



INTERNATIONAL SCHOOL BANGKOK

# ANNUAL REPORT

2018 -2019

ISB 2018 - 2019 ANNUAL REPORT





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# 01 | FOREWORD

# DR. ANDREW DAVIES

Head of School



**Successful organizations do not rest on their laurels, as they will quickly find that they have fallen short of the standards of excellence they have set for themselves. At ISB, we are always asking ourselves and our community members how we can improve, and the 2018/19 school year was no exception**

Each year, the ISB Leadership Team spends a considerable amount of time determining where to focus our development efforts for the coming school year and beyond. We assess where we are in relation to our various goals, reformulate our action plans as necessary, and select priorities for the year. While setting these goals, we also take into account a careful analysis of student learning data, along with annual survey responses from parents, faculty and students.

The big picture for school improvement at ISB is encapsulated in our rolling 4-year Strategic Learning Plan, which outlines our success criteria and the corresponding detailed steps toward improvement. For each area of learning improvement we identify, we also write one-year plans to guide our work.

In 2018/19, our Leadership Team had 3 main goals. The first was to ensure that our recently adopted 'Learner Attributes' of Creative, Globally-minded, Adaptable, Value-driven, Socially-intelligent and Self-managing qualities were ingrained in all aspects of the ISB educational experience. These learner attributes were adopted after a thorough research and development process that included a review of academic research, visits to forward-thinking schools, companies and universities, as well as the involvement of ISB faculty, students and community. The aim is to better prepare students for the changing landscapes they will face in schools, colleges, careers, and throughout their lives. Please see our Vision section for a detailed diagram of our learner attributes.

# DR. ANDREW DAVIES

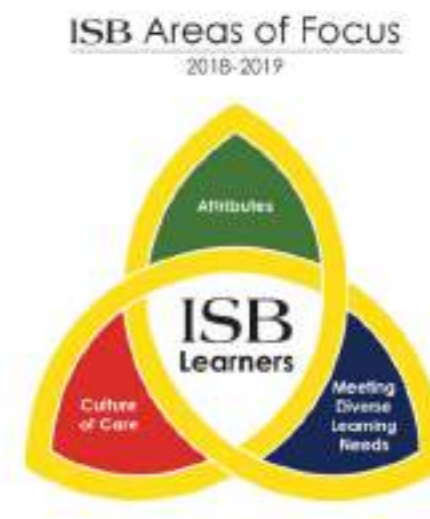
Head of School

Our second schoolwide improvement goal involved better meeting the learning needs of our diverse student body. ISB is an inclusive school, and in almost every classroom we have students in need of more support and students in need of greater challenge. For the 2018/19 school year, we undertook a number of initiatives to improve our capacity to differentiate instruction for students, and to ensure we have the best possible structures in place so that we can meet the learning needs of all students.

Our third main accomplishment for 2018/19 was to further enhance our strong culture of care for students. Over the last few years, the evidence we collected from research and development visits, our own professional learning, and input from our faculty all supported the need to devote greater attention to character development and social-emotional learning. Research demonstrates that all areas of schooling are enhanced by thoughtful, sustained and systematic attention to children's social and emotional learning. At ISB, we encourage meaningful progress in these essential growth areas through the development of core values, skills, and mindful practices.

This three pronged approach to our Culture of Care is based on the understanding that optimal learning emerges in the context of supportive relationships that make learning both challenging and engaging. At the same time, ISB's core values guide the development of our learners as they become caring global citizens. The central social and emotional competencies we nurture provide a skill set for our learners, as they interact with others and grow to understand themselves. Mindful practices enable learners to pause, reappraise their choices, and act according to the values they have developed. Much of our attention this year has been devoted to assessing the impact of our Culture of Care on our students, while also broadening opportunities for our teachers and parent community to develop their own mindful practices.

These are three of the many ways that ISB and its wider community reached new heights in 2018/19. In truth, there are thousands of success stories each year at ISB, thanks to our teachers' care and commitment toward helping our students learn and grow as people. We deeply appreciate all the hard work and dedication that contributed to making this school year a success for the entire ISB community. It is this positive culture and unified spirit that give our students the support they need, and enrich their lives immeasurably.





## 02 | WHO WE ARE

# VISION

Debi Caskey, Deputy Head of School for Learning

ISB's vision is to enrich communities through the intellectual, humanitarian, and creative thoughts and actions of our learners. This statement guides everything we do, the decisions we make as an organization, and the learning experiences that we craft for our students in the classroom and beyond. The ISB vision encompasses the essential qualities of transferable learning, while also acknowledging the different journey each child is on in their own learning, as well as their unique future pathways.

## OUR VISION STATEMENT

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

As our globalized world changes at an ever increasing pace, we are all beginning to face challenges in areas we had never dreamed of. Our students need to know how to navigate, flourish and thrive in this dynamic new world, while contributing creatively to improve the future for everyone.

The ISB mission statement forms the basis for how we achieve our vision and how we develop our learners: *Through outstanding teaching and learning in a nurturing environment, ISB inspires students to achieve their academic and personal potential; be passionate, reflective learners; become caring global citizens, and lead healthy, active, balanced lifestyles.*

This year, we condensed our vision statement to a simple tagline: "A community that creates, learns and enriches." Our community is our foundation – a unique part of our school and culture. Learning is central to everything we do and every decision we make. Enriching the lives of others is our overall aim for our students, our community and the wider world around us.

A community that creates, learns and enriches.



# 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.



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



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



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



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



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



CARE INTEGRITY COMMITMENT GRATITUDE COURAGE BALANCE RESPECT RESPONSIBILITY

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

# COMMUNITY

Community Groups Represented at ISB

Student community at ISB

WHO WE ARE

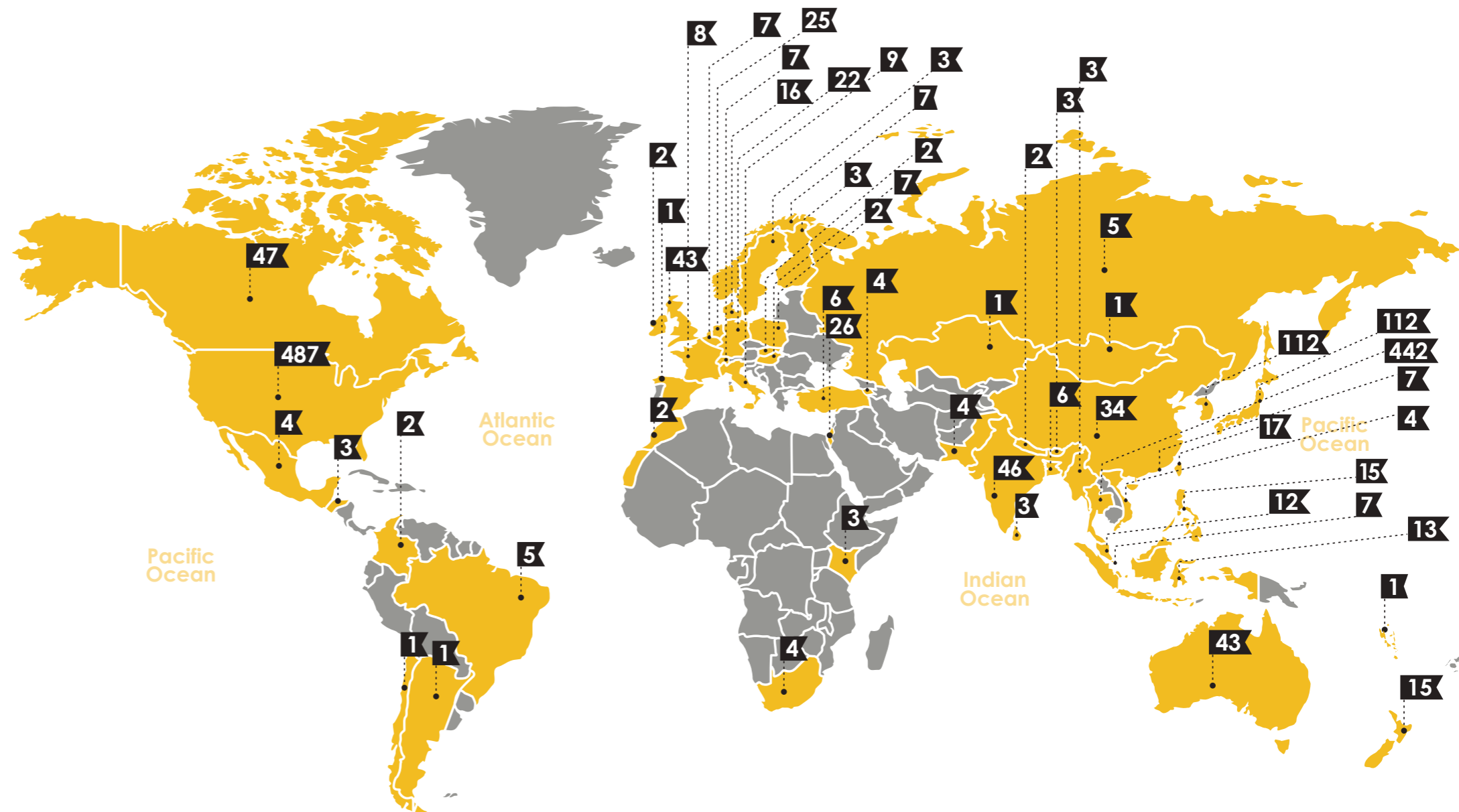
How does ISB – a globally-minded institution, rich in linguistic and cultural diversity – create a truly unified community? The answer is at the heart of our school vision: Enriching communities through the intellectual, humanitarian, and creative thoughts and actions of our learners. We define ourselves by our ability to enrich the lives of others through our thoughts and actions, thus creating a globally-minded and connected community without geographical and ideological barriers.

The ISB community starts on our campus and extends to Nonthaburi, Bangkok, Thailand, and around the globe. At ISB we see intercultural celebrations, students across all age levels collaborating on projects, and students teaching English to our local staff. Moreover, our campus often becomes the epicenter of activities for schools across Southeast Asia through sports, the arts, international conferences, and student services – a truly global community.

Beyond our gates, ISB student groups work with organizations such as Baan Rachawadee, Bumble Bee Library, Nonthaburi Neighborhood Reach, Operation Smile and Habitat for Humanity, to name a few. Our community impact stretches around the world through events such as service-oriented GCW (Global Citizenship Week) trips, and equally, through arts, academics, and athletics exchanges and competitions that our students share with students from around the region.

The ultimate expression of our community is, of course, our students. Our graduates carry their values and ideas forward as they enter universities and careers around the globe, ensuring that our greater ISB community continues to make a difference for generations to come.

The ISB community is strong and vibrant, defined by its ability to enrich the lives of its people, regardless of their socioeconomic status, personal identity, religion, cultural heritage, or language. We know we can, and must, connect positively with the lives of others. In doing so, we also add meaning to our own lives – and help to build an even better world.



## North America

487 USA  
47 Canada  
4 Mexico

## Central America

3 Honduras

## South America

5 Brazil  
2 Colombia  
1 Argentina  
1 Chile

## Africa

4 South Africa  
3 Kenya  
2 Morocco

## Europe

43 UK  
25 Netherlands  
22 Germany  
16 Denmark  
9 Italy  
8 France  
7 Belgium  
7 Hungary  
7 Norway  
7 Switzerland  
5 Russia  
3 Finland  
3 Sweden  
2 Ireland  
2 Poland  
2 Slovakia  
1 Spain

