



# Annual School Report Community Edition

Academic Year 2017-2018

รายงานประจำปีการศึกษา 2017-2018



Udon Thani International School

222/2 Moo, 2 Mittrapab Road, Tumbonkudsra, Aumpearmuang, Udon Thani



## Contents

Welcome from the Head of School - Dr. Lindsay Stuart .....	5
Executive summary .....	7
School information.....	7
Staff members.....	7
Students .....	7
Curriculum development .....	7
Social climate .....	7
School events and extracurricular activities .....	7
Community involvement.....	7
Accreditation.....	8
Health & safety .....	8
Parental perceptions.....	8
Financial performance .....	8
School self-evaluation.....	8
บทสรุปผู้บริหาร .....	9
ข้อมูลโรงเรียน .....	9
ด้านพนักงาน .....	9
นักเรียน.....	9
การพัฒนาหลักสูตร.....	9
บรรยากาศทางสังคม .....	9
กิจกรรมของโรงเรียนและกิจกรรมเสริมหลักสูตร .....	10
การมีส่วนร่วมของชุมชน.....	10
การรับรองคุณภาพการศึกษา.....	10
สุขภาพและความปลอดภัย.....	10
การรับรู้ของผู้ปกครอง .....	10
ผลประกอบการทางการเงิน .....	11
การประเมินตนเองของโรงเรียน.....	11
School information.....	12
Summary information.....	12
School management team .....	12
Staff information.....	12

Teacher qualifications and training.....	12
Students .....	13
Class attendance rate.....	13
Non-attendance management.....	13
Student demographics.....	14
Student to staff ratios .....	14
Curriculum development .....	14
School social climate .....	15
Staff wellbeing .....	15
School events .....	15
Class fieldtrips.....	16
Extracurricular activities .....	17
Community involvement .....	17
Community action.....	18
Accreditation.....	18
Health and safety .....	19
Parental perceptions.....	20
Financial performance .....	21
General financial performance per student .....	21
Staff metrics .....	22
School self-evaluation.....	23
Summary of the self-study.....	23
Domain A: Purpose and Direction.....	23
Domain B: Governance, Leadership and Ownership .....	25
Domain C: The Curriculum .....	26
Domain D: Teaching and Assessing for Learning .....	27
Domain E: The Students’ Learning and Well-being .....	29
Domain F: Staffing.....	30
Domain G: Premises and Physical Accommodation .....	32
Domain H: Community and Home Partnerships.....	33

## Welcome from the Head of School - Dr. Lindsay Stuart

It has been another year of growth and learning at UDIS! This year, we came up with our vision for intercultural education where “we know who we are and what we value, we understand other cultures and how we can work together, we are balanced in our learning and take responsible action in our world.” I think this vision provides a lens on which we can reflect on the year past and what has been achieved.

2017/2018 has been about developing our understandings of who we are and what we value. We have developed our visions for intercultural education and high quality learning which help us know what we value as a school and which influences our programme, teaching and learning. These visions guide us as we work to develop a quality school here in Udon Thani.

To develop our understanding of other cultures, we have discussed what intercultural education means at UDIS with staff, students and parents. We have begun taking small steps, for instance placing more flags at our entrance, adding more multilingual signage and raising attention to more international events. This begins the conversation at UDIS and we will continue to build on this as we work to develop deeper levels of cultural understandings next year.

We strive to be balanced in our learning and our accreditation work has helped us develop and refine this balance. This year in the PYP, we have been approved for the authorisation visit that will occur in March, 2019. For CIS, we held our prep visit and will now work towards full accreditation in 2021. Our accreditations are hard work but provide the best practices on which we wish to build our educational programme at UDIS.

Finally, we strive to take responsible action in our world. This year we have developed our community service programme by raising money with our Christmas and Thai day events as well as our student council led movie nights. Money raised has gone to helping support our community. We are continuing to develop this programme and will be trying to encourage deeper action next year beyond simply raising money.

So, we have had a busy year as we try and fulfil our vision for intercultural education. Thanks to everyone that has been a part of our school during this academic year.

Best Regards

Dr. Lindsay Stuart  
Head of School







## **Executive summary**

This school report for the Udon Thani International School community is divided into three sections; School Information, Financial Performance and School Self-Evaluation

### **School information**

This provides a report of activities of the school for the 2017/2018 academic year including staff information, student information, school events, fieldtrips, community involvement, accreditation, health and safety and parental perceptions.

#### **Staff members**

This year the number of homeroom classes increased to nine classes from seven classes. Teaching staff hold slightly more advanced professional qualifications than previous years while the amount of PYP experience in the school has increased as the school has invested in courses for staff in preparation for authorisation.

#### **Students**

Student numbers have improved from last year and stand at 90 students although the number of students per class dropped to 10.0. The number of high level EAL students in the school has decreased to 23%. The overall class attendance rate has remained the same at 93%. Students from Thai parents continue to make up the largest demographic group at the school while the number of international students increased from 8% to 12% of total students.

#### **Curriculum development**

The Curriculum Committee was put under the new leadership of the Deputy Principal, Mr John Eastham, with support from a talented group of our teaching staff. Through regular meetings across the school year they reviewed student reports, developed year level benchmarks and expectation documents for English and Mathematics. The committee also developed a handwriting policy and a definition of High Quality Learning which they also provided staff training for. A trial of external assessment was conducted, progress meetings for students were trialled and portfolios were reviewed for all levels.

#### **Social climate**

The school social climate has been further consolidated this year as we did not make any major changes to any school policies and procedures. A major initiative this year was the rollout of our child rights programme for students which was based on the UN Rights of the Child. For our staff wellbeing, we conducted our annual wellbeing survey and found a modest improvement in wellbeing amongst staff from prior years.

#### **School events and extracurricular activities**

The school did not change the events from last year which helped us provide better focus on these and our general academic programme. This year we saw a decrease in fieldtrips per class from our record year last year. We also had a balance of extracurricular activities across the year with an increased focus on those that promoted international mindedness.

#### **Community involvement**

Community involvement continued to be a feature of the school with eight parents and teachers association (PTA) meetings across the year. The school continued with its community partnership programme and attracted 33 local businesses to the programme which was a big increase on the 22 from the prior year. The school is also a regular member of the International Schools Association of Thailand (ISAT) and participated in all regular meetings in Bangkok.

## **Accreditation**

We will be going through accreditation with ONESQA at their convenience as part of CIS accreditation. This year we successfully submitted for authorisation to the PYP with a visit planned for March, 2019. We also formally launched for CIS accreditation this year and in May we had our Prep Evaluation. The results of that report have been incorporated into our strategic planning and action plans for next year. In sum, we learned that we have been too ambitious towards CIS accreditation and that we still have a lot of policies and procedures to put in place. So we have re-evaluated our target for CIS accreditation to the 2020/2021 academic year on the advice of the CIS evaluators and will focus on PYP authorisation in 2018/2019.

## **Health & safety**

The school continued to work on Health and Safety (H&S) with drill times generally higher than the previous academic year but with good reason. The committee looked into a variety of tasks including the administration of medicine, conducting of H&S trainings, preparing the new buildings, developing a Hand, Foot and Mouth policy, completing the bell system, developing new evacuation routes, developing new visitor and parent badges, implementing swimming pool monitoring procedures and making other changes to prepare for CIS accreditation.

## **Parental perceptions**

The parental perceptions survey showed positive results with most items increasing from the previous year. Only the communication and overall satisfaction items experienced a decrease this academic year. Perceptions of teacher quality was a big improver this academic year which shows the improvement in candidates the school has been able to recruit. Curriculum was also a big improver which helps reward some of the school's efforts made to educate parents about what our curriculum is and how it is different.

