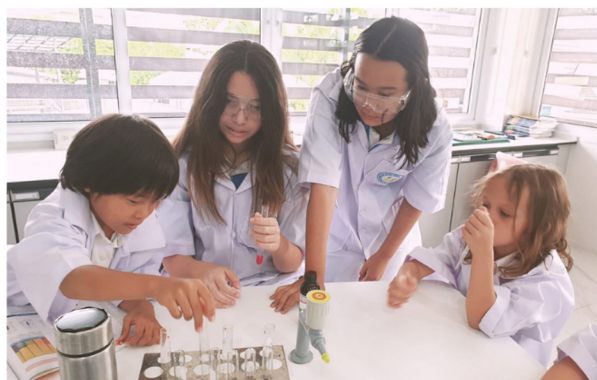


# COMMUNITY REPORT

2022  
2023

Udon Thani International School



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## Foreword

2022/2023 has been a wonderful year for UDIS as we have made further strides towards our goal of reaching the end of High School and a Year 13 class. We are proud to be the only accredited international school in Udon Thani and the only IB school in the Northeast with the PYP, MYP and DP programmes. This year saw a big improvement in student numbers which is testament to the support our parents provide and their positive word of mouth. We are always keen to work with our community to cater towards the needs our learners and the wider community.

In 2022/2023 we have been transitioning from the pandemic with learning returning to normal. We operated afterschool activities throughout the year and many of our usual events returned.



This year has been an extremely busy one for us as we worked through our authorisations with the IB. We completed a successful PYP reauthorisation in March which affirmed the education we offer in our Early and Primary Years. We also undertook a successful MYP authorisation visit and became an MYP authorised school in July! This year we became a candidate school for the Diploma Programme (DP) and we aim to complete authorisation by January, 2024. It is amazing for the school to accomplish so much here in Udon Thani and to provide the benefits of the IB programmes to our community. This will allow us to offer education from 2-18 years of age preparing our learners for the modern world in which we live and the opportunity for learners to move onto universities in Thailand or around the world as they wish.

This year we completed our new 5 year strategic plan which helps us identify our priorities as we move to the next phase of our development. Our central aim is to complete the development of a full school from 2-18 years of age and the students, staff, resources and buildings to support that.

So, thank you to our wonderful community for your continued support as we continue to blaze a pathway for inquiry education in the Northeast. My deepest thanks to everyone within our school community that helped us throughout 2022/2023. We are very much looking forward to building on our success in 2023/2024.

Best Regards

Dr. Lindsay Stuart  
Head of School

## Who we are

Udon Thani International School (UDIS) is a co-educational community of learners in the city of Udon Thani.



## Guiding statements

Our guiding statements are what we use to make decisions about the school. These include our school vision, mission, values and school strategy.

### Our vision

Udon Thani International School (UDIS) inspires internationally-minded, balanced learners who thrive and become active, global citizens.

### Our vision implemented

UDIS focuses on the following objectives to achieve the vision of the school:

- We ensure using a well-designed curriculum within a safe and caring environment where we inspire growth socially, emotionally, physically and academically.
- We actively learn about different cultures, respect, appreciate and celebrate diversity, while taking action to become global citizens.
- We challenge ourselves to achieve our potential by empowering a diverse set of skills while celebrating success wherever it occurs.
- We make a difference in the world through problem solving at every level by respecting and taking responsibility for ourselves, others and the environment.

## Our values

At UDIS we follow the values of the International Baccalaureate’s Learner Profile. We believe the Learner Profile is an excellent match for the population of learners at the school with its focus on the development of international mindedness and global citizenship.

Learner profile	What this means to us
<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## Our strategy

The UDIS strategic plan was developed with the input of the school's community. Each strand represents a key strategic intent that the school aims to achieve. All aspects of the plan are directly connected to the vision of the school.

