
Orange Coast College  
Otis College of Art and Design  
Quachita Baptist University  
Pace University  
**Pennsylvania State University (2)**  
Pepperdine University  
Pikes Peak Community College  
Pomona College  
Pratt Institute  
Purdue University  
Quinnipiac University  
Reed College  
Rhode Island School of Design  
**Rice University**  
Ringling College of Art and Design  
Rochester Institute of Technology  
Roger Williams University  
Rollins College  
Rose-Hulman Institute of Technology  
Rutgers University-New Brunswick  
Sacred Heart University  
Salve Regina University  
San Diego State University  
San Francisco State University  
San Jose State University  
Santa Clara University  
Sarah Lawrence College  
Savannah College of Art and Design  
**School of the Art Institute of Chicago**  
**School of Visual Arts**  
**Scripps College**  
Seattle University  
Seton Hall University  
Simmons University  
Skidmore College  
Smith College  
Sonoma State University  
Southeast Missouri State University  
Southwestern University  
Springfield College  
St. Edward's University  
St. Lawrence University  
**Stanford University**  
Stony Brook University  
Suffolk University  
SUNY at Buffalo  
SUNY Plattsburgh  
Syracuse University  
Tarleton State University  
Texas A&M University  
The American Musical and Dramatic Academy  
The Cooper Union  
The Evergreen State College  
The George Washington University  
**The New School**  
The University of Alabama  
The University of Alabama in Huntsville  
The University of Arizona  
The University of Iowa  
The University of Tampa  
**The University of Tennessee at Chattanooga**  
The University of Texas, Austin  
The University of Texas, Dallas  
Then Welding School  
**Towson University**  
Trinity College  
Trinity University  
**Tufts University (3)**  
Tulane University  
Union College  
University of Alabama  
University of Arkansas  
**University of California, Berkeley (2)**  
**University of California, Davis**  
**University of California, Irvine**  
**University of California, Los Angeles**  
University of California, Merced  
University of California, Riverside  
**University of California, San Diego (2)**  
**University of California, Santa Barbara**  
University of California, Santa Cruz  
University of Central Florida  
**University of Colorado Boulder (2)**  
University of Connecticut

University of Delaware  
University of Denver  
University of Florida  
University of Georgia  
University of Hawaii at Manoa  
University of Illinois at Chicago  
**University of Illinois at Urbana-Champaign (4)**  
University of La Verne  
University of Mary Washington  
University of Maryland, Baltimore County  
University of Maryland  
University of Massachusetts Dartmouth  
**University of Massachusetts, Amherst**  
University of Miami  
University of Michigan  
**University of Minnesota, Twin Cities (2)**  
University of Missouri  
Pikes Peak Community College  
University of New Haven  
University of New Orleans  
**University of North Carolina, Chapel Hill**  
University of North Texas  
University of Northern Colorado  
University of Notre Dame  
University of Oregon  
**University of Pennsylvania**  
University of Pittsburgh  
University of Portland  
University of Puget Sound  
University of Redlands  
University of Rhode Island  
University of Rochester  
**University of San Diego**  
**University of San Francisco**  
University of South Carolina  
**University of South Florida**  
**University of Southern California (2)**  
University of Tampa  
University of Tennessee, Knoxville  
University of Texas, Austin  
University of the Pacific  
University of Tulsa  
University of Utah  
University of Vermont  
**University of Virginia**  
University of Washington  
University of West Florida  
**University of Wisconsin, Madison**  
Ursinus College  
**Utah State University**  
Utah Valley University  
Valdosta State University  
Vanderbilt University  
Vassar College  
Villanova University  
Virginia Commonwealth University  
**Virginia Military Institute (2)**  
**Virginia Polytechnic Institute (2)**  
Wake Forest University  
Washington State University  
**Washington University in St. Louis**  
Weber State University  
Webster University  
Wellesley College  
Wentworth Institute of Technology  
**Wesleyan University**  
Western Michigan University  
Western Washington University  
Wheaton College MA  
Williams Baptist College  
Williams College  
Worcester Polytechnic Institute  
West Virginia University







October 29, 2019

# 2 BILLION KILOMETRES TO SAFETY

Every step counts

PAY TO THE ORDER OF **UNHCR THAILAND**

**85,399.00 Baht**



## UNHCR CLUB 2 Billion Kilometres to Safety

On September 27th, the ISB UNHCR Club took part in the worldwide 2 Billion Kilometres to Safety campaign. Together they logged a cumulative distance of 845km and raised 85,399 baht. The students donated this money to the UNHCR Thailand, in support of their mission to safeguard the rights and well-being of refugees.