## **Financial performance**

The financial performance of the school is improving steadily with increased revenue per student although the proportion of students to total capacity dropped this year. Costs per student have increased due to the impact of interest charges as a result of the loans gained to fund building expansion. Employee costs have remained steady as a proportion of revenue. We introduced a new measure this year to track overall teachers to students and at 4.8 students per teacher that remains significantly down from a target of 8:1.

## **School self-evaluation**

The school completed its annual self-evaluation in July, 2018. This year the school re-evaluated the progress of all standards and aligned these with how CIS evaluated the school. This meant that many standards have been revised lower than we had assessed ourselves which is in large part to not knowing what exactly CIS were looking for from each standard. There are now 28 standards at the membership level stage and 29 at the prep level stage. No standards are at the team level stage currently which is why the school has re-evaluated its CIS target date to 2020-2021 to enable us time to make the necessary improvements.



## บทสรุปผู้บริหาร

รายงานโรงเรียนนานาชาติอุดรธานี แบ่งออกเป็นสามส่วน ได้แก่ ข้อมูลโรงเรียน รายงานผลประกอบการทางการเงิน และการประเมินตนเองของโรงเรียน

### ข้อมูลโรงเรียน

รายงานนี้เป็นการรายงานกิจกรรมของโรงเรียนสำหรับปีการศึกษา 2560/2561 ซึ่งประกอบด้วย ข้อมูลพนักงาน ข้อมูลนักเรียน กิจกรรมของโรงเรียน การทัศนศึกษา การมีส่วนร่วมของชุมชน การรับรองหลักสูตร สุขภาพและความปลอดภัย และการรับรู้ของผู้ปกครอง

### ด้านพนักงาน

ในปีนี้อัตราจำนวนชั้นเรียนเพิ่มขึ้นจาก 7 ชั้นเรียนเป็น 9 ชั้นเรียน ครูสอนผู้มีคุณวุฒิตะติวิชาชีพสูงกว่าปีที่แล้วเล็กน้อย ในขณะที่จำนวนครูที่มีประสบการณ์เกี่ยวกับ โปรแกรมการสอนระดับประถมศึกษา(Primary Years Programme หรือ PYP) มีจำนวนเพิ่มขึ้น เนื่องจากโรงเรียนได้ลงทุนเพิ่มในการอบรมพนักงานเพื่อเตรียมรับการตรวจเยี่ยมเพื่อการอนุญาตให้นำโปรแกรมนี้มาใช้อย่างเป็นทางการ

### นักเรียน

จำนวนนักเรียนเพิ่มขึ้นจากปีที่แล้วและมีจำนวน 90 คน แม้ว่าจำนวนนักเรียนต่อห้องจะลดลงเป็น 10.0 คน จำนวนของนักเรียนกลุ่มสอนเสริมภาษาอังกฤษลดลงเป็น 23% อัตราการมาเรียนในภาพรวมอยู่ที่ 93% เหมือนเดิม นักเรียนที่มีผู้ปกครองเป็นชาวไทยยังคงเป็นประชากรกลุ่มใหญ่ที่สุดในโรงเรียน ขณะที่จำนวนนักเรียนต่างชาติเพิ่มขึ้นจาก 8% เป็น 12% ของจำนวนนักเรียนทั้งหมด

### การพัฒนาหลักสูตร

รองครูใหญ่ มีสเตอร์จอห์น อีสต์แฮม เป็นผู้นำที่ดูแลการทำงานของคณะกรรมการหลักสูตร โดยได้รับการสนับสนุนจากทีมงานผู้สอนที่มีความสามารถของเรา คณะกรรมการหลักสูตรมีการประชุมเป็นประจำตลอดทั้งปีการศึกษาเพื่อตรวจสอบรายงานนักเรียน พัฒนาเกณฑ์เปรียบเทียบมาตรฐานของชั้นปีรวมทั้งพัฒนาเอกสารวัดผลสำหรับวิชาภาษาอังกฤษและคณิตศาสตร์ ทั้งนี้คณะกรรมการหลักสูตรยังได้พัฒนานโยบายการเขียนด้วยลายมือและคำจำกัดความของการเรียนรู้ที่มีคุณภาพสูง และยังได้จัดอบรมให้กับบุคลากรด้วย มีการทดลองใช้การประเมินภายนอกและทดลองจัดการประชุมความคืบหน้าสำหรับนักเรียน รวมทั้งมีการทบทวนการจัดทำเพิ่มสะสมผลงานสำหรับทุกระดับชั้น

### บรรยากาศทางสังคม

บรรยากาศทางสังคมของโรงเรียนปีนี้มีคามเข้มแข็งขึ้น เนื่องจากเราไม่ได้ทำการเปลี่ยนแปลงเกี่ยวกับนโยบายและระเบียบสำคัญต่างๆ โครงการริเริ่มที่สำคัญในปีนี้คือการเปิดตัวโครงการสิทธิเด็กของเราสำหรับนักเรียนซึ่งตั้งอยู่บนพื้นฐานของสิทธิเด็กแห่งสหประชาชาติ ส่วนด้านความเป็นอยู่ที่ดีของพนักงาน เราได้ทำการสำรวจความเป็นอยู่ที่ดีประจำปี และพบว่ามีความเป็นอยู่ที่ดีขึ้นพอสมควรในหมู่พนักงานจากปีก่อนๆ

## กิจกรรมของโรงเรียนและกิจกรรมเสริมหลักสูตร

โรงเรียนไม่ได้เปลี่ยนกิจกรรมจากปีที่แล้ว ซึ่งช่วยให้เรามุ่งเน้นไปที่ โปรแกรมวิชาการทั่วไปของเราได้ดีขึ้น ปีนี้จำนวนครั้งของการทัศนศึกษาต่อชั้นเรียนลดลงจากปีที่แล้ว ในด้านกิจกรรมเสริมหลักสูตรเราเน้นความสมดุลของกิจกรรมตลอดทั้งปี โดยมุ่งเน้นไปที่กิจกรรมที่ส่งเสริมการมีใจเป็นสากล

## การมีส่วนร่วมของชุมชน

การมีส่วนร่วมของชุมชนยังคงเป็นส่วนสำคัญของโรงเรียน โดยมีการประชุมผู้ปกครองและครู (PTA) 8 ครั้งตลอดทั้งปี โรงเรียนดำเนินโครงการความร่วมมือกับชุมชน (CPP) อย่างต่อเนื่อง และดึงดูดธุรกิจท้องถิ่น 33 ธุรกิจเข้าร่วมโครงการซึ่งเพิ่มขึ้นจาก 22 ธุรกิจในปีก่อน นอกจากนี้โรงเรียนยังเป็นสมาชิกของสมาคมโรงเรียนนานาชาติแห่งประเทศไทย (ISAT) และมีส่วนร่วมในการประชุมสามัญทุกครั้งที่กรุงเทพมหานคร

## การรับรองคุณภาพการศึกษา

การดำเนินการเพื่อการรับรองคุณภาพการศึกษากับสำนักงานรับรองมาตรฐานและประเมินคุณภาพการศึกษา (องค์การมหาชน) จะเข้าเป็นส่วนหนึ่งของการรับรองโดย CIS ปีนี้เราประสบความสำเร็จในการสมัครเพื่อเข้ารับการอนุญาตอย่างเป็นทางการให้จัดการสอนโดยใช้โปรแกรมการสอนระดับประถมศึกษา PYP โดยมีกำหนดการตรวจเยี่ยมที่วางแผนไว้ในเดือนมีนาคม 2019 นอกจากนี้เรายังเข้าสู่กระบวนการรับรองคุณภาพการศึกษากับ CIS อย่างเป็นทางการในปีนี้ และในเดือนพฤษภาคมได้มีการประเมินการเตรียมการของเรา ผลจากรายงานดังกล่าวได้รวมเข้าไปในการวางแผนเชิงกลยุทธ์และแผนปฏิบัติการในปีหน้า โดยรวมแล้วเราได้เรียนรู้ว่าเราต้องพยายามปรับตามข้อกำหนดของ CIS โดยการเพิ่มนโยบายและระเบียบปฏิบัติอีกจำนวนมาก ดังนั้นเราได้ประเมินเป้าหมายสำหรับการเข้ารับการตรวจเพื่อรับรองคุณภาพการศึกษาใหม่ให้เป็นในปีการศึกษา 2563/2564 ตามคำแนะนำของผู้ประเมินจาก CIS และจะมุ่งเน้นการดำเนินการเพื่อรับอนุญาตอย่างเป็นทางการในการจัดการเรียนการสอนตาม PYP ในปีการศึกษา 2561/2562