Below we outline each of the areas of the strategic plan and some of the key activities that was done this year to meet each strategic intent:

### Community development

To create a mutually supportive community at the school this year we:

- Completed a new 5 year strategic plan with our community
- Developed a Board safeguarding role, training, reporting and a complaints procedure for parents

### School growth

To build a student population that is supportive of the school's vision, mission and values this year we:

- Developed a fully costed ICT plan for the school that was Board approved
  - This is based on our 1:1 device model and the use of funds from the materials fees to support ICT provision at the school
- Completed the implementation of Toddle within the school and we will build on this in subsequent years
- Completed a successful MYP authorisation visit, addressed issues from that and became a fully authorised school for the MYP
- Completed a successful PYP re-authorisation visit
- Became a Diploma Programme (DP) candidate school and completed the planning and implementation of an authorisation team to join the school in 2023/2024 and supporting curriculum, facilities and resources for the programme
- Developed a suite of afterschool programmes for learners that included the involvement of our parents and the wider community. This has allowed us to offer a range of activities across all days of school

### Staff development

To improve the professional development, wellbeing and morale of staff this year we:

- Developed and implemented a new Able, Gifted and Talented (ABGT) policy to better support our learners
  - We identified the next steps in the development of an inclusion policy to support all learners
- Completed the training of all staff in the MYP to support our authorisation
- Completed the training of all staff in the DP to support our authorisation
- Completed training in Data Protection and rolled out a system to support this across the school

### Learning environment

To create an internationally focused, balanced programme where students progress this year we:

- Revised how global citizenship was addressed and developed further assessment moderation in the Early Years
- Completed our Thai as an Additional Language policy and support for TLS (Thai Language Support) was implemented to better support a range of Thai learners
- Completed our MYP curriculum to meet the needs of authorisation

- We have now completed our MYP curriculum for Years 7-11
- Implemented a new PSPE programme (based on Ontario) to support our learners wellbeing and to give them the skills needed to succeed from Year 1 to Year 11
- We implemented the White Rose Mathematics (WRM) system to provide more structure and rigour in the teaching of mathematics in the Primary Years

### Our new 5 year strategic plan

This year we completed the development of a new 5 year strategic plan with our community. The plan is grouped around three main areas and we have identified goals for each. These are:

#### School/programme development

- By 2028, we will aim for at least 200 students, through developing and enhancing our value proposition for existing and external students and to examine, and develop, strategies to grow our customer base.
- To prioritise our school's IB authorisations, reauthorisations and CIS accreditation through the development of curriculum, programmes and the allocation of resources needed to support these successfully.
- To develop a fair distribution of resources across all departments to support the purchase of prioritised materials based on curriculum needs
- By 2028 to develop autonomous programmes within the school (e.g. a Junior and Senior school) to allow for decision making to better meet staff and student needs around staffing, resource provision, organisation, culture and administration but within the scope of the school's guiding statements.
- To develop a support services department to incorporate existing services (e.g. learning support, EAL, TAL and academic support) and to help our learners thrive including developing further staffing, programme development, screening and use of data
- To develop plans to fund and implement new buildings and renovation to support the school with a particular focus on the development of the library, cafeteria, music/art spaces, outdoor/breakout spaces, additional classrooms and renovation of older spaces.

#### Community development

- To continue to strengthen and develop our parents' understanding of our programmes (and the benefits of the IB programme for students) through effective parent education and the identification, development and improvement of metrics in a range of areas that can be used to show the value of our programmes to our community.
- To complete the development of programmes (e.g. sporting, arts, language, academic) for internal and external students with a focus on a swimming school and a football school

#### Staff development

- By 2028, ensure the visual arts, performing arts (e.g. dance, drama, music) and design programmes are in place and fully staffed with specialist teachers.
- By 2028, look to develop our staff remuneration in line with school's fees, to further develop the staff we need to support our programmes



**HOLISTIC ACTIVITIES AROUND THE SCHOOL**



**OUR MIDDLE YEARS CAREERS MORNING WAS A GREAT SUCCESS**



## Our leadership

### Our school board

UDIS has an Executive School Board to ensure that the school provides learners with a good education. The Board comprises members from the parent company of UDIS, parent and teacher representatives, and members from the local business and educational communities. The School Board met four times across the 2022/2023 academic year discussing a range of topics to improve the school.