08 | THE NUMBERS

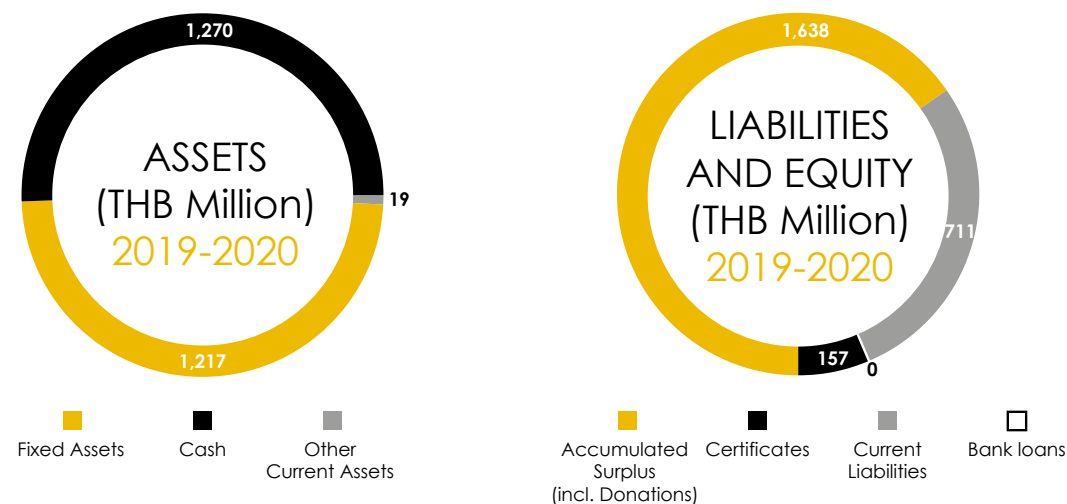


# THE NUMBERS

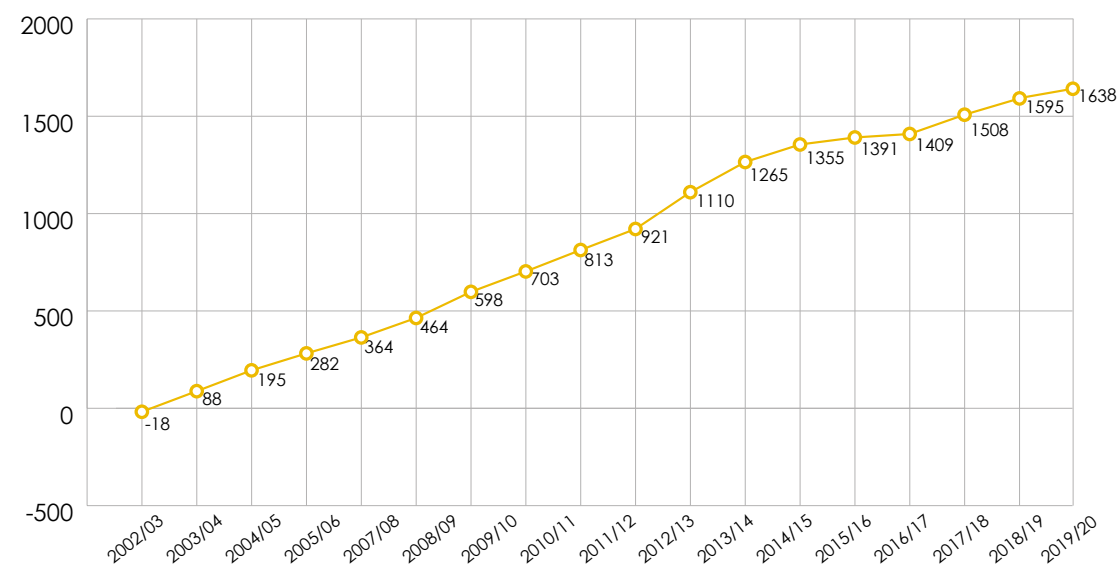
Opening enrollment was 1644 students and we had 350 new students enrolling throughout the year. Income totaled 1,659 million with reserves increasing to 1,638 million baht. The school made a small surplus of THB 24 million despite incurring unforeseen COVID-related expenses of 85 million Baht, which was partially offset by 34 million in savings. The school has no debt and owns all of its land (135 rai) and buildings – including the Environmental Wilderness Campus and teacher accommodation at Samakee Gardens. Our healthy finances are due in part to the generous contributions we receive from donors who kindly contributed 25 million baht this year, including a US\$500,000 security grant from United States Federal Assistance.