## สุขภาพและความปลอดภัย

โรงเรียนยังทำงานด้านสุขภาพและความปลอดภัย (Health and Safety หรือ H&S) อย่างต่อเนื่อง โดยมีเวลาฝึกซ้อมสูงกว่าปีการศึกษาก่อนหน้านี้ โดยมีเหตุผลประกอบที่เหมาะสม คณะกรรมการด้านสุขภาพและความปลอดภัยได้พิจารณาดำเนินการหลายอย่าง รวมถึงการบริหารเวชภัณฑ์ การฝึกอบรมด้านสุขภาพและความปลอดภัย การเตรียมอาคารใหม่ การพัฒนานโยบายโรคมือเท้าปาก การทำระบบกริ่งสัญญาณ พัฒนาเส้นทางอพยพใหม่ พัฒนาบัตรผู้มาเยี่ยมและผู้ปกครองใหม่ การดำเนินการตามขั้นตอนการตรวจสอบสระว่ายน้ำ และทำการเปลี่ยนแปลงอื่นๆ เพื่อเตรียมความพร้อมสำหรับการรับรองจาก CIS

## การรับรู้ของผู้ปกครอง

การสำรวจการรับรู้ของผู้ปกครองแสดงให้เห็นผลในเชิงบวก โดยหัวข้อการสำรวจส่วนใหญ่มีคะแนนเพิ่มขึ้นจากปีก่อน มีเพียงหัวข้อการสื่อสารและความพึงพอใจโดยรวมพบว่าลดลงในปีการศึกษานี้ การรับรู้ถึงคุณภาพของครูดีขึ้นอย่างยิ่งในปีการศึกษานี้ ซึ่งแสดงให้เห็นถึงพัฒนาการของคุณสมบัติผู้สมัครเข้าสอนที่โรงเรียนคัดเลือกเข้ามา การรับรู้ด้านหลักสูตรเป็นส่วนดีขึ้นมากเช่นกัน ซึ่งถือเป็นรางวัลสำหรับความพยายามของโรงเรียนในการจัดกิจกรรมเพื่อส่งเสริมให้ผู้ปกครองเข้าใจเกี่ยวกับหลักสูตรของเราและความแตกต่างของหลักสูตร

## ผลประกอบการทางการเงิน

ผลการดำเนินงานทางการเงินของโรงเรียนดีขึ้นอย่างต่อเนื่อง โดยมีรายได้ต่อนักเรียนเพิ่มขึ้นแม้ว่าสัดส่วนของนักเรียนต่อจำนวนที่รับได้ทั้งหมดโดยรวมลดลงในปีนี้อำไรจ่ายต่อนักเรียนเพิ่มขึ้นเนื่องจากผลกระทบของค่าใช้จ่ายดอกเบี้ยซึ่งเป็นผลมาจากการกู้ยืมเพื่อขยายอาคาร ค่าใช้จ่ายพนักงานยังคงที่ตามสัดส่วนของรายได้ เราเริ่มใช้มาตรการใหม่ในปีนี้อ่เพื่อติดตามสัดส่วนครูต่อนักเรียนในภาพรวม และพบว่าสัดส่วนคือนักเรียน 4.8 คนต่อครู 1 คน ซึ่งยังคงต่ำกว่าเป้าหมาย 8: 1 อย่างมาก

## การประเมินตนเองของโรงเรียน

โรงเรียนดำเนินการประเมินตนเองประจำปีในเดือนกรกฎาคม 2561 ในปีนี้โรงเรียนได้ประเมินความก้าวหน้าของมาตรฐานทั้งหมดอีกครั้งและปรับให้สอดคล้องกับวิธีที่ CIS ประเมินโรงเรียน โดยมาตรฐานจำนวนมากได้รับการแก้ไขให้ต่ำกว่าที่เราประเมินตนเอง ซึ่งส่วนใหญ่ยังไม่ทราบข้อกำหนดที่แน่ชัดจาก CIS ในแต่ละมาตรฐาน ขณะนี้ มี 28 มาตรฐานสำหรับระดับสมาชิก และ 29 มาตรฐานสำหรับระดับขั้นเตรียมการ แต่ยังคงขาดมาตรฐานสำหรับระดับการตรวจเยี่ยมโดยทีม ซึ่งเป็นสาเหตุที่โรงเรียนได้ประเมินเป้าหมายการเข้ารับการตรวจเยี่ยมจาก CIS ใหม่เป็นปี 2563-2564 เพื่อให้เรามีเวลาในการปรับปรุงสิ่งที่จำเป็น

## School information

### Summary information

<b>Type of school</b>	Coeducational day school
<b>Date established</b>	1 September, 2014
<b>Levels</b>	Preschool (2-3 year olds) to Year 7 (11-12 year olds)
<b>Curriculum</b>	British and inquiry curriculum
<b>Total enrolment</b>	90 students (Census: April, 2017) 51% Male, 49% Female
<b>School address</b>	222/2 Moo. 2 Mittrapab Road Tumbonkudsra Aumpearmuang Udon Thani 41000
<b>School phone</b>	(042) 110-379
<b>School email</b>	<a href="mailto:admin@udis.ac.th">admin@udis.ac.th</a>
<b>School website</b>	<a href="http://www.udis.ac.th">www.udis.ac.th</a>
<b>Licensee</b>	Siriphat Pukpo
<b>School Director</b>	Mr. Mongkol Udomsil

### School management team

Dr. Lindsay Stuart	Head of School
John Eastham	Deputy Principal
Cynthia Thomas	Curriculum Coordinator
Emmi Hines	Primary Years Coordinator
Pakanatt Thadruk	Deputy Thai Director
Jennifer Chapman	Early Years Coordinator
Ratchapol Krittanyakorn	Operations Manager

### Staff information

This year the number of homeroom classes increased to nine classes from seven classes which resulted in the further hiring of addition teaching staff. At the end of the academic year the school employed staff from Thailand and a variety of foreign countries which included New Zealand, Australia, Ukraine, USA, UK, Canada, China and Pakistan (8 different countries).

### Teacher qualifications and training

The proportion of staff with higher qualifications (Masters and PhD) has increased slightly from 37.5% to 39.4%). This year, we put staff through 11 PYP courses from beginning Category 1 courses through to Category 3 courses. We have more than doubled the amount of PYP experience in the school over the past two years with 1.94 courses completed per staff member in 2017/2018 compared to 0.87 per staff member in 2015/2016.

We have also continued to make connections at other schools by sending staff to conferences by the PYP or job alike workshops where staff can network with others. We have also invested professional development money into our Thai quality assurance which is needed to meet local ministry

regulations. We have continued to fully support participation in ISAT which brings us important news pertaining to international schools in Thailand.

## Students

Student numbers have improved from last year and stand at 90 students although the number of students per class dropped to 10.0. The concern however is the lower students per class ratio as the school is carrying too many classes with small class numbers. Only the Year 6/7 class was combined as a composite with a foreign teacher and Thai assistant teacher.