The UDIS Executive School Board for 2022/2023 comprised:

Role	Name
<b>Chairperson:</b>	K. Siriphat Pukpo
<b>Representative of the Owner &amp; Licensee</b>	K. Siriphat Pukpo
<b>Honorary member #1</b>	K. Nuttaradee Phumongkolsuriya
<b>Honorary member #2</b>	Ms. Yael Cass
<b>Parent representative #1</b>	K. Pairat Tivakornpannarai
<b>Parent representative #2</b>	K. Phirawan Changsirivathanathamrong
<b>Teacher representative</b>	Mr. Mark Abbadessa
<b>School Director</b>	K. Sineenard Charmat
<b>Board member</b>	Dr. Lindsay Stuart

### School leadership

The UDIS leadership team has extensive experience in international education from around the globe. The leadership works to support the teachers, staff and learners across the school and they work closely with the School Board and the Parents and Teachers Association (PTA) to fulfil the school's guiding statements and to understand and address and concerns or questions.

New to the school this year was Charles Cejka as our DP Coordinator. He was tremendously successful this year in preparing the school for the DP programme across all areas.

This year the school leadership included:

Head of School	Dr. Lindsay Stuart
Principal	Ms. Emmi Hines
PYP Coordinator	Ms. Charlotte Trufit
MYP Coordinator	Mr. Jay Randall
DP Coordinator	Mr. Charles Cejka
Early Years Coordinator	Ms. Phibzia Siddiqui
Assistant Principal	Mr. Mark Abbadessa
Operations Manager	Mr. David Chisholm
School Director	Ms. Sineenard Charmat

## Our partners

We have a range of community partners to support UDIS and we work with these for mutual benefit.

From 2021/2022 we entered a sponsorship arrangement with Nongbua Pitchaya Football Club to jointly promote the importance of a balanced education through involvement in sports. We also reopened our extracurricular activity programme, with the support of our community, to offer new activities for our learners across the school week.

This year we held our first community fair in February to celebrate our local community and all they can offer. We plan to make this an annual event for our community.



## Our parents and teachers' association

This year we continued our successful Parents and Teachers Association (PTA) and held a variety of meetings across the year. Our vision for 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.



## Our learners

Our learners are what makes the school special and we tailor our programmes to their needs. We are lucky to have over 21 different nationalities of learners represented across the school.



## Our student council

The Student Council worked to develop Service as Action throughout our school this year. The Council and MY learners got involved in activities to promote student interests (e.g. assemblies, the fun fair), volunteering as MC's, developing the Living Museum, science experiments and reading buddies for the EY. The MY Dance was held for a second time and was a great success.



## Our staff

UDIS attracts many applicants each year who are recruited to the school based on their experience, expertise, knowledge and fit with the core values of the school. In line with our school mission statement, we have a commitment to recruiting staff who are internationally minded and who embody the values of lifelong learners. This ensures we hire the best educators we can to work with the learners at the school.

*Our diversity is our strength and we have teachers from over 11 different nationalities represented at our school.*

The diversity of our teachers is important to help teach our learners about international mindedness. We can prepare our learners to be global citizens by exposing them to people from different cultures and social groups. This is important because it will help our learners be able to work with diverse groups of people in the future.



## Our School

Udon Thani International School (UDIS) was founded in 2013 and has blazed a trail for quality, international education in the Northeast. We became an IB World School authorised to offer the Primary Years Programme in 2019 and the Middle Years Programme in 2023. In 2021, we became the first school in the Northeast to become accredited with the Council of International Schools and the only accredited school in Udon Thani.

This year, we became a candidate school for the IB's Diploma Programme and aim to fully authorise the programme by January, 2024. This will aid the full expansion of our school from Preschool to Year 13 by 2025/2026.



## Our annual highlights

### Our events

Events are an important part of life at school to provide areas for our learners to thrive. To recognise and commemorate the importance of Thai culture in the school, we held Teacher's day, Loy Krathong and Songkran events. We recognised the birthday of the late King of Thailand and examined the important role of soil which fitted with the King's goal of sustainability.



We held a Christmas Festival in December to encourage our learners to be global citizens as we learned about a variety of traditions at that time of year. In the same vein, we celebrated Chinese New Year and the importance of Chinese culture within Udon Thani. Our International Week was a chance to learn about and understand the variety of different cultures within the school.



## UDIS Community Fair

This year we also held our first annual community fair in February. This was a wonderful success as we brought in our community for fun games, activities and food. Thank you to our community for making this such a big success.