## Asia

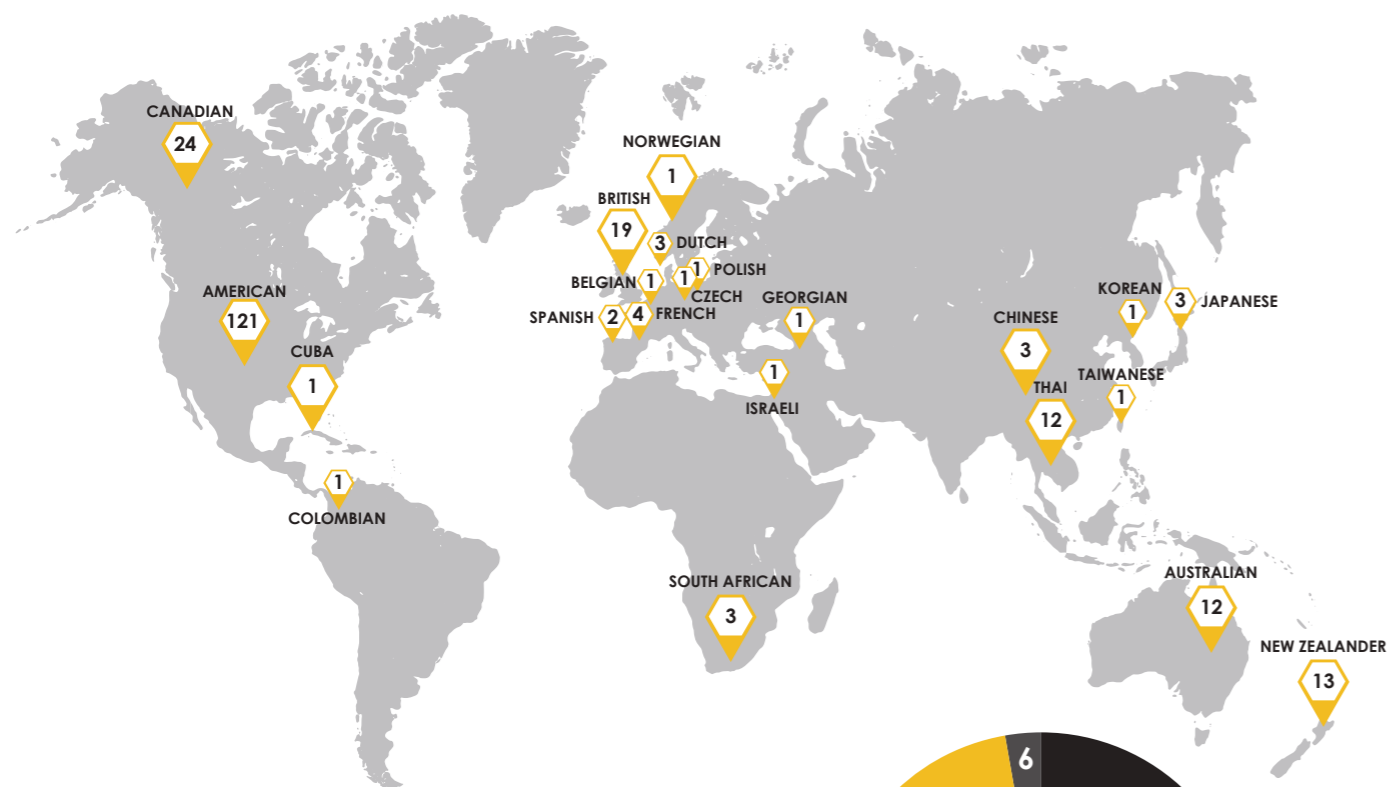
442 Thailand  
112 Japan  
112 Korea  
46 India  
34 China  
26 Israel  
17 Taiwan  
15 Philippines  
13 Indonesia  
12 Malaysia  
7 Hong Kong  
7 Singapore  
6 Bangladesh  
6 Turkey  
4 Armenia  
4 Pakistan  
4 Vietnam  
3 Bhutan  
3 Myanmar  
3 Sri Lanka  
2 Nepal  
1 Kazakhstan  
1 Mongolia

## Australasia

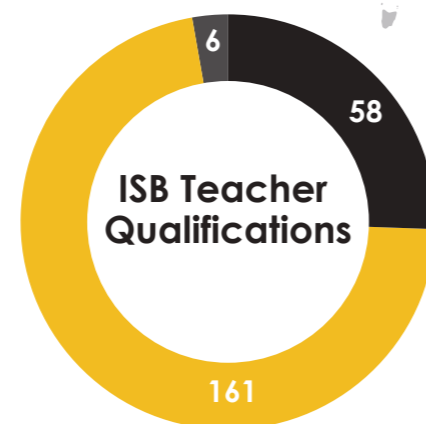
43 Australia  
15 New Zealand  
1 Vanuatu

# FACULTY

Teachers and Staff



■ Bachelor Degree 58  
 ■ Doctor of Philosophy 6



■ Total number of **Faculty** 228  
 ■ Total number of **Classified** 339

Total number of **all staff** 567



# TEACHERS

Teachers at ISB employ a variety of thoughtful, meaningful educational approaches to maintain engagement across a variety of subjects. Experiential learning inspires curiosity and determination among our students, while encouraging them to be globally-minded, adaptable, and self-managing. As an inclusive school, we recognize that meeting the needs of our diverse learners requires a team of highly trained educators to provide continuous support, and to create relevant opportunities that inspire and challenge every student.

When we recruit new teachers, we carefully screen every candidate for experience, proven success, collaborative spirit, alignment to our mission and values, and an attitude of caring for students through compassion. Our teachers embody the core values of ISB. They show care, integrity, commitment, gratitude, courage, balance, respect, and responsibility – not only in their approach to teaching and education, but in their personal lives as well.

Debi Caskey, our Deputy Head of School for Learning, describes the role ISB continues to play within the world of education, as well as its unique value, saying, "ISB is known throughout the international education community as a place where teachers of the highest quality come to teach and grow." ISB has exceptionally dedicated staff who work alongside teachers in every aspect of our school. Those essential personnel work in the school offices, welcome new families through admissions, maintain our expansive school grounds, manage our resources, keep our school safe, support our students across the school, and keep our operations moving smoothly, enabling us to offer the seamless ISB experience, for which we are so well known.

We are immensely proud of our talented, dedicated and diverse staff – and the joy they bring by delivering an unforgettable educational experience at ISB. ISB is much more than a school; it is a lifestyle. It is a place that all our staff, teachers, parents and students feel is a place where they truly belong – a place they can call home.



# STUDENTS

Walking through the halls of ISB, one hears multiple languages being spoken, encouraging words shared, and plenty of laughter, along with plans for how to meet up after school for practice, for a study session, or just to hang out and enjoy one another's company. On that same trip throughout the school, one sees students gathered around a high-top table in the cafeteria, or huddled around a laptop in the library as they debate the best solution to a problem.

Inside ISB, our students engage confidently with teachers and other adults whom they trust and respect. After school, the fields, pools, and courts are all in use as teams practice and bystanders cheer from the sidelines. This culture of participation and belonging is an essential part of our student development, with after-school clubs and activities providing a positive social environment, genuine involvement with interesting projects, hands-on experiences that develop new skills, and memories that last long after the school year has ended.

Some of our students are Panthers from their 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. Each student brings with them a unique background along with a valuable set of skills and interests.

Our students have gone on to become scientists, dancers, mathematicians, authors, illustrators, footballers, swimmers, musicians, entrepreneurs, business owners, researchers, creators – life-long learners who are passionate and caring global citizens. They are innovators, designers, problem-solvers, and activists. More than this, they are a community, a global network of friends and ISB family that is not restricted by geographical location – they are brought together by shared interests, moral values, and vision, which continue long after school. Our ISB Alumni come back to school bringing family and relatives to see what a wonderful place it is, and to reminisce about all the good times they shared here – once a Panther, always a Panther.

Our students, past and present, are caring people who embody our mission and vision, working hard to make a difference in the world and in the lives of those around them.

## STUDENT COUNCIL

The Student Council represents one of many opportunities for ISB students to take on leadership roles and spearhead campaigns for change. Members of the council are elected by their peers to serve as a bridge between the student body and the High School administration.

In their primary role, Student Council members receive student concerns and suggestions through a platform known as StuCoLine. The members then discuss and act upon these ideas with the help of various sectors of the High School administration. In addition, class-related activities are organized through the respective councils, whose secondary goal is to foster class spirit.

Through their involvement in the Student Council, members are able to gain a variety of important skills, including empathy, teamwork, communication, leadership, and public speaking. These skills will become ever more important down the road, as the Student Council admirably prepares students for greater responsibility in the outside world.

# STUDENTS

## WHERE I BELONG

### SAJID

*"While our classes give us an opportunity to grow academically, Student Council, for me, represents something arguably far more important – the application of essential skills to bring about a positive influence on others. Ultimately, it's the way we conduct ourselves in a leadership setting that allows for our personality and strengths to shine. Student Council represents a very authentic form of leadership through which the skills of communication, organization, and initiative can be practiced. The real-life applicability of the work we do here, coupled with the opportunity to have a genuine influence on school policies and student life, are what I love most about my role as a Student Council member."*

### YONGYI

*"ISB is very open and welcoming to new students and teachers. Counselors often arrange checkups to see how new students are doing, and even when you don't think the counselors are thinking about how you feel in your first time studying at ISB, they are! Students, in general, are also extremely welcoming – they don't hesitate to say "hi" and introduce themselves. The size of the student population also brings in a diversity of cultures and even hobbies, so it's not hard to find someone with similar interests as you and form friendships that last a long time. I found this to be true when first I came to ISB in the second semester of 9th grade. My counselor constantly checked up with me to see how I was feeling, and made sure that my academic and social needs were met. To me, "belonging" means feeling confident in my own social abilities, and being able to make effective contributions to the school community – and there is no doubt ISB has allowed me to achieve that."*





TEE

*"Being a part of the Student Council this year has truly been one of my most rewarding experiences. Not only have I become much more confident communicating in public settings, I've also gained an understanding of what goes on behind the scenes and how to bring about change as a leader."*

# PARENTS

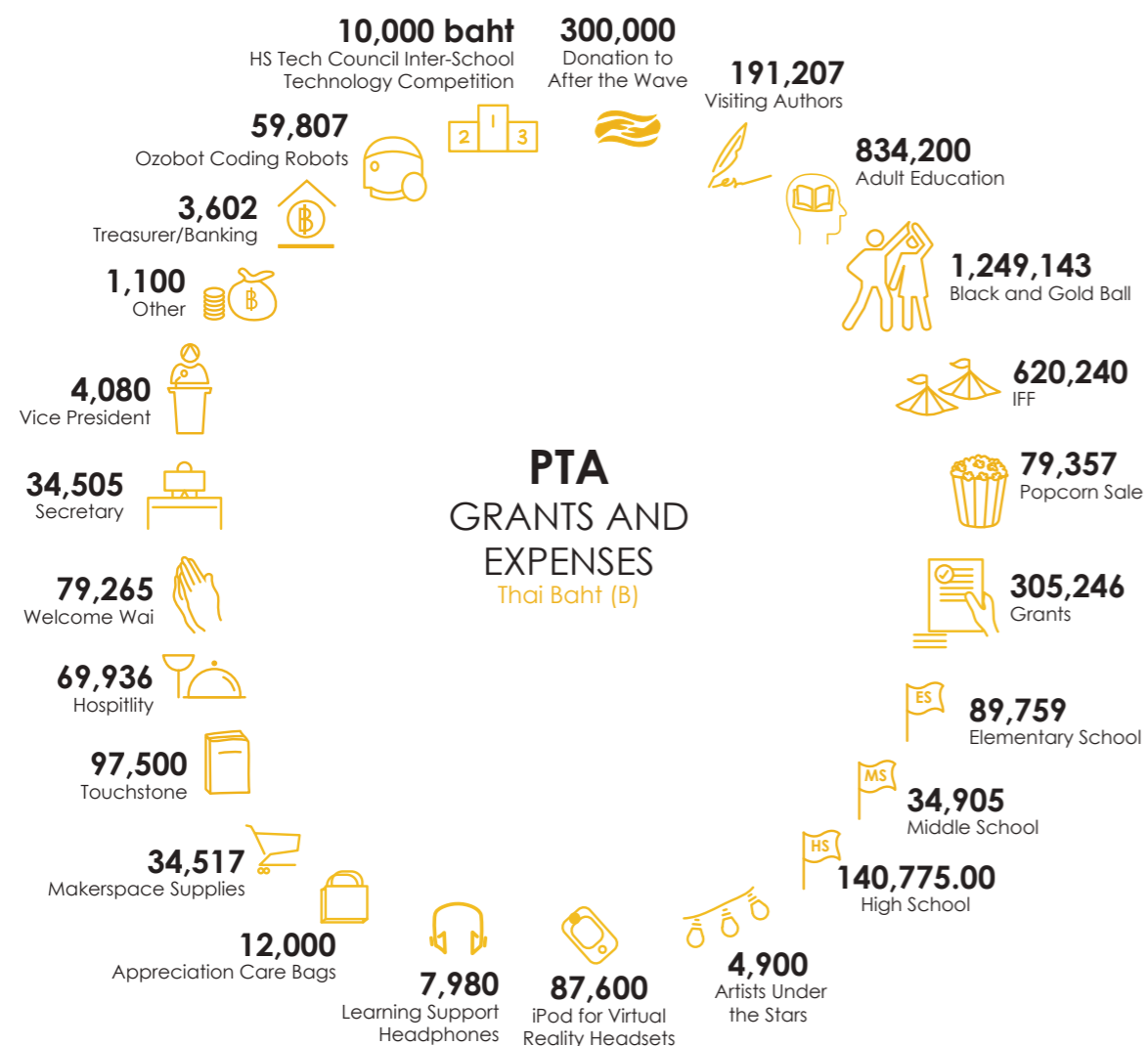
## PTA

We are blessed to have such an incredibly dedicated team of volunteer parents that lead our Parent Teacher Auxiliary (PTA).