Admission statistics	2017/2018
Students per class	10.0
EAL as a percentage of students in all primary classes	23%

The proportion of students in EAL has reduced slightly to 23% this academic year. This has meant a reduction in the number of EAL students across all classes which is positive in keeping with English as the primary means of communication. The school does maintain a maximum cap of EAL students per class of 30% which equates to a maximum of 6 EAL students per class (PY only).



## Class attendance rate

The attendance rate across the school has remained the same from the prior year at 93%. The school aims for a 95% attendance rate across the school. The attendance rate for Primary Years classes is approaching this target (94.7%) but this is lacking for Early Years classes (90.3%). When we previously studied the attendance rate we found that Early Years students were often taking family holidays during school time. The school should look into this again for 2018/2019 and talk to the parents further about the importance of children being at school.

## Non-attendance management

Attendance is initially recorded and tracked by homeroom teachers or teaching assistants. Parents are required to contact the school regarding absences. This information is made available to staff. Should a student be recorded as absent and no telephone advice has come from parents, the School Office will telephone the parent to ascertain the whereabouts of the student.

## Student demographics

The following table shows the student demographics for the 2017/2018 academic year:

Nationality group	2017/2018
Thai parents	62%
Thai-International parents	27%
International parents	12%
<b>TOTAL</b>	<b>101%</b>

The largest demographic group of students continues to be children from Thai parents which has increased to 62%. Next is students from Thai and International parents at 27%. The numbers of international students has increased from 8% to 12%.

## Student to staff ratios

The ratios of students to staff has continued to decrease for teachers with the increase to nine homeroom classes from seven homeroom classes in the prior year. The students to non-teacher's ratio has remained at 4.1 as service staff have largely remained the same. These ratios should increase as more students join the school and we introduce more composite classes in 2018/2019.

Staff to student ratios	2017/2018
Student to teacher ratio	2.8
Student to non-teacher ratio	4.1

## Curriculum development

The Curriculum Committee was put under the new leadership of the Deputy Principal, Mr John Eastham, with support from a talented group of our teaching staff. Through regular meetings across the school year they reviewed student reports, developed year level benchmarks and expectation documents for English and Mathematics. The committee also developed a handwriting policy and planned for how this would be implemented across the next academic year. The committee helped to develop a definition of High Quality Learning (HQL) and what it looks like in the classroom. Further work will be done with HQL to roll this out throughout the school to develop all teaching at the school to be consistent with HQL.

PYP planning was developed to promote inquiry based learning across the curriculum and to better ensure that English and Mathematics were authentically linked wherever possible. The student led conferences were also formalised with essential agreements being developed for how these would run for both the primary years and early years classes.

A major initiative was the trial of external assessment at the school. The committee organised a trial of testing products from GL Assessments, CEM and ISA. For this academic year, we completed a full class trial of the CAT4 assessment and trials of the Progress Tests in English (PTE) and Progress Tests in Mathematics (PTM) for a variety of high achieving and low achieving students. We also tested the ISA product. The results of the trial was that the tests provided a valuable source of external data that we can use to measure the progress of students while adding to the assessment information available to teachers. After trialling both GL Assessments and ISA the committee agreed to use GL Assessments for a full rollout in 2018/2019.

Finally, the committee identified a number of plans needed to continue curriculum development into 2018/2019 and this will form the basis of the committee's work next year.



## School social climate

UDIS has put in place numerous programmes aimed at creating a positive social climate around the school and a culture of belonging and pride. At the start of this year we held an induction meeting for new parents to introduce them into the school. This was important in order to explain key policies that new parents needed to be familiar with and to help them become familiar with being part of an international school. As most of our parents come from Thai schools, there are a number of differences they need to adjust too as well that were explained. The Head of School also conducts enrolment interviews with all new parents where particular policies are also covered. For instance, the school's commitment to outdoor activities, our play-based and inquiry programmes and differences with foreign teachers versus Thai teachers.

Our ECA programme provides opportunities for students to develop cultural and sporting skills and experience. The school values the ECA programme for building a culture of participation and support of each other.



Underpinning our positive environment has been our student behaviour policy. The school actively seeks to create a positive atmosphere and protect the rights of everyone within a safe and pleasant environment which is conducive to learning. Parents are treated with respect and courtesy and are expected to add to the positive environment to the school. The school has also implemented conduct policies for parents and staff to reinforce the desire for a positive environment. These were intended to provide clear expectations of what behaviours were acceptable at the school.

UDIS has clearly defined processes and policies regarding its responsibilities to safeguarding students with respect to harassment and bullying. The school does not accept bullying in any form. The school has an anti-bullying policy and has clear processes in place to manage any instances of bullying.

- Code of conduct policies for staff, parents and students
- Anti-bullying briefing on enrolment

There is regular training in the safeguarding of students and this was part of the training conducted with staff across this academic year. The school also rolled out the UN Rights of the Child and we began incorporating that into our units of inquiry across this academic year. The UN Rights of the Child helps children understand that they have rights and what those rights are.

## Staff wellbeing

In 2017/2018 the school continued with a number of actions to improve wellbeing that included a shortened timetable at school for teachers, a reduction in time needed to be at school before and after school and a reduction in meetings. To measure the success of these initiatives, a third staff wellbeing survey was conducted based on the Teacher Wellbeing Ready Reckoner assessment from the National Union of Teachers in the UK. This found low evidence of stress within the organisation which reflects the actions taken by the school to improve wellbeing.

## School events

In 2017/2018 we executed all of the following events; Teachers day, Book week, Loy Krathong, King's Birthday, Christmas festival, Chinese New Year, Sports day, Mother tongue week, UDIS International

day, Songkran festival, International play day, Healthy eating month and our end of year student graduation. Events were held to celebrate local Thai cultural events, international cultural events and events to celebrate aspects of our curriculum.



## Class fieldtrips

2017/2018	
Number of fieldtrips per class	2.7

This year the amount of fieldtrips has dropped from our record year in 2016/2017. There were a total of 24 fieldtrips which averaged out to 2.7 fieldtrips per class. The school encourages all classes to get out into the community and use Udon Thani as our classroom.

Fieldtrips were held in a number of locations including; Central Plaza, Usotel waterpark, Ban Chiang, Silver Fern International School, Udon Thani Rajabhat University, local restaurants, Kidzoon, Ho Chi Minh historical park, Planetarium, Udon Thani Airport and Fire station, the Museum and the Udon Thani home for girls. Fieldtrips were held for a range of purposes including unit integration, sports, culture and community service.





All fieldtrips were conducted under the school's Education Outside the Classroom (EOTC) policy which puts in place planning for these trips to ensure they are conducted in a safe fashion.

### **Extracurricular activities**

Our ECA programme ran for all students from Year 1 to Year 7. For students in Early Years with older siblings in primary, or for students on the bus, we ran a special ECA for these students while they were waiting. ECA's were grouped around language, sports and general interest and are intended to provide a rich and varied afterschool programme for students to try different activities.

### **Community involvement**

We have strived to involve parents, and the wider community, within the school as much as we can. We have held regular Parents and Teachers Association (PTA) meetings with parents and held PTA events with them. We also have a Community Partnership Programme to involve parents and the wider community within the school.

In 2017/2018 we continued our Parents and Teachers Association (PTA) and held a variety of meetings across the year. Our vision for the PTA was that the PTA is a community of parents and teachers which helps support, advise and promote the school. The PTA is a place where members voice their thoughts, ask questions and be active participants in the learning that takes place at UDIS.

The Community Partnership Programme (CPP) develops the schools relationships with local businesses. The aim is for local business to support the school and each other through joint-promotional activities. The programme has grown from 16 businesses in our first year to 33 businesses this year.

We have continued to act as a member for ISAT. In 2017/2018 we sent representatives to every ISAT meeting held. ISAT acts as the unified voice of international education in Thailand with over 114 member schools from across Thailand. ISAT membership has opened up many training and networking opportunities with quality international schools across Thailand for the school.