We are looking forward to holding the second edition next year!



## Sporting highlights

This year we developed teams for basketball and football and we competed with other teams throughout Udon Thani. This was a wonderful experience for our learners as they learned what it takes to be part of a team and the development of skills and teamwork to support that.

We will build on these programmes for 2023/2024 as we have plans to further develop our own sports teams to compete further in Udon Thani. More time for coaching and team development is also planned.





## Our programmes

UDIS is an IB World School and offers programmes for learners from 2 to 16 years of age. From 2024 we will offer the Diploma Programme to cater to learners until the end of High School.

### Our Early Years (2-5 year olds)

The Early Years (EY) is a programme based on the Early Years Foundation Stage (EYFS) and the Primary Years Programme (PYP). Our EY is designed around play-based learning to develop the skills and competencies learners will need as they enter the Primary Years.



### Our Primary Years (5-11 year olds)

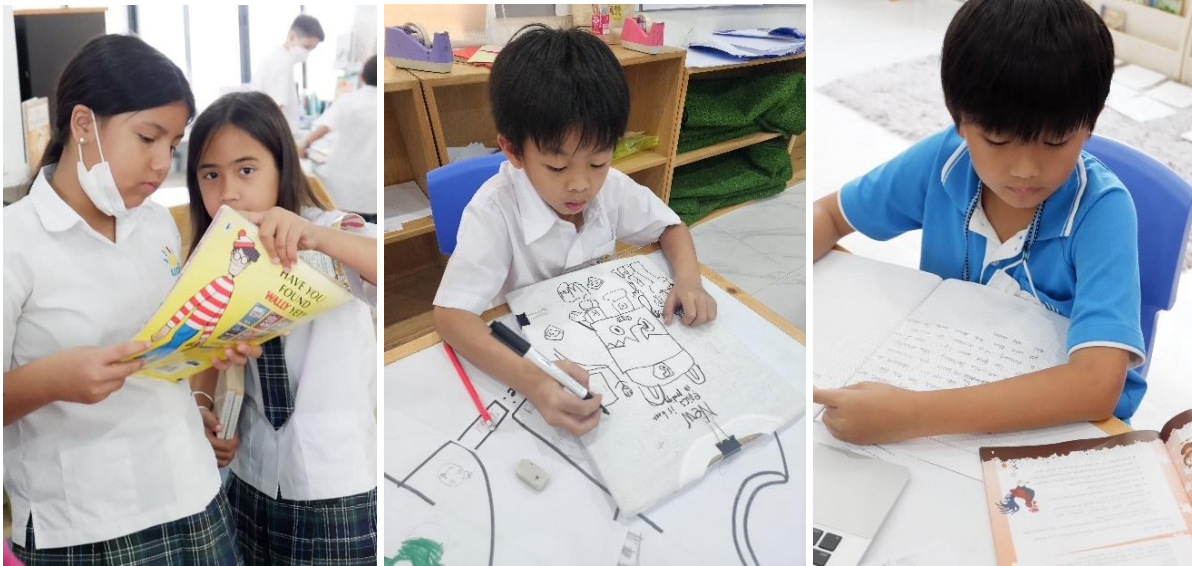
The Primary Years (PY) programme, is based on the National Curriculum of England and the IB's Primary Years Programme (PYP) to provide our learners with the knowledge, concepts, skills personal attributes and the capacity to take action. These are what our learners need to equip them for successful lives, both now and in the future. Learning through inquiry, children's investigations across and beyond subject areas strengthened knowledge and understanding as they explored global, topical and relevant 'big picture' questions, or transdisciplinary themes.



## Student-centred learning in the Primary Years Programme (PYP)

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their own learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate and sustainable student-initiated action
- language skills; as all students study an additional language at school



## Success with the PYP

Learning in the PYP is viewed as a continuous journey; teachers work with students to identify their needs and then document, monitor and provide ongoing assessment and feedback to plan the next stage of their learning across all areas of the curriculum.



## Our Middle Years (11-16 year olds)

The Middle Years (MY) is based on the International Baccalaureate's Middle Years Programme (MYP) and the National Curriculum of England (NCE) and is taught through inquiry. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. These are:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The MYP is a five-year programme and students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) in Years 12 and 13.