PTA members are in an excellent position to follow events and developments around the school, and we highly value their input. The PTA president said "One of our most important goals for this school year was to build on previous boards' efforts to be more inclusive. All parents should feel comfortable contacting us and joining activities and events. It would be counterproductive to give the impression that we are an exclusive group, that PTA is only for a few."

This year we added a beautiful PTA lounge and office for ISB parents. This comfortable new space offers free coffee and a peaceful, air-conditioned room that functions as a welcoming community environment. The famous PTA Black & Gold Ball also returned this year – successfully bringing together parents, staff, and alumni for an elegant fund-raising event that further expanded the impact the PTA could have in supporting student learning.

With a rise in available funds at its disposal, the PTA board approved a budget of 500,000 baht for grants this year, awarding all of this money to the wonderful ideas and pilot projects proposed by parents, staff, and students.



# PARENTS

## BOOSTER CLUB

With a board of 22 parents and administrators, plus more than 100 volunteers, the ISB Booster Club supports our arts, athletics, and activities programs while promoting school spirit. Booster Club helps turn out the ISB community to cheer and support our student body – and also shows off our famous Panther hospitality as we welcome visiting students, faculty, and parents.

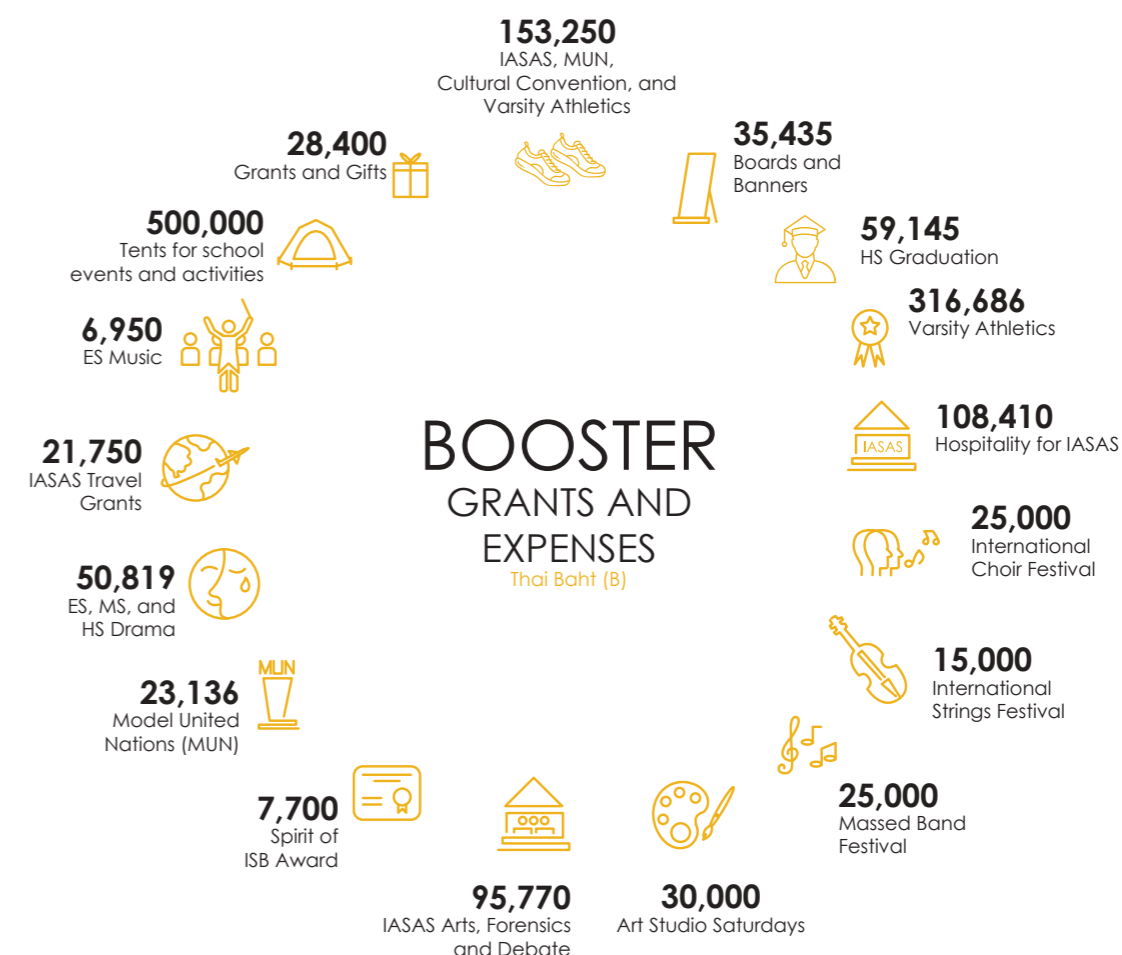
This year, the Booster Club provided extra support and hospitality for the 3 IASAS events: Tennis, Baseball/Softball, and the Cultural Convention, which featured our Art, Dance, Drama, Film, and Tech students. Booster Club also organizes team parents and art advocate volunteers, and curates recognition bulletin boards across campus to celebrate the amazing talents of our student body.

The highlight of the 2018-19 school year was the opening of our brand new, bright yellow Booster Hut, complete with storage, a changing

room, and plenty of space to display our various branded merchandise. The new store is open daily, allowing students, alumni, and parents to shop and show their Panther pride.

This year our fundraising brought together members of the community through events such as the Pancake Breakfast, Spirit Tent (at our ISB sports events), and the sale of Panther Pops. Funds raised at these events totalled 1.5 million baht during the 2018-19 school year, which was in turn used to support arts, activities, and athletics programs. 500,000 baht of the funds raised were used to purchase 7 new shade tents for the ISB campus.

Last but not least, Booster Club celebrates the work and achievements of ISB students through banquet funding and organizing, along with our coveted Spirit of ISB and Sportsmanship awards.



PTA  
GRANTS



Artist in residence  
Jeff Ross.





## 02 | LEADERSHIP

# BOARD OF TRUSTEES

The ISB Board of Trustees' (BOT) primary role is to set, support, review and promote the School's mission. 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. (Every parent of an ISB student is an ISA member.) Elected trustees serve a 2-year term commencing in August following the Annual General Meeting. The BOT meets regularly throughout the school year. There are 3 permanent board committees: the Business Committee; the Committee on Trustees; and the Strategic Improvement and Learning Committee.

## BOARD MEMBERS

JANEWIT KRAPRAYOON	CHAIRMAN. HEAD OF PROGRAM MANAGEMENT, CP MEDICAL CENTER
DR HENRIETTA BULLINGER	VICE CHAIR. INDEPENDENT WATER AND SANITATION CONSULTANT
GRAINNE MACRAE	SECRETARY. DEVELOPMENT PROJECT MANAGER, EDITOR AND WRITING CONSULTANT
ANDY CHAN	TREASURER. CFO/ADVISOR OF HAPPY AND HEALTHY BIKE LANE
ANDY RICHTER	BOARD MEMBER. PARTNER OF AN INTERNATIONAL LAW FIRM
TIM BULOW	BOARD MEMBER. COO, MINOR EDUCATION
DR PRATHIP CHIARAVANOND	BOARD MEMBER.
DR VORAPOL SOCATIYANURAK	BOARD MEMBER. CHAIRMAN OF FINANCE, BANKING, FINANCIAL INSTITUTIONS AND CAPITAL MARKET SUB-COMMITTEE OF NATIONAL LEGISLATIVE ASSEMBLY OF THAILAND
CHRISTOPHER HELMKAMP	BOARD MEMBER.
GURDIST CHANSRICHAWLA	BOARD MEMBER. SENATOR TO THE THAI PARLIAMENT
IRA BLUMENTHAL	BOARD MEMBER. FOUNDING PARTNER OF A LAW FIRM AND OTHER BUSINESSES
JESSICA ZAMAN	BOARD MEMBER. FOREIGN SERVICE OFFICER WITH THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)
JOHN HEINECKE	BOARD MEMBER. COO, MINOR FOOD
NIMIT DAMRONGRAT	BOARD MEMBER. RETIRED BUSINESS EXECUTIVE
PHANTIPHA THONGCHINDAVONG	BOARD MEMBER. MD AT RAMA GARDENS HOTEL

# LEADERSHIP TEAM

Our highly skilled Leadership team include a wide range of positions. Each person plays an integral role in maintaining a level of excellence that ensures 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
SUSAN CANOBIE	HIGH SCHOOL DEAN OF ACADEMICS
DENNIS HARTER	MIDDLE SCHOOL PRINCIPAL
TICO OMS	MIDDLE SCHOOL DEAN OF STUDENTS
CINDY PLANTECOSTE	MIDDLE SCHOOL DEAN OF ACADEMICS
KELLY ARMITAGE	ELEMENTARY SCHOOL PRINCIPAL
SARAH FLEMING	ELEMENTARY SCHOOL VICE PRINCIPAL
KEITH COLLINS	ELEMENTARY SCHOOL VICE PRINCIPAL
BRONWYN WEALE	PRE K-12 CURRICULUM AND LEARNING SPECIALIST
CINDY WARNER-DOBROWSKI	DIRECTOR OF STUDENT SERVICES
DR. ELIZABETH ROSSINI	DIRECTOR OF CURRICULUM AND PROFESSIONAL LEARNING
CHAD BATES	TECHNOLOGY DIRECTOR

# LEADERSHIP TEAM

Elementary School, Middle School & High School

## Elementary School

This year brought immense joy and connection to our Elementary School, with special projects and activities that used collaboration, buddy learning, and service learning to enrich the wider community.

Our young learners partnered with a local library to share a love of reading, and provide books to children around the neighborhood. Another group of students put together a Buddy Bench for recess time – to help all students find someone to play with, and feel a sense of belonging. Another grade level worked on creating “green” and sustainable products by partnering with a local agency whose mission is to create fair employment for women needing financial support.

The Elementary School showed excellent initiative by embracing our learner attributes throughout the year. In particular, the development of a Maker Mindset, through the opening of our Maker Space and introduction of grade specific Maker Challenges, provided opportunities for our students to be Creative, Adaptable, Socially-intelligent, and Self-managing.

Thinking about these Maker Challenges and access to the Maker Spaces helped students work through a Design Cycle process to create and evaluate solutions to different problems. Teams and individuals evaluated multiple models (iterations) to design the best solutions, bringing our ISB Definition of Learning and Learner Attributes to life. These projects were so successful that the Maker Challenges and Maker Spaces will expand and grow in the next school year. This renewed commitment will provide even more opportunities for our students to develop that Maker Mindset, and continue to learn as they understand a problem, design ideas to address it, try them out, and evaluate the results to create new solutions.

“ We support students as they explore, create, and try things. We celebrate mistakes as part of a healthy learning process. It is through such trial and discovery that students spark a genuine passion for ideas, and begin a life-long learning adventure.

Kelly Armitage, Elementary School Principal ”

## Middle School

The 2018-19 school year was a terrific one for the Middle School. We continued to meet the diverse learning needs of our students, with our faculty ensuring that students felt safe and confident to learn, create, take risks, and grow as young people.

Our Advisory Program focused on the social and emotional growth of our children, engaging students around ISB's Learner Attributes of being Self-managing and Socially-intelligent. Students met and got to know many of our staff through our Hidden Circles program, taking the opportunity to express gratitude for their positive impact on school life at ISB and learning about the lives of these important ISB team members outside of school. At this crucial stage of adolescent development, it is important to create an understanding and sense of a “greater community”.

Within the academic setting, students engaged in interdisciplinary learning through real-world contexts, giving them valuable opportunities to transfer their understanding to other situations (an important aspect of our definition of learning). Our young authors developed their craft through a special Writer's Fest, setting down everything from memoirs to scripts, in genres ranging from science fiction to poetry.

Students continued to develop their self-confidence and interpersonal skills through our Wild Panthers Outdoor Education Program, and leadership seminars on weekends, in addition to their day-to-day school work. The ISB Middle School continues to be a place where students can try out new ideas, learn from mistakes, discover passions, and make real life connections – all essential skills as they look toward their future.

“ The Middle School continues to be a place of caring, challenge, and community. Our faculty and students take pride in making ISB a fun, safe place to learn academic as well as social-emotional skills.

Dennis Harter, Middle School Principal ”

## High School

ISB High School continued to develop its Advisory Program, helping our students find their way forward among the growing range of opportunities they encounter. The school also introduced a number of great house events, including House Fest at the end of the school year.

The High School displayed a wonderful sense of school pride, with a memorable Spirit Week and three huge Black and Gold home tournaments during the year. Moreover, ISB Student Ambassadors continued to do a splendid job of welcoming new students to the school, providing these students as well as their families with valuable support.

Our High School students enjoyed great success with extra-curricular activities, including medal performances at the Cultural Conventions within the IASAS family of schools. In athletics, the ISB Panthers won gold in cross-country, volleyball and baseball, and were runners-up in a number of other sports.