This year was also the first year the school has taken part in the annual International Baccalaureate conference which took place in Singapore from 25-27 March, 2018. This was a chance for the school to learn about the latest developments in the IB and the PYP and to learn about the enhanced PYP and its rollout from 2020.

### **Community action**

We have also encouraged our students to take action within the school and their community. This academic year, the student council was involved in various community service projects to benefit the Udon Thani community. In Term 1, the student council organised a movie night and took part in a Christmas festival where classes created fun events that raised money for underprivileged schools. In Term 2, we provided a 5,000 baht donation to various schools for Children's day which was presented to the local Kudsra district in the form of school supplies. In January the school also helped sponsor the Rotary club's fun run event of which staff, students and parents participated in the event. In March, the school raised money as part of our Songkran event for underprivileged schools which was then distributed in the form of donations.



### **Accreditation**

The school has been working steadily towards accreditation both locally and internationally. For accreditation within Thailand, UDIS has gained an international school's license from the Ministry of Education but this is subject to the school gaining international accreditation. We will be going through accreditation with ONESQA which will be synched with the CIS accreditation visit in 2020/2021.

For international accreditation, the school gained candidacy in the Primary Years Programme (PYP) from March, 2016. The school is now an official candidate school for the PYP which puts us on a timeline for authorisation in 2018/2019. This year we submitted all documents to the PYP and we have been accepted for the authorisation visit which will occur in March, 2019. In 2018/2019 we will be working towards final preparations for this authorisation.

The school has been working towards Council of International Schools (CIS) accreditation. We formally launched for CIS accreditation at the start of this academic year and in May, 2018, we had a four day visit from two CIS evaluators as part of our Prep Evaluation. The evaluators visited all areas of the school and spoke to students, parents, teachers and the Board. The CIS evaluators delivered a prep report to the school to help us get ready for the final CIS authorisation visit. The results of that report have been incorporated into our strategic planning and our action plans and summaries of these are included in the school self-evaluation section of this report. In sum, it has been clear that the school has been ambitious in pushing for CIS accreditation. We still have a lot of work to do to put in place the necessary policies and procedures, while having these working as established ways of working, to be ready for CIS accreditation. As such, and on the advice of CIS, we re-evaluated our target for CIS accreditation to the 2020/2021 academic year which will provide us the time needed to fully prepare for this.

## Health and safety

In 2017/2018 the school has maintained its health and safety (H&S) setup with an H&S committee which meets regularly and a H&S Coordinator who oversees and manages H&S at the school.

This year, the school held fire evacuation drills in every term, a lockdown drill, red card emergencies and practised two medical evacuations to both Wattana Hospital and Bangkok Hospital. Our full evacuations have been slower this year at 4 minutes and 13 seconds each, however we moved our assembly point towards the back of the field so it is taking longer for everyone to assemble at this point. There is also major construction which is affecting traffic into town at a major intersection although our times are only a minute slower than the prior year.

The committee also inspected the premises and noted a number of things that needed repair. This list was passed onto the maintenance department to action. The committee also inspected the kitchen on two different occasions to check how food was prepared and stored with no major concerns found.

Information about the drills that were conducted are summarised in the following table:

Drill	Times held	Shortest	Longest	Average time
<b>Full school evacuation drill</b>				
2017/2018	3	3:53	4:22	4:13
<b>Medical attention</b> (Time for nurse to reach teacher)				
2017/2018	2	1:15	1:50	1:33
<b>Medical evacuation</b> (Victim from class to Wattana Hospital)				
2017/2018	2	15:00 (Wattana)	18:00 (Bangkok Hospital)	16:30

Finally, the committee looked into a variety of tasks including the administration of medicine, conducting of H&S trainings across the year, safeguarding training of staff, preparing the new buildings, developing a Hand, Foot and Mouth policy, completing the bell system and developing new evacuation routes, developing new visitor and parent badges, implementing swimming pool monitoring procedures and making other changes to prepare for CIS accreditation.

### **Parental perceptions**

A survey was conducted with all parents at the end of the 2017/2018 school year. The purpose was to assess parent's feedback and identify any issues that needed to be rectified. The survey received 27 responses from a total pool of 66 possible responses. This year, we provided a paper copy of the survey at our end of year graduation event and received more responses than we have previously.

**“96% of parents would recommend the school to their family and friends.”**

2017/2018 parents survey

The parental perceptions survey showed positive results with most items increasing from the previous year. Only the communication and overall satisfaction items experienced a decrease this academic year. Perceptions of teacher quality was a big improver this academic year which shows the improvement in candidates the school has been able to recruit. Curriculum was also a big improver which helps reward some of the school's efforts made to educate parents about what our curriculum is and how it is different.

**“97% of parents were satisfied with the quality of the curriculum at UDIS.”**

2017/2018 parents survey

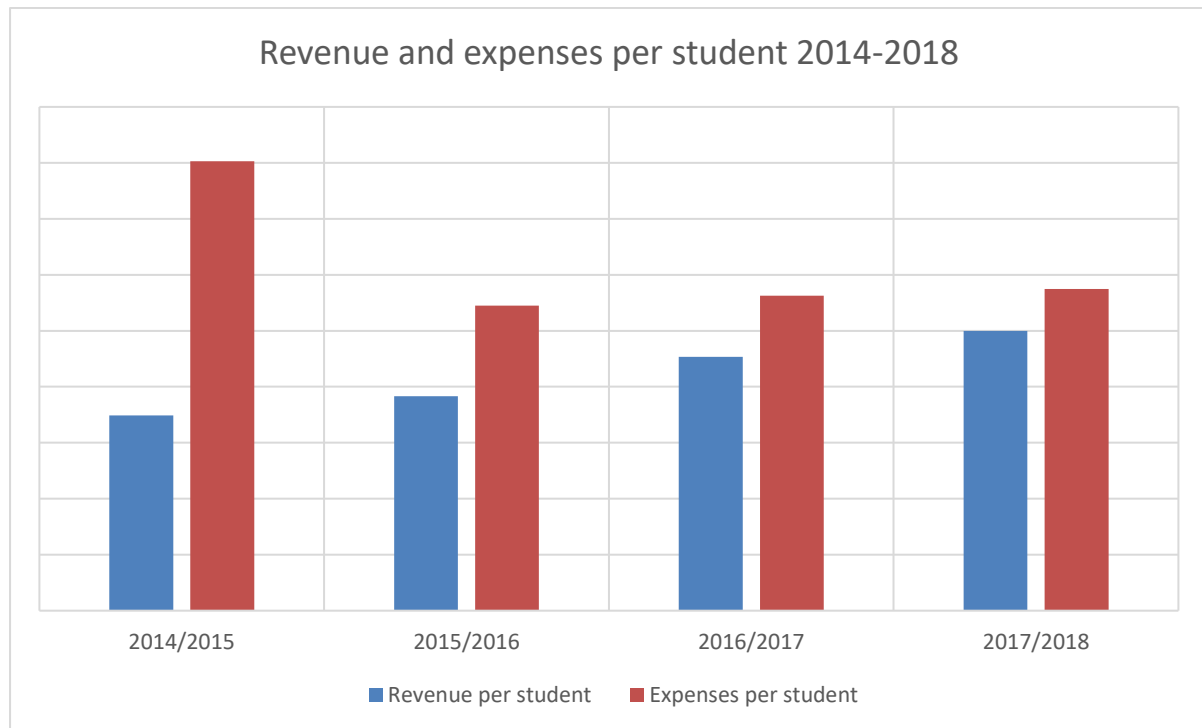
In September, 2018, we conducted a focus group to look into the results of this survey to see how the school could do better. In particular we queried parents about leadership and communication and how these could be improved. Parents said that they were happy with the leadership at the school and did not provide anything that could be improved on. For communication, the school did well with emails to parents but parents wanted more face to face conversations with teachers. In terms of the curriculum, parents wanted to know what their children were expected to know at different stages of the school year and this was something the school should communicate more. The school also asked parents about what future facilities would be desirable but parents only mentioned the need to fully enclose the cafeteria which they felt was important to improve hygiene.