## Our Diploma Programme (16-18 year olds)

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe including the USA, UK, Australia, New Zealand, Singapore and Thailand. The IB also publishes a recognition database to track how the DP is recognised by universities around the world.

The DP aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

UDIS will open our Diploma Programme in August, 2024. Our PYP and MYP programmes culminate with the Diploma Programme which provides a leading qualification for university entrance around the world. We have already secured candidacy in the DP and will aim to complete authorisation by January, 2024 in time to welcome our first batch of Year 12 for the 2024/2025 academic year.

## Our extracurricular activities

At UDIS we believe in a rich and varied extra-curricular programme to provide learners with the experience of trying different sports, musical instruments, subjects and activities that they might not otherwise have had a chance to do. We ran a full programme of events this year with the help of our community.



## Our accreditations

UDIS is a fully accredited school with the Council of International Schools (CIS). Through our accreditation with CIS, we have affirmed our commitment to high quality international education by meeting the demanding and rigorous standards needed by CIS for accreditation.

### Characteristics of CIS accredited schools

The final award of CIS accreditation shows that the school has achieved high standards of professional performance in international education and has a commitment to continuous improvement. In particular, the award of accreditation shows that the school:

- is devoted to its mission and vision for students
- has thought deeply about the services it offers to students, family and community.
- invests the time and resources for validation from a globally-recognized accreditation authority
- focuses on the quality of teaching, student learning, as well as student safeguarding and well-being
- has a suitable philosophy of education suitable for its students
- promises only what it can deliver
- is open to regular evaluation by its own school community and peer evaluators
- constantly seeks improvement in all areas of the school plans strategically for the future.

The quality and rigour of CIS International Accreditation is recognised by ministries and departments of education around the world. The CIS International Accreditation process has been validated and is recognised by the National Association of Independent Schools (NAIS) Commission on Accreditation, a body which “accredits the accreditors” in the United States. CIS International Accreditation is further validated and accepted by other countries internationally as a mark of quality assurance including ONESQA in Thailand, State Departments of Education in Australia, the Council of British International Schools in the UK, and others.

UDIS is fully authorised to offer the PYP and MYP programmes as an IB World School. We have secured candidacy within the DP and are working towards full authorisation by January 2024. We plan for our first intake of learners into Year 12, and the first year of the DP, by 2024/2025.



## Our wellbeing

UDIS continues to have a positive learning environment that you can feel on entering our campus. Our parents have continually mentioned this facet of our school and the positive spirit that we have. UDIS has put in place numerous programmes (e.g. conduct policies for community members) aimed at creating a positive social climate around the school and a culture of belonging and pride.

*96% of parents believed the school offers a positive learning environment  
(2022/2023 End of Year Survey)*



## Health and Safety

UDIS has extensive Health and Safety policies and a designated Health and Safety Coordinator to ensure the wellbeing of staff, learners and visitors. All campus users are required to cooperate with health and safety requirements. Parents are required to comply with our Health and Safety Policy while they are on campus.



## Support services for learners

### English as an Additional Language (EAL) & Thai as an Additional Language (TAL)

EAL is an instructional service provided to English language learners by qualified teachers which supports the development of full social and academic proficiency in English.

Thai language is an important part of the curriculum as we believe it is important for Thai students to continue to develop their language ability in Thai and for non-native students to learn and understand a new language as part of their development of cultural understanding. To support learners new to Thai, we offer TAL classes which support learners in developing their Thai language skills. We further offer Thai Language Support (TLS) to learners who need further help with Thai too.



### Learning support

UDIS is committed to supporting the needs of individual learners and helping them become successful at our school. Learning support is used to resolve difficulties and promote positive solutions for learners experiencing barriers to their learning.