The brilliant 'Steel Panthers' robotics team was successful in the regional rounds, winning their way through to the World Championships in Texas.

'Anything Goes' was the featured High School Musical in 2018/19, with performers playing to sellout crowds in the Chevron in November. Our students also presented TED Talks, gave TOK presentations, joined math competitions, and produced extended essay research papers – all with constant support from their teachers.

Our graduating seniors were admitted to universities in 13 different countries around the world. They successfully joined programs specializing in liberal arts, hospitality, science, medicine, law, education, and business.

“ Once a Panther, always a Panther! ”

Justin Alexander, High School Principal



03 | LEARNING

# CURRICULUM HIGHLIGHTS

ISB uses a sophisticated international curriculum that combines the best educational standards with highly effective research-based teaching practices from around the world. A carefully tailored curriculum – one that is transparently communicated and consistently implemented – is our promise to students and parents that the learning opportunities they receive at ISB are meaningful, intentional, and carefully aligned from day to day and year to year.

ISB uses content standards from the US, Australia, International Society for Technology in Education (ISTE), and other countries and recognized educational research agencies, as well as standards written by our own curriculum experts and teachers. Content standards define the knowledge, skills and processes that students focus on throughout their PK-12 education. As students move through their learning at ISB, they are expected to meet each year's standards in order to graduate with the skills needed to succeed in college, their eventual careers and their lives.

It is important to recognize, however, that content standards do not represent the whole curriculum. Instead, they highlight the crucial learning targets that ISB aims to teach students by the end of each year. It is the responsibility of our teachers to provide opportunities for students to acquire that learning. How they reach this goal is another matter – this is where the art and innovation of teaching and learning come into play.

ISB teachers and administrators extensively review the educational research in each content area, looking for the major themes and keys to understanding that will best prepare ISB students for the future. From that research, our teachers then identify the major transfer goals in each content area. A transfer goal is the lifelong process of deep learning that students take from their study of a subject, applying it to multiple contexts throughout their lives. For example, a transfer goal for mathematics is to recognize and solve never-before-seen, 'messy' mathematical problems in which the appropriate solution is not obvious. It is easy to see how this approach could be helpful for students, from ages 3 to 18 and beyond.

Our dedication to the ISB mission, vision, values, and learner attributes creates a solid foundation for effective learning and a positive school culture. From these beginnings, our content standards and curriculum framework paint clear learning targets based on thorough educational research. Yet, it is our teachers who bring these lessons into the classroom, with admirable care and dedication, providing the best education in the world for our students.

Every year, our curriculum allows teachers to apply a tailor-made program that we consistently update and develop – not only to meet the needs of ever-changing learning requirements, but also to provide the best educational outcome to each and every one of our students.



LEARNING





# EXPERIENTIAL LEARNING

LEARNING

The value of learning increases dramatically when it is widely applicable outside the classroom. At ISB, we recognize that our students will go on to follow a variety of pathways in life, which is why we design our courses around transferable learning skills with an international mindset. Experiential learning puts students at the center of every lesson, helping them to understand each concept deeply, while also gaining practical experience in a wide range of situations. In our rapidly changing world, this type of direct learning approach provides an essential introduction to the possibilities our students will encounter after graduation.

ISB's innovative approach to education utilizes a concept known as 'authentic learning'. Researchers from SUNY (State University of New York) have identified 4 characteristics of authentic learning:

- It references real-world problems, detailing the approaches used by professionals to study the issues and present their findings
- It involves creative, open-ended discussion to analyze each issue from multiple angles
- It uses group learning techniques to facilitate a community-like environment for discussion
- It relies on student-directed project work

Partnerships with professional people and organizations are additional components of ISB's global community and extended learning opportunities. Our Pathways Program and Career Fair provide valuable exposure and experience for our students as they begin to look outwards at their future opportunities. Likewise, international visitors to ISB provide additional perspectives for students to consider; such speakers include internationally acclaimed artists, musicians, scientists, as well as business leaders, corporate CEOs and representatives from organizations including Agoda, UN, and Habitat for Humanity.

We constantly ensure our teachers provide the very best and most up-to-date learning opportunities for our students. One way we do this is to invite guest speakers to campus. This year, to support our teacher learning program, we brought in language experts, as well as curriculum developers on our own staff who specialize in professional learning and development.

Having a range of visitors at ISB enriches the learning potential both in and out of the classroom. It also provides students with powerful examples of potential career paths, networking opportunities – and in some cases, ways to develop and explore new interests creatively.

## PATHWAYS

At ISB, we aim to help students expand their future choices through our Pathways program. Pathways facilitates High School internships with companies throughout Bangkok, hosts guest speakers who represent a wide range of professions and industries, and holds a Career Fair on campus each year.

This year's Career Fair brought together dozens of professionals from our alumni, parents, and the wider Bangkok community for a panel discussion and career arena. The panel addressed student questions about how to choose the right career path, as well as how to approach career choices and opportunities. The event also gave our speakers a chance to share their personal stories and life journeys or pathways. The fair gave students the opportunity to ask more detailed questions to the visiting professionals about their particular job and industry.



## GLOBAL COMMUNITY

Here are a few visitors among the many that we welcomed this year, who have added value to our students learning and our global community:

**August 2018** - Dana Lawton Dance, an internationally acclaimed dance company.

**September 2018** - Massed Band Festival, with guest conductor Mr. Gary Gillet; Bangkok International String Festival, with guest conductor Soo Han; Tim Calver (international photographer); and ASISS Conference (a gathering of schools and industry professionals from across Asia, aimed at addressing key aspects of school safety and security).

**October 2018** - Qadasi & Maqhing, visiting traditional African musicians; Jeff Ross, screen printer and visual artist in residence; and Bumble Bee Free Library Pakkret.

**November 2018** - Thai University Fair.

**December 2018** - Mr. Timothy Loke (CEO of Habitat for Humanity); Todd Amatayakul (guest vocalist in our High School Holiday Concert); Steps With Theera; Choral Union (community chorus); Oliver Phommavanh (author); Natalie Lorence (makeup artist); and Kayleigh Ghiot (conservation photographer).

**January 2019** - Pathways Career Day (with a huge range of companies and industry professionals); Jackie Girard Vogl, associate VP SUNY; Children from House of Blessing Foundation (Breaking Boundaries Club); and Mark Hill (physical theater artist).

**February 2019** - 15 members of the Thai National Legislative Assembly Committee on Education & Sports.

**March 2019** - Dr. Shabbi Luthra, a consilience learning specialist; Nicola Davies (author, advocate, and zoologist); Mercy Centre; and Kofi Gbolonyo, UBC ethnomusicology professor and music specialist; New Zealand All Blacks rugby players; East Asia Regional Council for Overseas Schools (EARCOS) Teachers Conference (hosted for the first time on the ISB campus, with proceedings led by Dr. Greg Dale, Dr. Marilyn Stewart, and Dr. Peter Boonshaft);

**May 2019** - Second Chance Bangkok; Bumble Bee Free Library & Street Boys; the World Wildlife Fund, which discussed tiger conservation in Thailand in collaboration with B. Grimm; Thai Craft Fair; and Thulani Madondo, South African social entrepreneur with KYP (Kliptown Youth Program).

**June 2019** - Zero Waste Thailand.

# PROGRAM HIGHLIGHTS

Central to our mission statement is holistic learning as part of a balanced program. In practice, this means we offer a wide range and a great variety of course offerings and activities to help our students get involved. This extra dimension within the ISB student experience is invaluable for their overall well-being, as well as for the pursuit of their own unique passions and future paths.

## ARTS AND ATHLETICS

At ISB, learning through the Fine, Performing, and Applied Arts is valued for all students from Prekindergarten to Grade 12. With over 50 arts-dedicated faculty, staff and instructors, 27 music practice rooms, 12 performing arts classrooms, 7 visual arts studios, 2 theaters, 2 art galleries, a film studio, a Maker Space, and an invention center, every child has plenty of support as they explore their own creativity.

New this year to ISB was the addition of our first ever month-long Visual Arts Residency, featuring renowned print maker Jeff Ross. Although ISB brings upwards of 25 guest artists to campus annually for lectures, workshops, performances, and festivals, having a practicing artist working alongside our teachers and students for a prolonged period allows time to collaborate in a specific medium and to observe a practicing artist at work. Included as part of the residency was the creation of a large-scale work by Mr. Ross, which is now in our permanent ISB collection.

ISB also hosted 2 major arts-centered events in the spring of 2019 – the IASAS Art, Film, Dance, Drama, and Tech Cultural Convention, and the annual EARCOS Teachers' Conference, featuring workshops in the arts, Design Tech, and PE. The regional student event brought together over 150 High School artists from all 6 IASAS schools to work together, and to learn from the dozen guest practitioners brought in for the convention. The EARCOS conference provided professional development for over 800 educators from around the globe.

ISB's Athletic Program is renowned across Asia for its commitment to excellence and its immense community support. ISB offers an elite coaching staff, top-tier facilities, and the opportunity for students to experience a world-class sports program. ISB Panther Teams participate in BISAC (Bangkok International Schools Activities Conference), as well as IASAS (Interscholastic Association of Southeast Asian Schools). The latter association is the top league in Southeast Asia for our Varsity teams, and includes 6 international schools.

In 2018-19, the number of students participating in interscholastic teams increased in every division. Our High School had 339 participants, with an additional 262 in Middle School, and 132 in Grades 3-5. A total of 733 student-athletes represented ISB on interscholastic teams last year, a record number. ISB Athletics remains popular with our students – partly for the fun and excitement it offers, but also because students recognize the value of team participation for their personal growth. Athletics provides genuine opportunities for learning and skill development, which in turn adds immensely to their personal potential in education and in life.

Last year, student athletes at ISB reported an even higher level of satisfaction, growth, and learning than in previous years. Varsity players all give feedback on their athletic experience through a detailed survey that allows them to rate various aspects of the program on a 1-5 scale and give open-ended answers. The questions are all tethered to our ISB Athletic Philosophy, as well as our school's mission and vision. We use this student feedback to gauge our progress in these areas, and identify new goals for our yearly focus.

In 2018-19, the data illuminates a remarkable trend. Across all 17 questions where athletes rate their experience (with over a 90% return rate), responses showed positive growth in every category. Notably, ISB students overwhelmingly say that participating on a sports team provides the opportunity to lead a healthy, active, balanced lifestyle.

## WHAT OUR STUDENTS SAY

### Students Athletic Assessment 5:1

	<b>4.43</b> Participation on this team provided an opportunity to achieve my athletic potential	<b>4.53</b> Participation on this team provided an opportunity to pursue my passion and extend my learning outside of the classroom	<b>4.37</b> Participation on this team provided an opportunity to become more responsible and enrich my community
<b>4.51</b> Participation on this team provided an opportunity to lead a healthy, active balanced lifestyle	<b>4.10</b> How successful were you in achieving these goals (Optional)	<b>4.72</b> I feel my coach know and understands my sport	<b>4.56</b> My coach has improved and developed my knowledge and skills
<b>4.64</b> I trust my coach	<b>4.51</b> My coach helps to create a positive team spirit	<b>4.51</b> My coach acknowledges my strengths	<b>4.46</b> My coach helps me improve on my weakness

Based on a rating scale of 1 to 5, 5 being the highest

In 2018-2019 The number of students participating in interscholastic sports went up in every division, with 339 in the High school, 262 in Middle school, and 132 in grades 3-5.

733  
student  
athletes  
represented ISB on an interscholastic team last year, a record number.

## Involvement in the Arts

50  
Arts  
Programs

1200  
Art  
Students

70  
Events

25  
Field  
Trips

# PROGRAM HIGHLIGHTS

## LANGUAGES

Our language offerings are designed to help students become proficient in listening, speaking, reading and writing skills, while also gaining a deeper understanding and appreciation of cultures from around the world.

ISB offers an extensive World Language Program with 6 languages in the Middle and High School during the school day: French, Japanese, Korean, Mandarin, Spanish and Thai. Some of these are offered as both Non-Native and Native Languages.

Each of our language-based offerings aims to provide a holistic introduction to language in a cultural context. The ISB approach to language teaching emphasizes academic, as well as, social language; forging connections between languages; and engaging with high cognitive, authentic, language-rich learning experiences. At ISB, language class is as likely to feature a debate, a scavenger hunt, or a mock newscast, as it is to have flashcards and grammar quizzes. Teachers work to infuse each class with high-level practice of speaking, listening, reading, and writing.

A major highlight for this school year was the decision to expand our after-school native language classes within our Native Language Academy, and double the amount of learning time for our students. ISB's Native Language classes include Thai (Elementary School, Middle School, and High School), as well as French, Japanese, Korean, Mandarin, and Spanish (Middle School and High School).



## DIGITAL EMPOWERMENT

ISB's technology program builds a framework around 3 key competencies, which act as a roadmap to the 'Digital Empowerment' of our students.