## Financial performance

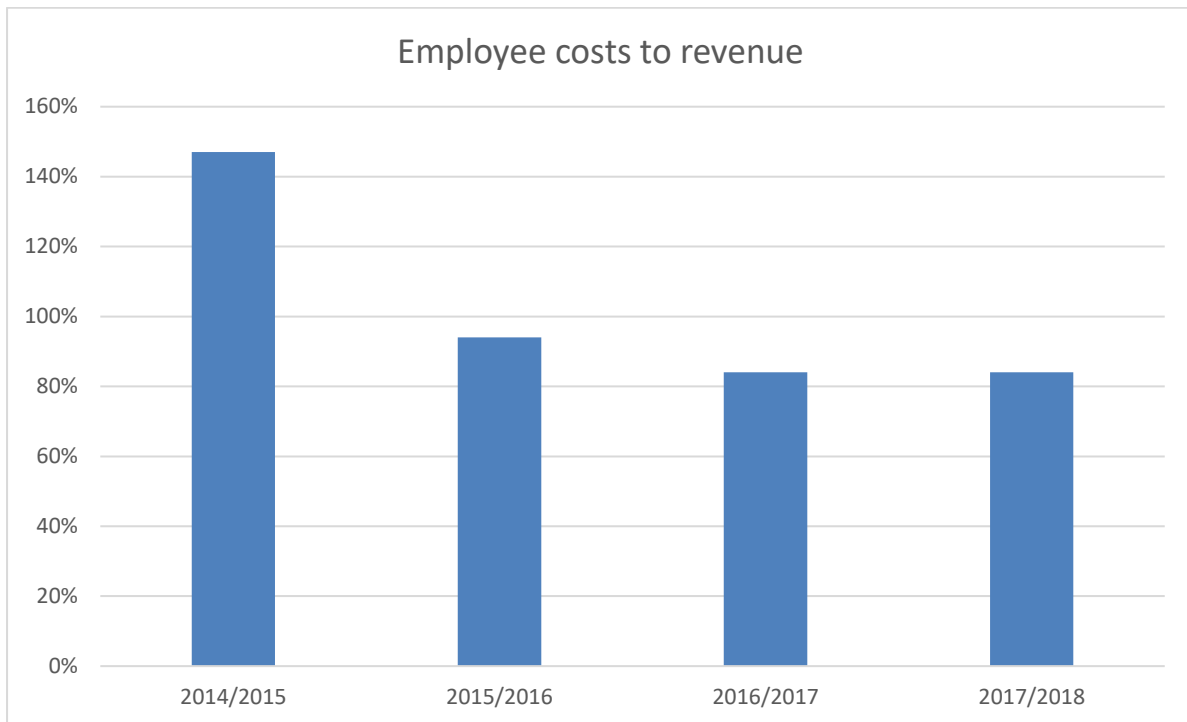
This section provides an overview to our community of the financial performance of the school. The intention is to show how the school is becoming financially self-sufficient which shows how the school can be sustainable moving forward. As the school is not currently self-sufficient, it is reliant on its ownership body to continue to support the school in meeting its costs.

### General financial performance per student



The first chart shows the general financial performance of the school (total revenue and expenses) as it relates to every student enrolled. Revenue per student has grown consistently across the past four academic years as the school has added levels and moved into higher priced primary levels. This is also reflected in the expenses per student which decreased from 2014/2015 but which has also been slowly increasing each academic year. This represents the increases in costs the school has had as it brings in higher primary levels. Overall, this chart shows the continued movement of the school towards self-sufficiency and sustainability.

## Staff metrics



The 'Employee costs to revenue' chart shows the ratio of employee costs to total revenue. This shows a steady downhill trend which is to be expected as the school grows and classes begin to fill. For the 2017/2018 academic year, 84% of revenue was spent on employee costs which reflect the quality of the staff employed and the cost these staff have. The average staff salary has also continued to climb as the school has added new levels and teaching staff form a higher proportion of the overall staff.

Metric	Description	2017/2018
<b>Employee cost ratio</b>	Total employee costs to total revenue earned	84%
<b>Teacher to student ratio</b>	Total teachers and specialists divided by total number of students	4.8

The teacher to student ratio is a new ratio we are experimenting with that was suggested to us by the CIS evaluators. We have defined this as the total number of students divided by the total number of full time equivalent teachers (teachers and specialists). It was suggested that a ratio of 8:1 is ideal within international schools in terms of a 'magic number'. For this academic year, this ratio is at 4.8 students per teacher so it is a far way short of this target. The implication is that we do not have enough students while we may be carrying too many staff for the students we have. We will be addressing this in 2018/2019 with further composite classes to bring some of our smaller classes together.

## **School self-evaluation**

The school self-evaluation is based on the standards and indicators from the Council of International Schools (CIS). These standards and indicators are used by CIS when deciding whether to grant accreditation to schools.

CIS is a non-national, non-regionally affiliated organisation and the status of CIS Accreditation confers an international recognition to stakeholders all over the world. The status of international accreditation demonstrates a school's commitment to high quality international education to the school community as well as to the outside world, prospective families, educational leaders and teachers as well as universities, embassies, other government departments, and global companies and organisations.

A self-evaluation involves evaluating the school against each of the CIS standards and benchmarks.

Next, we present a summary of the self-study for 2017/2018.

### **Summary of the self-study**

The school completed its annual self-evaluation in July, 2018. This year the school re-evaluated the progress of all standards and aligned these with how CIS evaluated the school. There are now 28 standards at the membership level stage and 29 at the prep level stage. No standards are at the team level stage currently.

This year we held our CIS prep visit which meant that we reassigned the progress of objectives based on the report from CIS. The evaluators were able to explain how they evaluated many of the standards and what best practices they were looking for. The result was that the school needed to re-evaluate the process that had been made. On the advice of CIS, we also extended our deadline for CIS authorisation until the 2020/2021 academic year in order to provide time to institute, formalise and make part of regular operations all of the changes CIS recommended.

Following this, we present the eight major domains and a summary of the self-assessment results for each.

#### **Domain A: Purpose and Direction**

This domain is focused on the extent that the school's guiding statements provide an appropriate path for the school to follow.

The school has created guiding statements which are used to determine the direction of the school. The school consulted with staff and parents about these with only students not being actively consulted. However, the Student Council worked with these statements during the year to build understanding. The guiding statements are reviewed with staff each academic year and a formal review of the guiding statements in their entirety is scheduled for the 2019/2020 academic year which can then form the basis for a new school strategic plan.

The school has a commitment to providing quality student learning which is reflected in the desire to produce students with the attitudes, skills and knowledge to become global citizens. To further develop our understandings here, the school developed a definition of high quality learning. Our statement identified teacher practices and student outcomes linked to high quality learning. This then feeds into the development of benchmarks to measure the desirable student outcomes we are looking for. We are also looking at developing further the teachers understanding of what high quality learning means at UDIS and discussing the good practices that are linked to this.

The school completed a successful review of the school's guiding statements as well as related policy and procedures with regard to the CIS Code of Ethics and the UN Convention on the Rights of the Child in 2017. These are now reviewed with staff annually while we use the UN convention on the rights of the child as the foundation for our child rights programme at UDIS.