As a non-profit learning organization, ISB re-invests all of its income in the school. Recognizing that teachers have the single biggest impact on learning, 75% of tuition income was allocated to salaries and benefits. This investment in quality 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 168 million baht in capital projects, including renovations of the MS/HS cafeteria, health center, construction of toilets under the zig-zag, and installation of positive pressure air-filtration systems in all classrooms.

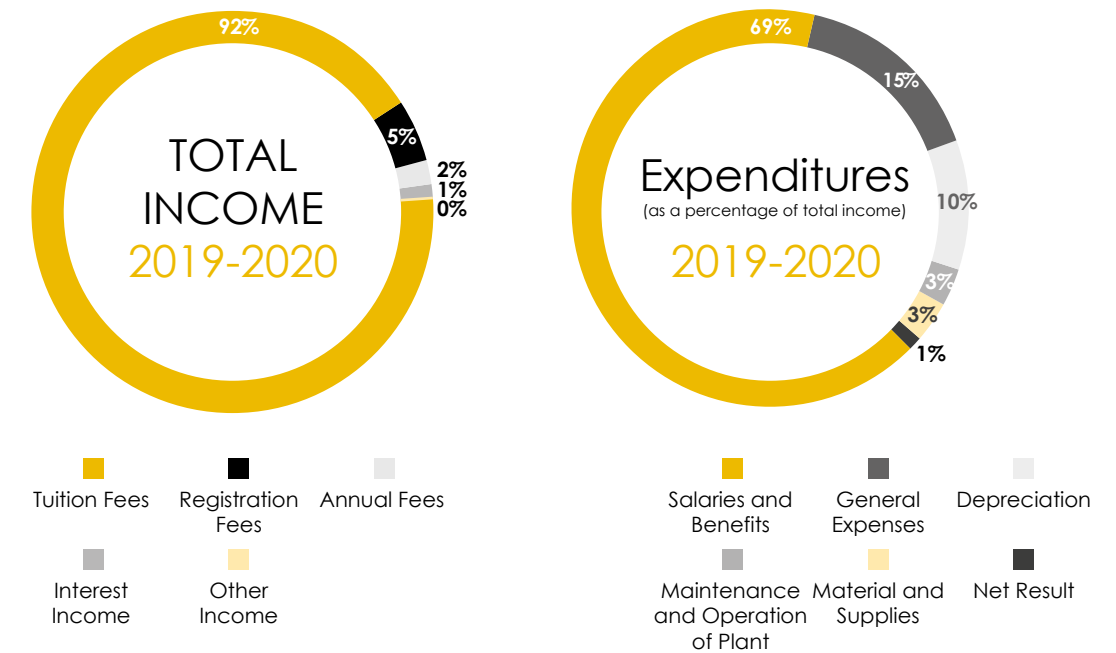