1. **Digital Literacy:** The ability to use digital resources in smart and ethical ways.
2. **Design Thinking:** An approach to problem-solving that moves learners through a process of understanding a problem, designing/creating solutions to prototype and test, and then conducting a focused evaluation to determine the effectiveness of the solution in order to scale or re-design.
3. **Computational Thinking:** Expressing problems and solutions in a way that computers can process.

With these 3 foundational concepts in mind, throughout our curriculum we have designed courses and units of work to help students develop these skills. In both the Middle School and High School, new subjects in coding were developed in preparation for their roll-out in 2019-20. Design Challenge units were also introduced to each grade level in the Elementary School. These units are closely tied to our Core Curriculum, effectively linking computational thinking and problem solving with the rest of our academic focus.

In terms of hardware, the 2018-19 school year was a busy time for the IT Department, as 1,100 units of the latest-generation MacBook Air computers were rolled out mid-year, replacing our older MacBook Pro laptops. Each student from grades 6-12 was issued a new laptop in a one-to-one environment.



# PROGRAM HIGHLIGHTS

## OUTDOOR EDUCATION

ISB's Wild Panthers Outdoor Education Program continues to provide a series of 3-day, 2-night experiential events for Middle School students. Each expedition is unique in the scenario-based challenges that it poses to students, pushing them to solve problems and to step out of their comfort zones in an atmosphere of safety and cooperation.

Students later reflected on their experiences and the learning that took place, and were challenged to transfer this learning to other parts of their lives. By identifying how each experience can serve them when faced with difficult or challenging situations, students can prepare themselves effectively for success in both the present and the future.

This kind of learning and development process benefits from the small class size within the program. Each Outdoor Education class brings together a maximum of 24 students, letting every learner experience the project in a highly personal way that produces genuine enrichment.

Our Environmental Wilderness Campus (EWC) also saw great use over this school year. The following is a list of new programs and outdoor experiences hosted at the Environmental Wilderness Campus:

- The Grade 8 program included the addition of a "service learning" component, in which local school students from Nongyaplong Wittaya were invited each week to participate. ISB students prepared and facilitated short activity sessions, including sports, card games, English language games, and handicrafts.
- The addition of a Grade 5 'Crossing the Bridge' transition camp provided a 3-day, 2-night trip focused on teamwork and problem-solving. All Grade 5 students attended with their homeroom teachers.
- Our High School astronomy club hosted a stargazing-weekend event.
- High School varsity rugby and soccer teams hosted retreats on the Environmental Wilderness Campus (EWC).
- EWC hosted the High School Harvesting Hope Club
- EWC hosted an environmental summer school.
- The High School environmental systems and societies clubs, along with a number of biology and geography classes, used EWC and the north entrance to Kaeng Kachan National Park, to expand on in-class and out-of-class experiential learning.
- Middle School and Elementary school went to the EWC for a number of eco-trips and class-related learning programs.
- PTA parents had the opportunity, along with a number of ISB staff and board members, to visit the campus as part of a getaway trip.
- Our landscape water system was renovated and upgraded, to maximize our ability to deal with potential forest fires.





# ACTIVITY HIGHLIGHTS

ISB offers a range of choices as part of our after-school programming and our community activities. This extensive range of options allow students to develop a balanced, active, culturally diverse and enriched lifestyle.

**Achieve their academic potential by:**

- Developing and extending talents.
- Transferring knowledge, skills and understanding to a variety of "real life" settings.

**Be passionate, reflective learners by:**

- Discovering personal skills and talents through exploration.
- Exhibiting the ability to stop and think about their talents.

**Become caring, global citizens by:**

- Interacting positively and effectively with students in a variety of settings.
- Understanding that citizenship is reflected in their service to others.

**Lead healthy, active and balanced lives by:**

- Working in groups or as part of a team to achieve success.
- Understanding the importance of balancing responsibilities.

All of our activities are driven by our vision, mission, core values, and our definition of learning. They provide opportunities for students of all ages to participate in a broad range of curricular and co-curricular programs that enhance their personal and academic development.

ISB offers a wide variety of choices for students to explore and develop their creative abilities, either through after-school or community activities. Programs include dance, gymnastics, wrestling, soccer, swimming, tennis and so much more. The ISB campus is busy every weekend, and there is never a shortage of activities to engage and excite students of all ages.



# SUPPORT

At ISB, support for our students is at the heart of our learning and curriculum structure. With the help of our college counselors, social-emotional counselors, school psychologists, and learning support programs, we encourage our students to be the best version of themselves, as they discover new interests and develop their individual talents. As a fully inclusive school, ISB's dedication to a Culture of Care involves every person in our community, providing an emphasis on being cared for, caring for oneself, caring for others, and caring for the world.

Students receive guidance and support through school programs and on an ad-hoc basis. Programs include Freshman Seminar, small support groups, academic planning and scheduling, and individual counseling. In addition, we work with students as needed when questions, concerns or problems arise that need to be dealt with immediately (crisis intervention).

We work from an all encompassing viewpoint, providing academic, social and emotional support to students. Our counselors assess and deliver the optimum program for each individual student. They accomplish this task by conferring with one another, as well as with college counselors, school administrators, and teachers.

## SOCIAL-EMOTIONAL SUPPORT

Students from PreK1 through Grade 12 have access to and support from counselors. Our social-emotional counselors foster a safe learning environment through ISB's comprehensive and proactive developmental guidance program. In an ethical and confidential manner, school counselors serve as student advocates, respect individual differences, and support the holistic needs of the diverse student population in collaboration with the wider school community.

## COLLEGE COUNSELORS

ISB is a college preparatory school with around 98% of our graduates going on to further education at colleges and universities around the world. The ISB High School has 4 dedicated, college counselors to help our students and families through what could otherwise be a complicated and daunting process of finding and applying for the right college.

Our college counseling team helps guide each student and their family through the college research and application process, providing advice when needed and advocating for each student once they are ready to apply. This process has proven to be successful, as evidenced by the number of colleges and universities around the world that have offered places to our graduating students in recent years.



# LEARNING SUPPORT



We believe that learning in a diverse environment has the potential to confer benefit for all learners, teachers, and our community. Our Learning Support teams are comprised of certified and experienced special educators, Speech Language Pathologists, and School Psychologists. We also have an Occupational Therapist who provides services at ISB.

Our learning support program supports students with various personal and educational needs through a Multi-Tiered System of Support (MTSS), to ensure that support is matched to need. Our services are provided through small group instruction, co-teaching, and out-of-class support. Through our commitment to personalized support, many of our students develop the tools and strategies they need to transition out of learning support services and find success independently.

Helping students become more self-aware has been a very important step in teaching them to advocate for themselves. In 2018-19, students receiving learning support services became more confident in asking for accommodations, such as extra time and a separate location to complete class assessments. Learning the difference between equality and equity helped them to better understand themselves as learners, and to utilize the support available to them.

HS STUDENT

*"I believe that the Intensive Studies program is a massive help to students who struggle ... and I am truly thankful for all the support it's given me over the years."*

# LEARNING SUPPORT

## CHALLENGE AND ENRICHMENT

ISB uses the Talent Development Framework to ensure we are meeting the appropriate levels of challenge for all students, including the highly able. This approach provides different levels of access for students to extend their learning. The 4 levels of the Talent Development Framework ensure that all students have access to the enrichment activities provided in Level 1. As the levels increase, services become more individualized, more selective, and are more closely based on interest or areas of expertise. The Talent Development Model aligns with our Multi-Tiered Systems of Support used to address other learning differences, and often utilizes the same structures to identify students.

For most students, we find that placement is most appropriate with similar-aged peers, in heterogeneous classrooms, with effective differentiated instruction and enrichment opportunities. When such differentiation and extension strategies make it difficult to provide an appropriately challenging level, or begin to restrict access to collaboration with classmates, other options might be considered. For some highly-able learners, an appropriate level of challenge can best be achieved by affording them access to a curriculum, learning environment, and instructional interventions commensurate with their abilities, which may be more commonly provided to older students.

**Level 1: Discovering and building services  
for ALL students**

Providing foundational skills and tools

**Level 2: Curious and exploring services  
for MANY Students**

Engaging and verifying interests

**Level 3: Enthusiastic and performing services  
for SOME students**

Meeting the need for alternative opportunities

**Level 4: Committed and excelling services  
for a FEW students**

Responding to blossoming expertise and the need for highly individual services





ISB PARENT

*"He has had a great year ... and he is one of the top students in his class. He is happy, adjusting well to life in Canada, and doing well ... what you do does make a difference in kids' lives. We are so grateful you touched our lives in such a positive way."*

# LEARNING SUPPORT

LEARNING

## ELEMENTARY SCHOOL

The Intensive Learning Center (ILC) for Elementary School opened in August of 2017 for students diagnosed with significant learning needs. This is the first program of its kind in Bangkok, and has become a model for other international schools across the region and beyond. ILC students are given individualized instruction which is tailored to their IEP goals. They receive Speech Therapy and Occupational Therapy as part of the program.

Students are included in their homeroom classrooms for as much of the school day as possible, so that they can learn in an environment alongside their same-age peers. Students in the ILC participate in all special classes (art, music, PE), and have been involved in PK-12 school events such as leading a Peace Day song, cheering at IASAS events, and participating in the annual Kid's Triathlon. Our ILC students work hard to achieve their academic goals, learn daily living skills, participate in all elementary school events, and create lasting friendships. This is the true definition of inclusion.

The Elementary School Learning Support department also takes special care to meet the needs of a diverse group of students with mild to moderate needs. We provide intensive small-group pull-out support to students on alternating days, along with daily co-teaching support. Our MTSS approach ensures that services align with student needs.

## MIDDLE SCHOOL

Middle School Intensive Studies (IS) classes are provided for students who need specific intervention in any or all of the following areas: reading, writing, math, and organization. In addition to the IS classes, students receive in-class support through a co-teaching model in many classes, and have opportunities for additional support after school. A number of students each year develop the skills needed to move beyond this level of support, and are then able to successfully participate in their classes, continuing to receive differentiation and accommodations from their regular classroom teachers.

## HIGH SCHOOL

The High School Intensive Studies class is offered as an elective in addition to in-class assistance facilitated by learning support teachers. This school-wide commitment to student care means that those who have unique learning needs receive comprehensive support throughout their day.

This year, of all our High School students who enrolled in direct learning support services, almost a quarter (10) successfully transitioned out of the program.

One High School student said, "I believe that the Intensive Studies program is a massive help to students who struggle ... and I am truly thankful for all the support it's given me over the years."

This view is commonly shared by students who have transitioned out of the learning support program, and is a testament to the program's ability to help students develop self-managing skills.

Just as importantly, our team continues to provide ongoing support for students who need to stay in the learning support program until they graduate. Students who stay in the program develop comprehensive post-secondary transition plans that extend the learning support team's impact long after graduation.



# WELLNESS

The programming of health and wellness at ISB has evolved significantly over the past 3 years. Wellness is explicitly integrated with PE and classroom teaching at the Elementary School level. In the Middle School, Grades 6 and 7 Wellness is taught in 3-week rotating units during scheduled PE time. The units are taught by a health and wellness teacher specialist in a dedicated wellness classroom. This teaching model allows all students to experience health and wellness education from a content specialist, flexible learning and increased student engagement.

Beginning in Grade 8, and continuing in Grades 9 and 10, all students have an entire semester of Wellness as a part of their regular class schedule, taught by a Wellness specialist educator. This is a significant increase in the teaching time of Wellness in the Middle School and High School illustrates ISB's dedication to the wellbeing of our students.

In Middle School and High School there is a coordinated collaboration of Wellness topics and curriculum. The courses are designed around skills for health – self-management, goal setting, decision making, advocacy, accessing information, and analyzing information.

The practice of mindfulness is also a fundamental skill that is practiced for all students in Grades 6-8, and is taught by certified mindfulness instructors. Mindful practices support skills for resiliency, such as self-regulation, emotional awareness, impulse control, and empathy for self and others. Mindful practices are taught in some Elementary School classrooms, driven by teacher interest. ISB is creating structures this year to ensure that all students in the Elementary School, Middle School and High School have access to mindfulness programming throughout their school experience. This year we added 2 mindfulness coordinators to each division level, as well as a Mindfulness Committee which is led and coordinated through the Learning Design Center.

Wellness is a key part of ISB's commitment to a Culture of Care and extends into our staff and parent community. Staff are offered wellness opportunities with their professional learning and encouraged to continue self-care through wellness benefits as part of their contracts.



## STUDENT FOCUS

The High School Technology Council is a student-led council with a mission to “influence and lead technology integration at ISB”. This year they led the Virtual Reality (VR) workshops for teachers during the teachers’ Professional Development Day. Working alongside our curriculum experts, they suggested ways to integrate the use of VR into the school curriculum. They also assisted the PTA with the International Family Fair ticket scanners, and arranged a number of technology-related school events.