The school's guiding statements make reference to international education and this year we completed our definition of international and intercultural education (ICE). The developed definition for ICE was:

*We know who we are and what we value, we understand other cultures and how we can work together, we are balanced in our learning and take responsible action in our world.*

To take action on this statement this year we came up with actions that could be taken to improve ICE at UDIS which was set as an action plan for the 2017/2018 academic year. We also encouraged student action and our PYP programme encourages action as an output of the student's learning. We hope that the involvement of students with the guiding statements will help the communities understanding of what our school is trying to achieve. We have already displayed the school vision and mission in many locations including classrooms, cafeteria and the staff and student handbooks.

#### ***Areas for improvement***

- Development and sharing of our guiding statements
- Development of intercultural education, child rights and high quality learning
- Development of admissions criteria, beginning EAL students and review of assessment policy

## **Domain B: Governance, Leadership and Ownership**

This domain is concerned with the suitability of the governance, leadership and ownership of the school and to ensure the school is sustainable.

The School Board was established in the 2015/2016 academic year and was inaugurated with a board charter. Board members are appointed to the Board under the terms of the charter. Board members must also abide by a code of conduct. The school has communicated the role of the Board out to our community. More Board members would also help to provide further sustainability and continuity for the school. This year, the Board appointed a new teachers representative and a new community representative.

As a new school, UDIS is still working towards becoming fully legally compliant in Thailand but has gained its provisional international school license. One of the requirements to gain a full license with the Ministry of Education is to become accredited with an external agency which is a process that takes time. The school must also meet its obligations to the Ministry of Education which involve the filing of paperwork to the appropriate offices.



### ***Areas for improvement***

- Improve stakeholder education around the roles within the school and those of the board and the guiding statements of the school
- Develop and review appraisal of the Head of School
- Improve the reporting of some financial metrics
- Develop a consolidated strategic plan that is updated annually
- Develop the Board through training, documentation and awareness
- Develop an ICT plan



- Improve appraisal of staff and the HOS
- Improve the use of student data for assessment

### **Domain C: The Curriculum**

This domain is concerned with the curriculum and the extent that the curriculum is broad, balanced and relevant for all students admitted to the school. The curriculum should be accessible, challenging and incorporate intercultural learning, technology and language learning.

The school's curriculum and programme is aligned with the school's guiding statements. The school teaches a range of subjects which include English, mathematics, science, Thai, Chinese, art, music, drama, physical education and swimming. The school also offers a range of ECA's to provide sporting, cultural and language opportunities to students. This reflects our vision of providing balanced learning to our students by offering them quality opportunities in a variety of subjects and disciplines.



The school has developed a written curriculum that incorporates standards from the NCE with the inquiry approach of the PYP. Our PYP curriculum encourages the development of a set of transdisciplinary skills which include social skills, communication skills, thinking skills, research skills and self-management skills. Teachers are encouraged to incorporate these skills into their unit planning and to provide opportunities to assess them. Students are also able to share, personalise and participate in their own learning, which they can do through our units of inquiry (UOIs). In the units of inquiry (UOIs), students often develop conceptual understandings around different topics.

We use the National Curriculum of England (NCE) to specify learning outcomes for students from Early Years to Primary Years in English and Mathematics. We use the scope and sequence documents from



the IB for PSPE, arts, science and social studies. For Thai language we use a curriculum from the International Schools Association of Chiang Mai.

The school uses technology within the school and students in the Primary Years are exposed to a variety of technology. We want to teach learners about safe and appropriate conduct online, for instance things like safeguarding, cyberbullying and maintaining secure passwords. We also want learners to be critical consumers of content and be aware that not everything they see online is true.

### ***Areas for improvement***

- Develop high quality learning and intercultural education
- Develop inquiry learning, success criteria and differentiation
- Continue to review and improve the curriculum and ensure if it meeting the needs of all students
- Develop the delivery and planning of the ICT curriculum, PSPE and Arts curriculums
- Formalise the annual programme of inquiry review

### **Domain D: Teaching and Assessing for Learning**

This domain is concerned with the teaching and learning at the school to ensure that the curriculum is planned, taught and assessed in a way to maximise student learning.

The school uses differentiation throughout the school to provide all learners with the opportunities to be successful learners. This can be seen in things like the unit of inquiry planners, the weekly plans and our assessment information. Teachers differentiate within the class and both our assessment policy and definition of high quality learning identify the importance of differentiation for our students.



In 2017/2018 the school reviewed and began to implement a learning support policy where students with unique learning challenges can be identified and adequately supported. We also identified the roles and responsibilities of learning support staff and identified mechanisms for increasing learning support staff to cater to the demand.

The school put in place support programmes for both English as an Additional Language (EAL) and Thai as an Additional Language (TAL) for students where English or Thai was not at the same level as other students. As our school has a high proportion of EAL students, we look to recruit teachers who have experience with EAL learners and/or have EAL qualifications.



Our Assessment Policy details the range of assessment strategies that we use. In brief, teachers can use pre-assessments, formative assessments, summative assessments and student self-assessments. The class unit of inquiry planners, weekly plans and student assessment data provides evidence for our use of a range of formative and summative assessments. The assessment that teachers use does include activities that involve self-assessment, discovery and problem solving. Reflection is also an important element of our school and we encourage students to reflect on their work whenever possible.

We developed our definition of intercultural education in 2017/2018 and to make this real for teachers we asked them to take on some actions around this. As an international school within Thailand we take it as one of our responsibilities to ensure that the host country is represented within the school.

Children in different classes have also attended fieldtrips into the local community. This has brought in different elements of our local community to provide context to the students learning. In addition,

there are opportunities within the units to build on student understanding of what it means to attend a school in Thailand.

The school has made substantial investments in reading materials for the library since we opened. Investment in the library is an ongoing activity as we seek to increase the range and breadth of titles we hold. Books are issued to students on a weekly basis and staff can also take out books to use within the classroom. We have also developed a mother tongue section of the library with Thai and Chinese books available. We hope to add further titles in other languages in the future too.

The school has timetables and learning time in place for the school and we believe these provide adequate time for each subject. We have made changes over the years to better meet the needs of students in relation to the timetable. For instance, in 2017/2018 we switched to longer blocks in the EY which could be made up of smaller activities and which meant less transitions between homeroom and specialists.

### ***Areas for improvement***

- Develop EAL & TAL provision
- Review and improve differentiation and success criteria
- Review admissions and enrolment procedures
- Review the learning support policy and the training of staff
- Review and extend assessment and student progress
- Rollout high quality learning and intercultural education
- Develop portfolios and student reporting

### **Domain E: The Students' Learning and Well-being**

This domain is concerned with ensuring that students are well protected and that their well-being is looked after. This also concerns the health and safety of students and the support available to them by the school.

The school has put in policies to create a positive school environment. The school instituted both a parents and students code of conduct to create a positive environment at the school. This is also part of the induction meetings for new parents into the school is listed on our website and is part of our parent's handbook. We also promote the learner profile and the attitudes of the PYP to encourage positive attitudes within the school which remains an ongoing area of work.

A student council has been in place from our 2015/2016 academic year and in 2017/2018 the council organised a number of movie nights and contributed to our Christmas Festival which raised money for community service. We also conducted a 'Thai day' on the last day of Term 2 with the intention of raising money for our community. We provide opportunities for students to provide input to the school. In 2017/2018 they were asked to provide feedback on things like the menu, the ECAs and reports.

We provide an environment that is safe and secure with security on the gate and control of visitors. We have evacuation procedures in place and signage within classrooms to display evacuation routes





from the school including our new buildings. Our evacuation procedures and lockdown procedure are regularly practised.

We have in place a child protection policy to protect the wellbeing of students and there is a sense of shared responsibility within the staff to address and prevent all forms of child abuse, hazing, bullying and discrimination. There is regular training held with staff on Health and Safety and safeguarding issues too. All policies are communicated to parents in a student handbook and to staff in a staff handbook. The school has in place a trained nurse who administers to the health of students on a daily basis. The nurse takes care of any medication requirements of students, provides assistance for playground injuries and provides health check-ups to students. In 2017/2018 we developed a Hand, Foot and Mouth procedure document to help assist us when these cases arise within the school. The school has in place an Education outside the Classroom (EOTC) policy which governs all activities outside the classroom. The school documents all fieldtrips on EOTC forms and conducts appropriate risk assessments where needed.