## Assets, Liabilities and Group Equity



## Accumulated Surplus incl. Donations (THB million)



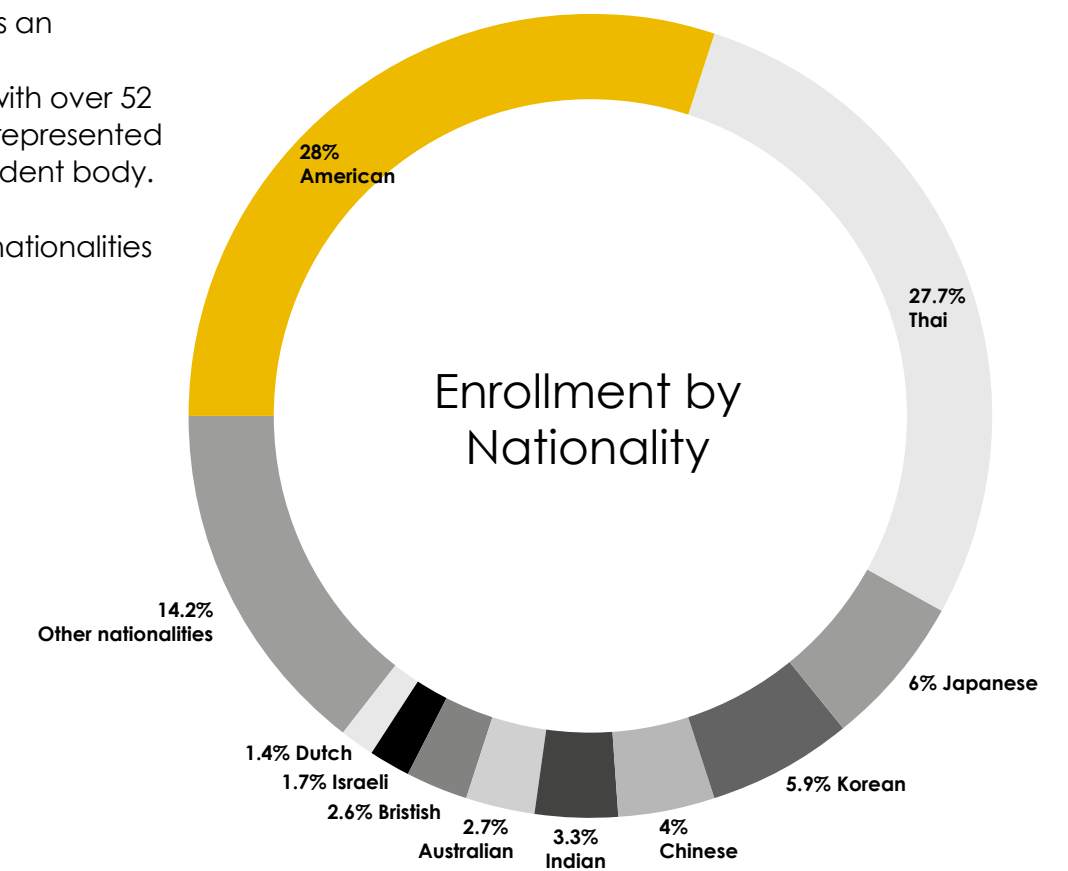
## Total Income and Expenditures



## Student Enrollment

ISB represents an international community with over 52 nationalities represented within our student body.

Diversity: 52 nationalities





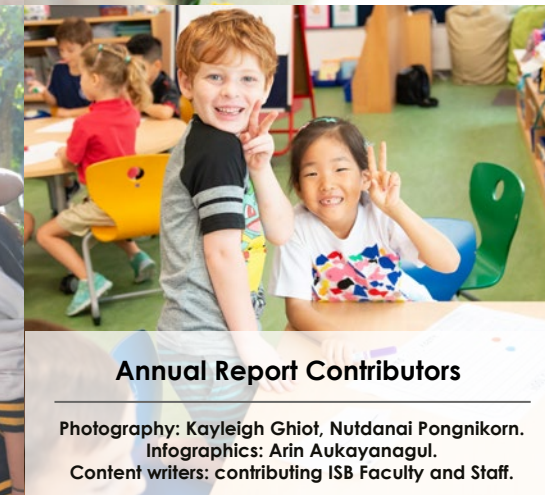
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Thank you for your continued support

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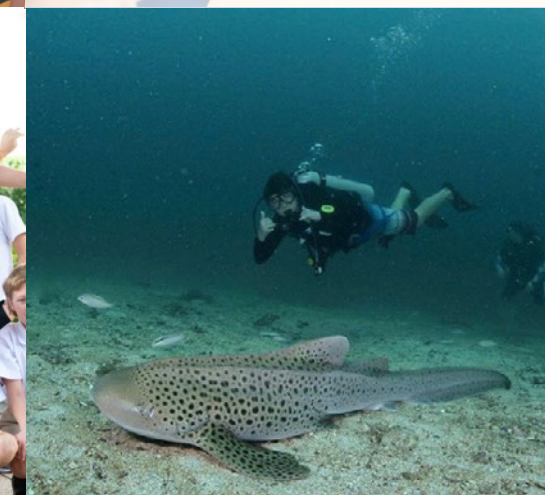
# THANK YOU

Panther family



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