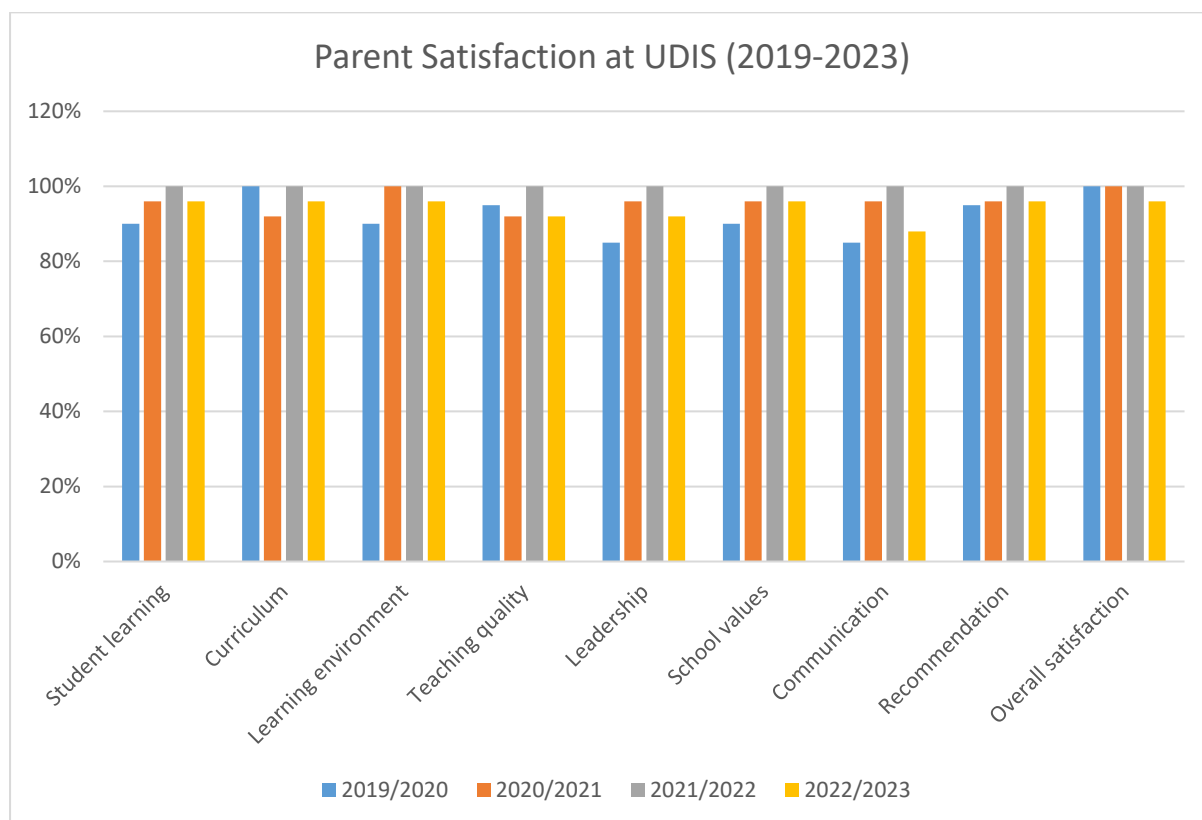


## Our parent's perceptions

Each year we survey our stakeholders to see how we are doing. Here, we report on our parent perceptions from our end of year survey which collected data across nine categories of questions.

*96% of parents are satisfied overall with the school!!*

96% of parents surveyed were satisfied overall with UDIS and would recommend the school to others. Our parents love what UDIS offers and how it benefits their children.