We take the recruitment of staff seriously to ensure there is no danger to students. We have a recruitment and vetting policy to ensure that staff coming into the school are safe to work with our students. This includes criminal background checks of staff, degree verifications, background checks from references and a statement from staff verifying that they are not a danger to students. All of our safeguarding checks are recorded in a central, vetting record.

### ***Areas for improvement***

- Research and examine social and emotional learning and codes of conduct
- Development of further opportunities for service learning, environmental stewardship and community partnerships for showing student leadership and voice.
- Review H&S in terms of lockdowns, crisis management, visitors and safeguarding
- Revise and improve security by enforcing the wearing of UDIS ID by all adults on campus at all times.
- Develop and improve transitions for students within the school and those entering and exiting

### **Domain F: Staffing**

This domain concerns the extent that staff are suitably qualified, experienced and deployed to meet the school's mission, aims and student needs. This domain examines whether staff are able to provide the students with the knowledge, skills and perspectives needed to help them become global citizens. The school has in place sufficient numbers of appropriately qualified staff. Some of these staff have advanced qualifications and many have completed training in the PYP. We have developed a professional development policy which outlined the importance of PD and how this is related to the schools priorities and guiding statements. This PD policy also included provision for Thai teaching staff to gain local qualifications so they could become fully qualified teachers in Thailand.

All staff members are issued with a written contract at the school. The Head of School goes through this written contract with all staff members to discuss what the expectations are. The contract includes the salary, benefits, assignment, term, renewal dates and the conditions for termination or resignation. Salaries improve each year based on the salary scale. The school has written employment contracts with all staff with salaries and benefits in line with expectations for our region of Thailand.

The school has implemented a recruitment and vetting policy for all staff. The intention of the policy is to safeguard and promote the welfare of our students. We conduct vetting checks on all employees to the school which include checking at least two referees for the applicant, examining the previous employment history, conducting identity and police clearance checks, medical fitness checks and checking the qualifications of the candidate. All teachers are assigned teaching responsibilities that fit

their qualifications and past teaching experience. We have implemented the same screening checks for all volunteers that could be left in the care of students alone. Other volunteers may help at the school but they cannot be left alone with students.



In 2017/2018 we revised our performance and evaluation policy for this academic year. The changes involved more observations and meetings with teachers to discuss teaching performance which is documented in an appraisal document shared with the staff member. Meetings were also held to set targets with teachers that could be based on things the teachers wanted to improve on, or things that were agreed with management to improve an area of development. The changes to this policy means there are also much stronger links between teacher performance, school initiatives and teacher professional development due to the target setting that is done. Job descriptions have been issued for all staff. The job descriptions forms part of the evaluations that are conducted with staff.

### ***Areas for improvement***

- Reallocation of staff and further provision of composite classes
- To develop programmes to support beginning EAL students
- To review professional development in terms of appraisal and allocation of funds
- To develop staff induction, retention and exit programmes
- To revise and improve staff evaluation
- Look into ways to consider staff voice into the school to work together to come up with solutions for the school.

## **Domain G: Premises and Physical Accommodation**

Domain G concerns the extent to which the premises and accommodation of the school are suitable for its stated mission. This examines whether the premises are safe, secure and sufficient to support the delivery of the curriculum.

The school has invested in modern educational facilities for the school which are the appropriate sizes for the classes we have. The school has setup wireless areas throughout the school, CCTV and fire alarm systems. The school has established a playground in our Early Years building and a second playground on our field for our Primary Years. This year we completed the construction of a new primary years building and a covered tennis court. The school holds sustainability as an important value for the school. Our Early Years building was designed to be energy efficient with double-width exterior walls to keep rooms cooler. An innovative foam wall was used in our Primary Years building to also insulate from the outside heat and to better keep rooms cooler. We encourage all staff and students to be sustainable in their practice, for instance, in their use of air-conditioners and paper.



The school has provided regular funding for information and communications technology (ICT). The school has sets of iPads, Macbooks and a set of Chromebooks. All rooms have short-throw projectors,



Mimio smartboards and WiFi is available throughout the campus. All classrooms have either a PC or Macintosh computer and are linked to printers throughout the school

### ***Areas for improvement***

- The school should consider solutions to the black painted banisters and other metal surfaces that heat up significantly in the sun.
- The school should fence the area adjoining the school carpark to prevent students from leaving the playground area and entering the carpark.
- Check and repair any uneven surfaces at the school
- Set a recommended temperature for all thermostats at the school and publicise this to all staff.
- Develop and implement policies and practices related to building and facility design, layout, designation and use to ensure best practice in child safety and protection.
- Development plan for the use of personalised learning systems at the school
- Monitor the effectiveness of auxiliary services for catering, security, cleaning and transport and link these to our guiding statements

### **Domain H: Community and Home Partnerships**

Finally, Domain H concerns the nature of the home-school partnership that has been fostered and the communication between home and school. This domain considers the extent to which stakeholders understand and appreciate the purpose and mission of the school and their contribution to it.



The school has established a variety of different ways for communicating with parents which we believe inform them as to what is going on at the school. Our communications also help to develop parent understandings about the school which meets our strategic goal of developing parent education too. We use the school website ([www.udis.ac.th](http://www.udis.ac.th)) to make a lot of announcements to our school community and we have an active social media presence on Facebook. The school has a bi-monthly newsletter that is sent to parents and most classes used the communication book to report

what is going on at school to parents. Homeroom teachers and specialists also have a blog and weekly updates are sent to parents. Lastly, we have a Parents and Teachers Association (PTA) which meets regularly to discuss different school issues and what the school has done to resolve them.

We hold induction meetings with new parents at the start of each year and this year we developed a standard format for these which is reusable. The HOS also sits down with all new parents and runs through a briefing sheet for all new enrolments that covers a lot of important school information. Parents are involved in the school for different events and this year we had a good turnout of parents for our Thai day celebration. Parents have also been involved with class fieldtrips and have made themselves available for class units of inquiry which have called for parent participation. This year we encouraged parents to volunteer within classes but this programme is still very much in its infancy.

The school is in the formative stages of developing our partnerships and networks with our external community. In 2015/2016, our school became actively involved in the International Schools Association of Thailand (ISAT) as a candidate member before becoming a full member in 2016/2017. We have attended all meetings of ISAT and we are starting to the benefits of involvement with ISAT. These have resulted in new professional development opportunities for staff as well as cooperation with neighbouring international schools (e.g. Prem International School, NIST International School, Bangkok Patana International School, Silver Fern International School and Vientiane International School). This year we held our first school competition with Silver Fern International School where we sent students to compete in team sports and swimming with a return leg happening in May at UDIS.

We have also set up partnerships with our external community. We have an established Community Partnership Programme (CPP) which has been in operation since the start of the school. This provides opportunities for us to work closely with our community partners. We have also developed relationships with local businesses and sent many class fieldtrips out into our community. Fieldtrips have included things like visits to local Chinese temples, rice farms, aquariums, businesses and hospitals.

### ***Areas for improvement***

- Formalise representation into the PTA with a formal class parent rep from each class.
- Look into providing customer service training for teachers in how to respond to queries from parents about their student's education.
- Further promote the ways in which parents can express their ideas and views to the school.
- Provide more education for parents about the role of the board and the parents representative to that board
- Provide more education about the mission and vision of the school and how this influences the education their children receive.
- Development of service learning at the school to encourage reciprocal learning experiences rather than just fundraising and donations.
- Development of external partnerships which can be leveraged for student learning
- Development of community service opportunities and partnerships for our students