This year’s highlight for Technology Council was the first annual Inter-School Technology Competition (ISTC), a student-run event which consisted of a variety of technology-related activities including coding, graphic design, photography, and film; as well as workshops led by students and SEAC, a sponsoring company. The goal of this event is to showcase the students’ diverse technological talents, and emphasize the importance of these tech-related fields in school. The ISTC brought together participants from ISB, and other schools, Middle School and High School. The participants were given a chance to explore different aspects of technology, and develop their skills. Awards were given to the best-performing teams and individuals in all areas.



## MONTAWAN

*“The Technology Council team has been working on organizing this event for the past 2 years, and is extremely delighted to see our vision become a reality. This year’s event was a great success and we hope to expand our project to involve more schools next year!”*



## 05 | ENRICHING COMMUNITIES

# GLOBAL CITIZENS

Our ISB vision and mission challenge every member of our community to enrich communities, while encouraging our students to become caring global citizens. We therefore provide service learning opportunities for our students throughout their education at ISB, starting with class service projects in the Elementary years, and culminating in student-driven activities in the High School. All students at ISB are involved in service in some form, with many of our students embodying this mission statement and pursuing service opportunities even beyond their time at ISB.

This year we saw our mission and vision come into play through experiential learning – from the Elementary School's Maker Challenge, to the Middle School's One Day projects, and the High School's Global Citizenship Week trips.

Our High School service clubs are especially focused on enriching others, and are a superb example of the ISB ethos of giving back to the local and global community. They beautifully represent the mission and values of our school, as applied to real-life situations outside campus. Participation in these activities helps students learn the true importance of empathy and community, as well as the value of learning through action.

These High School service club goals are achieved through activities such as peer tutoring, teaching younger students, and being buddies to students in the Intensive Learning Center. Students in High School clubs have also aided faculty and staff by building websites for Elementary teachers, and teaching English language skills to the security team and bus staff.

Outside the city, our Habitat for Humanity club carried out 3 builds, the Operation Smile club went to Northern Thailand to help the families of children getting cleft lip surgery, and the Diving Panthers picked up trash on the beaches of Pattaya. Our High School service clubs truly make a difference as they enrich the community at school, around the local Pakkret area, and beyond.

ISB service club activities and events help students genuinely live our values and attributes. Students in these clubs show commitment, care, and excellent skill at self-managing, whenever they make time to travel after school to teach English at a nearby elementary school, or go visit toddlers at a local orphanage. They are adaptable and socially-intelligent when they are helping another student swim, bike and run in the Kid's Triathlon – and through every act of care and commitment, their approach is entirely value-driven and globally-minded.

Yet this project of enriching communities extends beyond our service clubs and classroom subjects. This year our students worked together to design and build dog houses for stray dogs at a local charity, and also sold socks in support of Down's Syndrome Awareness Day. Elementary and Middle School students high-fived High Schoolers on their last day of school, for the senior appreciation walk.

Time after time, our learners produce intellectual, humanitarian, and creative thoughts and actions that honor the true spirit of our school's vision. It is no exaggeration to say that their efforts make ISB, the wider community, and indeed the world a better place.





# GLOBAL CITIZENSHIP WEEK

Global Citizenship Week (GCW) is a dedicated week of experiential learning, both in and out of Thailand. The core ideal is embedded in our vision, values, our student attributes, our mission, and in our Culture of Care strategic initiative. We know that, for children to become caring global citizens, they must see beyond themselves. GCW is an excellent example of applied, learning that helps to develop Adaptable, Value-driven, Self-managing and Globally-minded people.

GCW trips can include anything from internships at ISB or Bumrungrad Hospital Bangkok, hiking in Nepal or Komodo, building houses through Habitat for Humanity, to helping out at marine conservation programs. It is immersive learning that embodies the concept of "experiential learning".

High School Principal Justin Alexander said, "One of my key responsibilities is to provide our students with opportunities. Opportunities to learn, to engage with and enrich communities, to lead, to collaborate, to be adaptable and to be more globally-minded. GCW provides all of these opportunities and more for our ISB students. The fantastic learning opportunities that our students have, whether they are immersed in service programs in Thailand, trekking across the foothills of the Himalayas, or discovering culture and communities in Indonesia, to name but a few, are examples of experiential learning at its best. I love seeing our students thrive in these learning environments, with real-life opportunities that extend far beyond the classroom walls."

One High School student had this to say about his Global Citizenship Week experience: "Life on the Mekong was amazing. It was a rare opportunity to be immersed in the village culture of northern Thailand, and to enjoy the beauty of nature in one of the most disconnected yet connected weeks possible. Through exploring a waterfall, stargazing, and hands-on work with the local fish population, we were able to be in touch with nature while getting closer to our peers. Everyone was able to take away something valuable from this trip with so many activities."



# SERVICE CLUBS

Service at ISB is a much-celebrated and ongoing part of our educational program, and contains the following very important elements:

- Academic and/or personal relevance, rigor and application
- Social analysis and higher-level thinking skills
- Student voice and choice
- Aspects of social and emotional learning
- Opportunities for authentic student inquiry
- Respectful understanding of diversity and shared goals
- Global connections
- Emphasis on intrinsic value over extrinsic rewards
- Reflection

The clubs in the High School are initiated and organized by students. Therefore, the clubs are all based on student interests and passions. Some of these result in advocacy clubs that make videos, or poster campaigns to raise awareness of human rights issues and the effects of overfishing on the planet. Others become direct service clubs whose members play soccer with disadvantaged children, teach English in the local community, build homes for those without, and run with students in the Intensive Needs Classroom so that they, too, can be athletes in the Kid's Triathlon.

Club activities also include charitable work such as donating books to local Thai kindergarten classrooms, and creating art to display in a nearby hospital, to name a few recent initiatives.

These clubs give students authentic leadership opportunities in areas of their own interest, often working with organizations and people outside of their ISB comfort zone. This arrangement lets students try new things – such as rock climbing, theater stagecraft, broadcasting, or photography – in a low-risk environment. By embracing these new types of experiences, students can develop a genuinely healthy, balanced, active lifestyle. Moreover, as students step out of their comfort zones, they learn to be more self-managing and socially-intelligent.

ISB now has several new clubs for students to join in order to enrich the greater community. These include Broadcasting, to work with live-streaming events; CS4ALL (Computer Science for All), to help students in the local area learn coding skills; Glasses for the Masses, to improve eye care for the less fortunate; and Astronomy, to share the stargazing experience with Elementary School students, using a telescope.

## SUCCESSES

- The Technology Council presented virtual reality tools and their potential uses to teachers on Professional Development days.
- Operation Smile went on a mission trip to Northern Thailand.
- The English Service Project continued to increase its number of adult students. They teach English to some of the security guards, Montri bus drivers, and B&G staff.
- More than 100 students and families attended the 2nd annual Celebration of Service.
- Over 80 ISB high schools volunteered for the 23rd annual Junior Special Olympics.
- The Habitat for Humanity Club organized 3 builds.
- The International Honor Society continued its partnership with our counselors to facilitate Middle School leadership seminars.
- We are excited about the addition of the very talented Patarin Boonswad as the Student Activities/GCW secretary.

## High School

36

### Service oriented clubs

77 clubs, of which 36 are exclusively service oriented

92%

### Average student participation

550 out of 595 students participate in at least one club or event throughout the year



### Junior Special Olympics

95 ISB High School students participated in the 22nd annual Junior Special Olympics



### Documented Service

Over 4600 hours of service documented



### Leadership in Service

32 students were awarded Outstanding Leadership in Service awards



### Community Service Awards

56 students were awarded Community Service Awards (as "MVPs")

## HS STUDENT

*"Many times students join clubs just because their friends are doing it or they need service hours. Once you start going, however, you realize that's it's actually fun and meaningful being able to help someone."*

# SCHOOL CLUBS AND ACTIVITIES

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

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



The Technology Council presented virtual reality tutorials to teachers on Professional Learning days.



Operation Smile went on a mission trip to Northern Thailand.



The Habitat for Humanity Club organized three builds.



The International Honor Society assisted counsellors in facilitating Middle School leadership seminars.

## High School clubs for 2018-2019:

In 2018-2019 students dedicated over 10,000 hours to various clubs at ISB.

Over 4,500 Hrs.

Service club attendance

Over 10,000 Hrs.

Total club attendance

# SCHOOL CLUBS AND ACTIVITIES



## Club activity monthly themes



## SERVICE LEARNING REFLECTION

Service learning enables us to develop relationships that can grow over time, so that we can build strong partnerships within our community. One of these partnerships was formed through the Bumble Bee Free Library English Program (BBFL) this year, with young learners from this program coming to visit ISB's Elementary students and school library.

In Grade 1, students decided to create a Buddy Bench in the ISB playground, where students could arrange to meet each other or find new friends. The students then decided to teach the rest of the school and community about the bench by making posters, videos and books. In Grade 3, students raised money for Second Chance Bangkok by doing a read-a-thon. Then, Second Chance Bangkok helped them think of ideas for students to use in their Shop Sustainable Marketplace unit.

Grade 5 students attended presentations from the High School service clubs to learn the importance of recognizing an area of need, and then developing a service project to support that area. They applied their learning by advocating for living things that cannot speak for themselves, focusing on issues such as animal exploitation in the tourism industry. In such ways, Elementary School students are enriching their own ISB community, the wider Thailand community, and our global community through their service learning experiences.

A large audience is seated in a hall, facing a stage. The stage features several large projection screens displaying the text "WHY" and "HOW". A band is performing on the stage. The audience is diverse in age and appearance. The hall has a high ceiling with stage lights.

EARCOS 2019 at ISB

## 06 | DEVELOPMENTS AND ACHIEVEMENTS



# KEY DEVELOPMENTS AND ACHIEVEMENTS

This was a year of many firsts, as well as great accomplishments that have come together over time. We had another year of fantastic academic performance, revision of school and student safeguarding processes that led to being re-accredited by Keeping Children Safe, installation of top-of-the-line air monitors, and world-class teacher events hosted at ISB. Here are just a few of this year's developments and achievements.

## **US Embassy grant – your child is our priority**

ISB received a grant of \$500,000 from the U.S. Embassy Soft Target Grant for International Schools. This grant was awarded as a result of an in-depth application and justification statement prepared by the ISB Risk Management office and the Bangkok US Embassy Regional Security team. The grant is being used to completely replace our CCTV and access control system. The new system will be focused on enhancing student safeguarding and overall campus safety, which will support the work of our 46 security guards.

## **School safety**

The safety of our students, staff, and community members is always at the forefront of everything we do on campus – and that same philosophy applies to when our students travel. ISB has a membership with International SOS, who supports all of our travel with medical emergency response plans and travel safety reporting. In addition, we recently added a feature to our membership called Travel Tracker. This software connects to our travel companies, allowing all school-booked travel to be uploaded to an online platform. Travel Tracker allows our administration to have a clear picture of where our students are at all times. There are many additional features of the system that provide enhanced travel safety tools.

## **Air and heat monitors – keeping our students safe**

With the increased attention to air pollutants in Bangkok, ISB took a big step forward in monitoring air quality around our school. We purchased a Thermo Fisher ADR-1500 monitoring device to get accurate pollutant readings on campus. Air quality guidelines were also reviewed and updated, to define outdoor activity modifications based on the levels recorded by the Thermo Fisher unit. Along with the outdoor monitoring, we have placed various indoor sensors around the school to evaluate teaching and learning spaces. In May, we selected a positive pressure filtration and dehumidifier system, which will be installed in all of the classrooms to keep indoor pollutant levels under 10mg/m3. We hosted the Air Quality Symposium, bringing in a range of experts to discuss the growing concern around high pollution levels in Bangkok in the winter period.

## **EARCOS**

The East Asia Regional Council of Schools (EARCOS) held its 17th Annual Teachers' Conference at International School Bangkok (ISB) from March 21-23, 2019. The conference attracted over 800 educators from around Asia. Presenters, including a number of ISB educators, shared insights into effective teaching practices, while strengthening cultural understanding in a positive community environment. These goals fit nicely within ISB's own philosophy of developing a positive, internationally oriented mindset where educators can express their passion for continuous learning and improvement.

## **ISB's Teacher Spotlight campaign**

Following the launch of our new website, we rolled out an extended blog campaign focusing on the quality and range of ISB teachers, how we hire, who we hire – and ultimately how our incredible group of diverse teachers help students achieve their best.

In order to convey the deep appreciation we have for our amazing faculty, we profiled a small but remarkable selection of teachers who represent just a fraction of our extraordinarily talented and dedicated team. ISB teachers bring a wide range of skills and backgrounds to our campus, and they are at the heart of what makes ISB a world-class institution. The series was a success with students, parents and staff – a testament to ISB and our commitment to excellence.