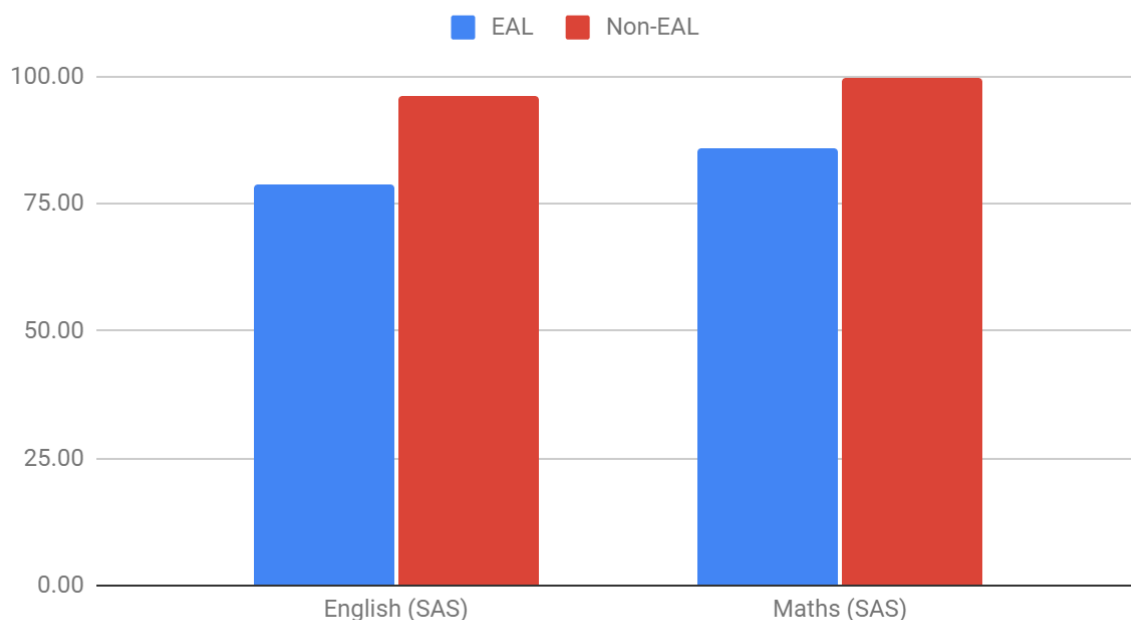


## Our results

This academic year all learners from Year 2-10 completed the Progress Test in English (PTE) and the Progress Test in Mathematics (PTM). We found that the average standard age score (SAS) score for all learners in the PTE test was 90 and the average SAS score for all learners on the PTM test was 95. The SAS is normalised at 100, so that 50% of students will be below 100, and 50% above 100, based on a representative sample of students from the United Kingdom (UK).

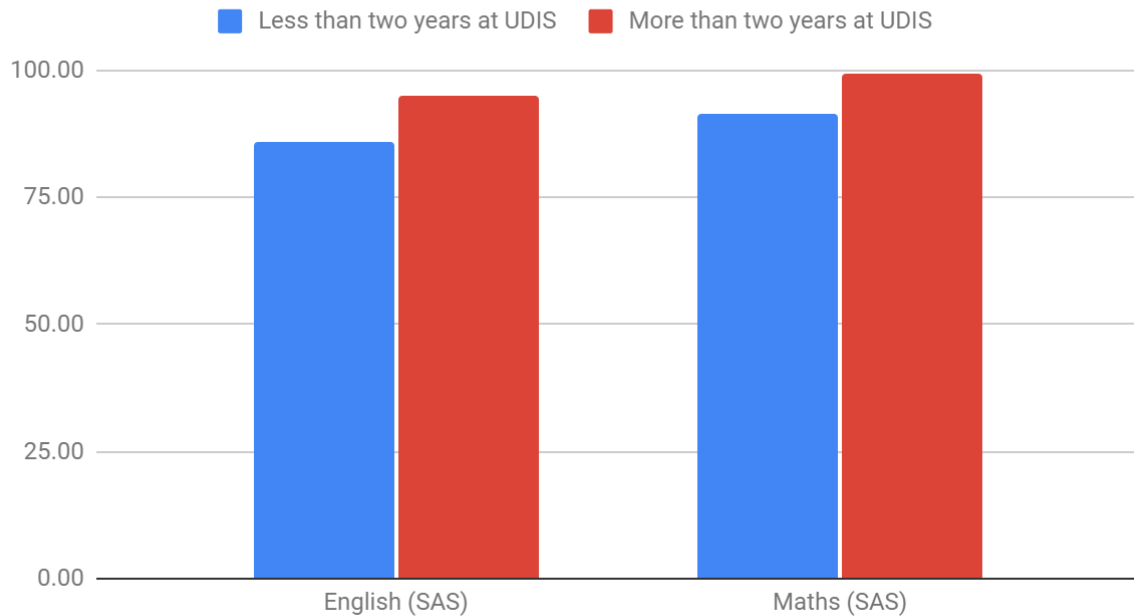
It was clear from our testing that English as an Additional Language (EAL) learners struggled with the tests due to their lower levels of English. The PTE and PTM tests are conducted entirely in English and are more easily accessed by those proficient in the language. With 36% of our learners classed as EAL, our EAL learners performed at lower levels than non-EAL learners. When we analysed results without EAL learners, we saw our learners achieving at similar levels as UK norms.