## **Rajendra Hall makeover**

We revamped the Rajendra Sports Hall and installed a giant plasma screen to showcase all the event scores, school videos and live sports feeds. The screen was used during our high school graduation.

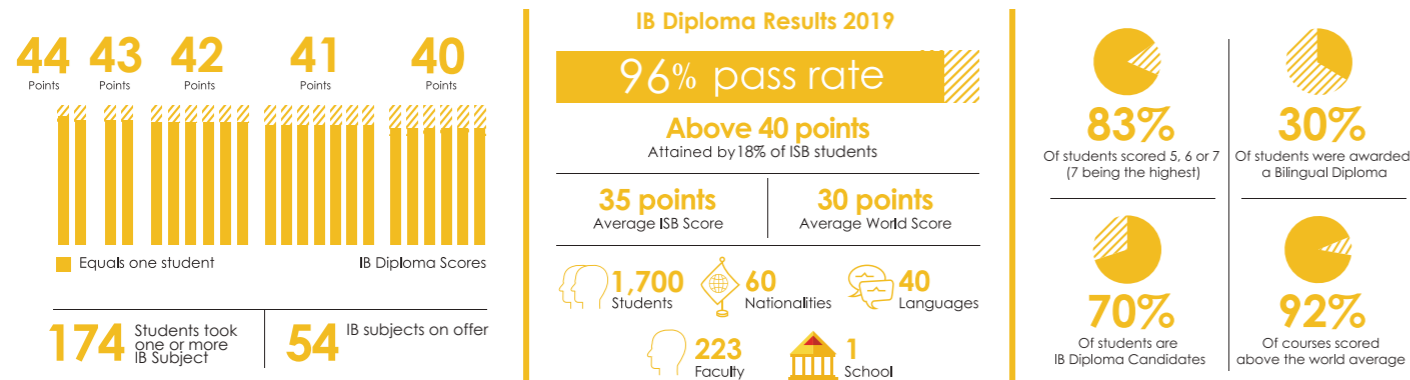
# MEASURING SUCCESS

The ISB Class of 2019 are already off experiencing the next chapter of their lives. Many started their university education in August or September, while others will begin in February, March or April of 2020. A few 2019 graduates are taking a gap year or attending to their military service, while 49 percent of our graduating class matriculated to 23 states in the United States, and 45 percent matriculated to 15 other countries.

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 our students being accepted to over 100 colleges in close to 20 countries across a variety of disciplines. Our newest graduates are now beginning to study hospitality at École Hôtelière de Lausanne, materials science and engineering at Stanford University, environmental management at Universiteit Utrecht, Japanese culture at Waseda University, and international business at McGill University, among many other exciting educational directions. ISB is proud to have nurtured the talent and drive that has enabled our students to reach the next level.

## INTERNATIONAL BACCALAUREATE RESULTS

The IB results for the Class of 2019 were impressive. This is ISB's 35th year of offering the IB Diploma Program. 19.5% of our graduates received 40 points or higher on the exam, and over 30% were awarded a bilingual diploma. Within the latter group, the list of languages offers a glimpse of the multilingual and diverse background of our community, as it includes Danish, Japanese, Korean, Mandarin, Norwegian, Spanish, Thai, and Vietnamese.



### IB Results - Class of 2019

- 174 ISB students took exams in 57 different IB courses and levels
- As an inclusive school, we are committed to successfully serving students representing a full range of learning styles. As such, we support all students who wish to attempt the full IB Diploma Program

Historical Data	2019	2018	2017	2016
Students Scoring 40+ Points (% of candidates)	20%	15%	16%	16%
Diploma Pass Rate (World Average ≈ 79%)	96%	97%	96%	97%
Average Grade per Subject (World Average ≈ 4.7)	5.5	5.4	5.1	5.3
Average Total Points (World Average ≈ 30)	35	35	34	34
IB Bilingual Diplomas Awarded	41	35	30	27



### Baccalaureate Diploma Results

Number of Diplomas	ISB IB Diploma Pass Rate past 5 years%	World Average Pass Rate%	Average Overall Diploma Points	Range of Points
114	97%	78%	34	44 - 21

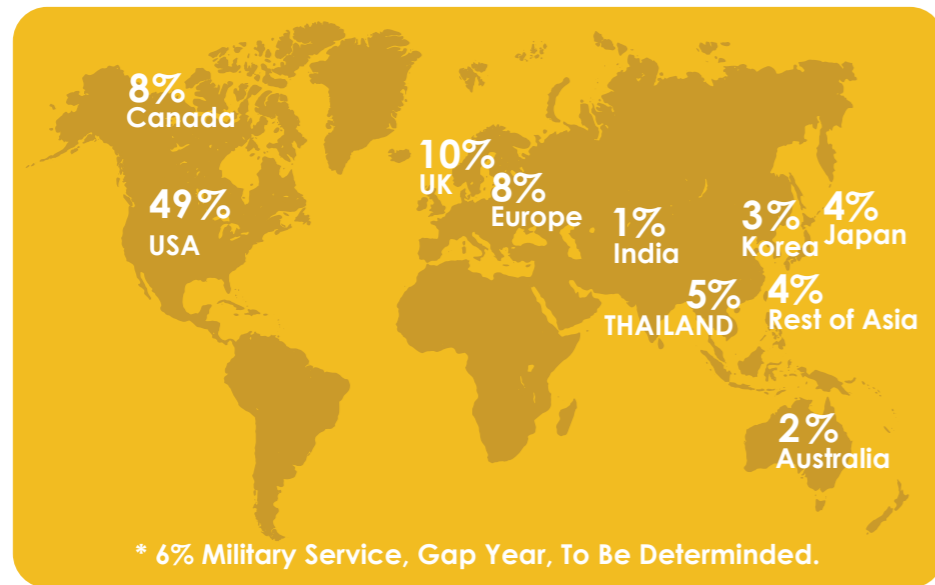
### Overall IB Scores - Diploma, Certificate and Anticipated Candidates

Number of Candidates	Percentage of 5-7s	Percentage of 4 or higher	EE grades at A or B	TOK grades at A or B
174	76%	94%	53%	56%



# MEASURING SUCCESS

## Destinations (%) Class of 2019



## Acceptances and Matriculations classes of 2017-2019

Names in **bold italics** represent a Class of 2019 matriculation; more than one matriculation last year is noted in parenthesis

Australia and New Zealand	Science & Technology	Hogeschool Utrecht Korea University Leiden University College Rotterdam University of Applied Sciences Technische Universiteit Delft Tio University of Applied Sciences
India	Thailand	<b>Universiteit Leiden(2)</b> Universiteit Maastricht <b>Universiteit Utrecht</b> <b>Universiteit van Amsterdam</b> University College Utrecht University of Groningen Vrije Universiteit Amsterdam Wageningen Universiteit
Japan	Rest of Asia	<b>United Kingdom</b> Aberystwyth University Bath Spa University Birmingham City University Bournemouth University British and Irish Modern Music Institute Brunel University London Cardiff University City University of London Coventry University Durham University Goldsmiths, University of London Heriot-Watt University Imperial College London Institute of Contemporary Music Performance <b>King's College London(2)</b> Kingston University Lancaster University Leeds Trinity University Liverpool Hope University <b>Liverpool Institute for the Performing Arts</b> <b>London Centre of Contemporary Music</b> London Metropolitan University London School of Economics Loughborough University Manchester Metropolitan University Manchester University <b>Met Film School (London)</b> Newcastle University
South Korea	Netherlands	<b>Nottingham Trent University</b> Oxford Brookes University Queen Mary University of London <b>Regent's University London</b> <b>Richmond, The American International University in London</b> Royal Holloway, University of London <b>Royal Northern College of Music</b> Royal Veterinary College Sheffield Hallam University St George's, University of London Staffordshire University Swansea University <b>University College London(3)</b> University for the Creative Arts <b>University of Aberdeen</b> University of Bath University of Bedfordshire University of Birmingham University of Brighton <b>University of Bristol(2)</b> University of Cambridge University of Central Lancashire University of Dundee <b>University of East Anglia</b> University of Edinburgh University of Essex 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 London SOAS University of Manchester University of Nottingham University of Plymouth University of Portsmouth University of Reading University of Roehampton University of Salford University of Sheffield
USA	Rest of Europe	American University of Paris Copenhagen Business School Culinary Arts Academy Switzerland <b>Ecole Hoteliere de Lausanne</b> ESSEC Business School <b>EU Business School - Geneva</b> Gilon Institute of Higher Education Grenoble School of Management <b>IE University</b> <b>Institut Paul Bocuse</b> Institute of Technology, Carlow Jacobs University Le Cordon Bleu Paris Les Roches Global Hospitality Management Limerick Institute of Technology Marbella International University Centre Norwegian School of Economics Queen's University Belfast Trinity College Dublin Universita Bocconi University College Dublin University College of Southeast Norway University of Veterinary Medicine, Budapest Warsaw University of Life Sciences Waterford Institute of Technology WHU-Otto Beisheim School of Management
Canada	Canada	<b>Carleton University</b> Concordia University - Montreal <b>Dalhousie University</b> Emily Carr University Langara College <b>McGill University</b> <b>McMaster University</b> Queen's University <b>Ryerson University</b> Simon Fraser University Southern Alberta Institute of Technology <b>Thompson Rivers University</b> Trent University University of Alberta <b>University of British Columbia(4)</b> University of Calgary University of Manitoba University of Ottawa <b>University of Toronto(2)</b> University of Victoria <b>University of Waterloo</b> Western University Wilfrid Laurier University York University
USA	United States	Agnes Scott College Albany College of Pharmacy <b>Allegheny College</b> American Musical and Dramatic Academy American University Amherst College Amity University Appalachian State University Arcadia University <b>Arizona State University(3)</b> Azusa Pacific University <b>Babson College</b> Bangor University Bard College Barnard College <b>Bates College</b> Baylor University Belmont University Beloit College Benedictine University (IL)
USA	Rest of Europe	Bentley University <b>Berklee College of Music</b> Bethel University-MN Binghamton University Blue Mountain College Boston College <b>Boston University(2)</b> Bowdoin College Brandeis University Bridgewater State University Brigham Young University Brown University Bryant University Butler University California College of the Arts California Institute of Technology <b>California Lutheran University</b> California Polytechnic State University, San Luis Obispo California State University, Long Beach California State University, Los Angeles <b>California State University, Monterey Bay</b> California State University, Sacramento Carleton College <b>Carnegie Mellon University</b> <b>Chapman University</b> Chicago School of Professional Psychology Christopher Newport University <b>Clark University(2)</b> Clemson University Colgate University <b>College of Charleston</b> <b>College of William &amp; Mary</b> Colorado College Colorado School of Mines Colorado State University Columbia College Chicago <b>Columbia University</b> Concordia College - Moorhead Connecticut College Cooper Union Cornell University Cornerstone University Curry College Denison University DePaul University DePauw University Dickinson College Dordt College <b>Drexel University(4)</b> Eckerd College Elon University Embry-Riddle Aeronautical University Emerson College Emmanuel College Emory University Evergreen State College Fairfield University Fashion Institute of Design and Merchandising Fashion Institute of Technology Florida Atlantic University Florida International University Fordham University <b>George Mason University(3)</b> George Washington University Georgetown University Georgia College <b>Georgia Institute of Technology</b> Georgia State University Gonzaga University Gordon College Goucher College Grinnell College Hamilton College Haverford College Hawaii Pacific University Hofstra University Hope College Humboldt State University Indiana University at Bloomington Iowa State University Irvine Valley College Ithaca College Jacksonville University <b>James Madison University(2)</b> Johnson & Wales University Juniata College Kansas State University Kean University Kettering University
USA	United States	Knox College Kutztown University of Pennsylvania Lasell College Lawrence University Lesley University Lewis & Clark College Liberty University Linfield College Longwood University Loyola Marymount University Loyola University Chicago Loyola University Maryland Macalester College Maine Maritime Academy Marist College Maryland Institute College of Art Marymount Manhattan College Marymount University Maryville University Massachusetts College of Pharmacy & Health Sciences <b>McPherson College</b> <b>Michigan State University(2)</b> <b>Middlebury College</b> Missouri State University Mount Holyoke College Mount Saint Mary's University Muhlenberg College Musicians Institute <b>New York University(2)</b> <b>North Carolina State University</b> <b>Northeastern University(2)</b> Northern Arizona University Northern Virginia Community College Northwestern University Oberlin College Occidental College Ohio State University Oklahoma State University <b>Old Dominion University</b> <b>Orange Coast College</b> Oregon State University Otis College of Art and Design <b>Ouachita Baptist University</b> Pace University <b>Pennsylvania State University</b> <b>Pepperdine University</b> <b>Pikes Peak Community College</b> Pitzer College <b>Pomona College</b> Portland State University Pratt Institute Purdue University Quinnipiac University <b>Reed College</b> Rensselaer Polytechnic Institute Rhode Island School of Design Ringling College of Art and Design Rochester Institute of Technology Roger Williams University Rollins College Rose-Hulman Institute of Technology Rutgers University Saint Paul University Salve Regina University San Diego State University San Francisco State University San Jose State University Santa Clara University Sarah Lawrence College <b>Savannah College of Art and Design(2)</b> <b>School of the Art Institute of Chicago</b> Scripps College Seattle Pacific University Seattle University Seton Hall University Simmons University <b>Skidmore College</b> Sonoma State University Southeast Missouri State University Southwestern University St. Edward's University St. John's University St. Olaf College <b>Stanford University</b> Stevens Institute of Technology Stony Brook University Suffolk University SUNY Plattsburgh Swarthmore College <b>Syracuse University(2)</b> Tarleton State University Texas A&M University Texas State University <b>The New School - Parsons</b>
USA	United States	Towson University Trinity University <b>Tufts University</b> Tulane University University of Alabama <b>University of Arizona</b> University of Arkansas <b>University of California, Berkeley</b> <b>University of California, Davis</b> University of California, Irvine <b>University of California, Los Angeles(2)</b> University of California, Merced University of California, Riverside University of California, San Diego University of California, Santa Barbara <b>University of California, Santa Cruz(2)</b> University of Central Florida University of Chicago University of Cincinnati <b>University of Colorado at Boulder</b> University of Connecticut University of Delaware University of Denver University of Hawaii University of Houston <b>University of Illinois(2)</b> University of Iowa University of La Verne University of Mary Washington <b>University of Maryland</b> <b>University of Massachusetts</b> University of Miami University of Michigan University of Minnesota University of Mississippi University of Missouri University of New Haven University of New Orleans University of North Carolina University of North Dakota University of North Texas University of Northern Colorado University of Notre Dame University of Oregon <b>University of Pennsylvania(2)</b> University of Pittsburgh University of Portland University of Puget Sound <b>University of Redlands</b> University of Rochester University of San Diego <b>University of San Francisco(2)</b> University of South Carolina <b>University of Southern California</b> University of Tampa University of Tennessee University of Texas University of the Pacific <b>University of Tulsa</b> <b>University of Utah</b> University of Vermont <b>University of Virginia</b> <b>University of Washington</b> <b>University of Wisconsin</b> Utah State University Utica College <b>Valdosta State University</b> <b>Vanderbilt University</b> Vassar College Villanova University Virginia Commonwealth University Virginia Tech Washington State University Washington University in St. Louis Wayne State University Weber State University Wentworth Institute of Technology Wesleyan University West Virginia University Western Michigan University Western Washington University Westminster College Wheaton College IL Wheaton College MA Whittier College Willamette University <b>Williams Baptist College</b> Williams College Worcester Polytechnic Institute

# MEASURING SUCCESS

## MAP (Measure of Academic Progress)

### Average scores 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	5 year 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

104 Members of the Class of 2019 took the SAT as part of their post-secondary planning. The results include Evidence-based Reading and Writing (EBRW).

Middle 50% SAT EBRW	520-660
Middle 50% SAT Math	550-710
Mean EBRW	590
Mean Math	640

## International School Assessment Results

2018/19 Grade 10 Top International School PISA Scores		Math	Reading
International School Bangkok		662	584
Korea		526	514
Japan		527	504
Singapore		569	549
Switzerland		515	494
United States of America		478	505



ISB graduates attend some of the most prestigious universities in the world



ISB teachers are among the very best in the international school world



ISB offers numerous opportunities for leadership in clubs, athletics, the arts, and community service



ISB is the first school in Thailand to offer the International Baccalaureate Diploma Programme and boasts a **97%** pass rate

500+

Visits to college campuses world-wide

25

Campuses visited across 25 countries

Over 60 years

Of experience in High School college counseling

25%

Students going to world top 50 universities

4

College counselors support the college application process

ISB provides students with opportunities to follow and excel in their passions, to have real-world experiences and to become caring, global citizens. Our rich academic program, robust college counseling model, extensive subject offerings and focused student support programs prepare students for university and life.

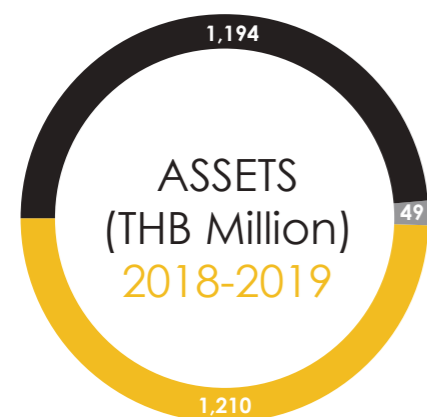


**05 | THE NUMBERS**

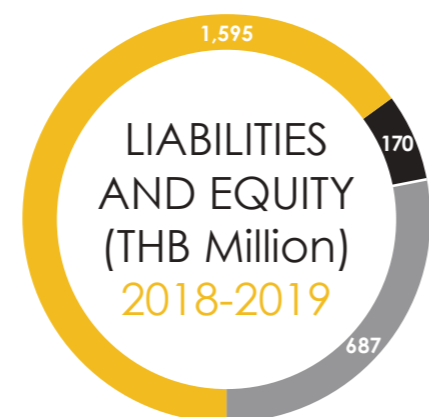
# THE NUMBERS

With over 350 new students enrolling throughout the year, and an overall enrollment of 1691 students, 2018/19 was yet again a financially successful year for ISB. Income totaled 1,688 million baht, with reserves increasing by 87 million baht to 1,595 million baht. 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 74 million baht this year.

## Assets, Liabilities and Group Equity

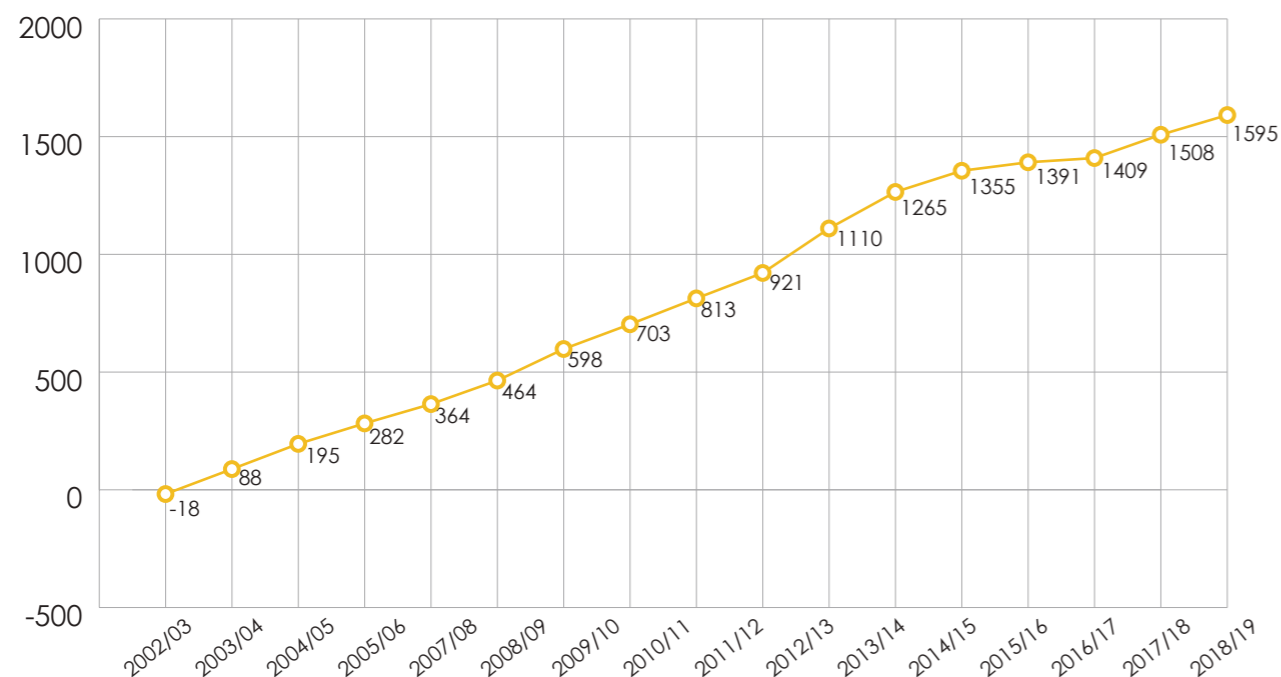


Fixed Assets Cash Other Current Assets



Accumulated Surplus (incl. Donations) Certificates Current Liabilities Bank loans

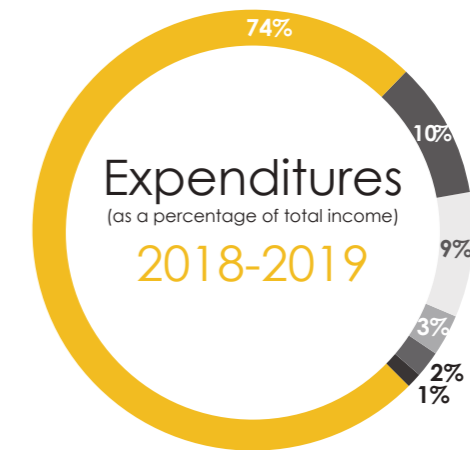
## Accumulated Surplus incl. Donations (THB million)



## Total Income and Expenditures



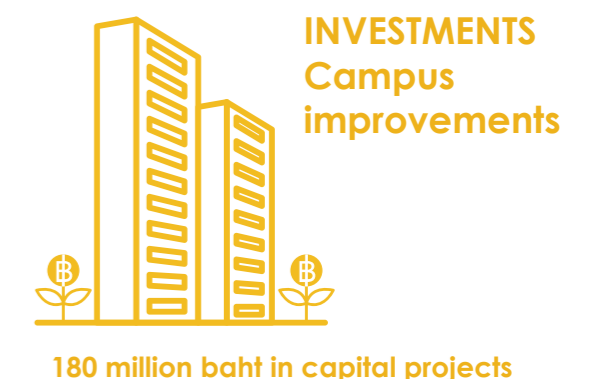
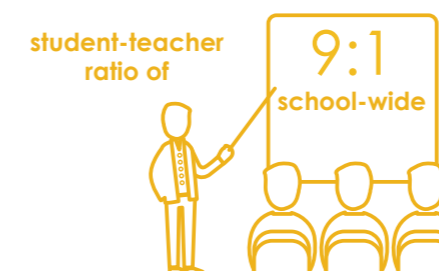
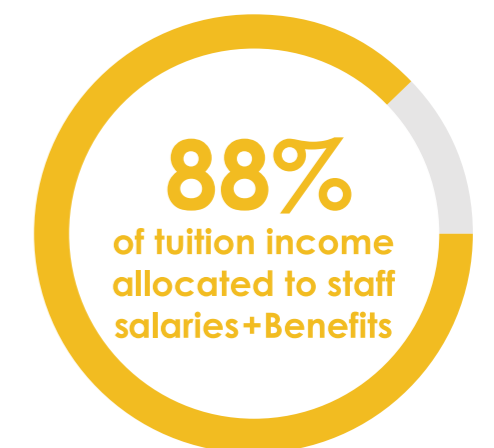
Tuition Fees Registration Fees Annual Fees Interest Income Other Income



Salaries and Benefits General expenses Depreciation Maintenance and operation of plant Material and supplies Net Result

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, 88% 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 9.3 school-wide.

We invested 180 million baht in capital projects, including Phase 1 of the Central School Area (CAO office, PTA office, Ed-Tech and Photography), renovations to Rajendra Hall, resurfacing the Costessi track, installing a state-of-the-art sound system in the Chevron Theater, and beautifying the reflection ponds with picturesque green walls. Plans are already underway to add further improvements to the campus next year, making the student experience at ISB better than ever.



# LIST OF DONORS

Thank you for your continued support

Amnad Burapapong  
Arak-Daricha Sutivong  
Arisara Prompow  
Bangkhunnon Pawnshop  
Chindasook Family  
Bhurichayawarodom Family  
Burapapong Family  
Chittra Tharahirunchot  
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Danthamrongkul Family  
Deane Family  
Do Home PCL.  
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Kuvijitsuan Family  
Maturaporn Family  
Chantaramporn Family  
Osangthamnon Family  
Panchakunathorn Family  
Phisuthikul Family  
Poo-Amorn Family  
Poommarapan Family  
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Prawatrungruang Family  
Preyapanich Family  
Rachitratanaing Family  
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Thangtharnarat Family  
Thanvarachorn Family  
Tojirakarn Family  
Vanichyanyong Family  
Wangkarnjanapas Family  
Wanglee Family  
Wongkittikarn Family  
Yhardthip Devahasdin Na Ayutthaya

# #ISBCARE

A little note from our Elementary students about what 'caring' means.



## Annual Report Contributors

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