### EAL vs Non-EAL learners in English and Maths



Tenure at the school is also important in these results. When we look at the scores of learners who have been with us for more than 2 years we see significant differences in achievement on these tests. This shows that learners who have been with us for longer have a better understanding of the curriculum and are able to perform better against these tests regardless of their English ability.

## Tenure at UDIS for English and Maths



### Progress Tests from GL Assessment

We use external tests from GL Assessment for all learners from Year 2 and upwards. This provides us important external data to use with our own internal assessments. We used the Progress Test (PT) series of assessments from GL Education for this purpose and are among the first schools in the world to make use of this type of assessment data to improve outcomes for learners.

These assessments help us to accurately measure how our learners are performing in English and maths against the national average in England. The Progress Test Series (PT Series) assesses learner's true comprehension of the core curriculum subjects, helping us to identify which learners need extra support and which will rise to more challenging targets. We can use the insights from these reports to ensure that targets and interventions are matched to each learner's attainment. These tests enable:

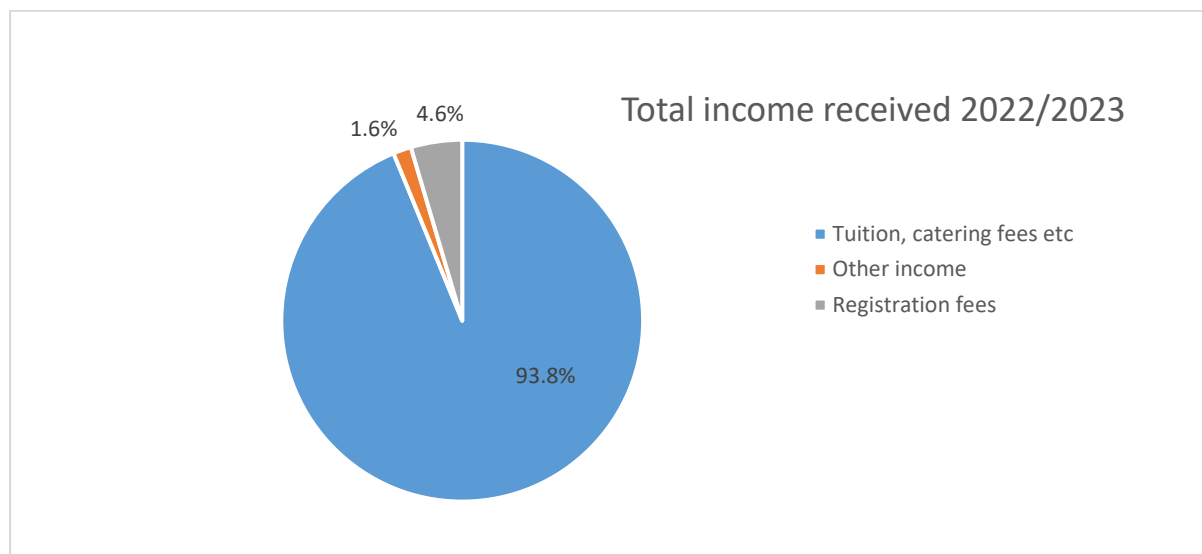
- Progress to be monitored reliably year on year
- The support of conversations with parents about their child's strengths and areas of development
- To help support our learners to be the best they can be
- The provision of instant analysis and feedback once the tests have been taken

## How we spent our money

This section provides a snapshot of our financials for the financial year. Although the pandemic continued to have an impact, there was a big improvement in student numbers this year which helped our finances.

### Income received

The main sources of income received is from fees derived from learners at the school. This includes tuition fees, catering, material, uniform, transport and other fees collected from learners. Registration fees were derived from new learners entering the school. Other income was primarily from the rental of school housing to staff and miscellaneous income received.



### Expenditure

The school spends most of its money on salaries, benefits and the costs of staff. This allows us to attract quality educators to the school. General expenses include a range of expenses such as utilities that are used to support the school. Materials and catering expenses include our spending on catering and teaching materials. The depreciation and interest expense represents a significant cost to the school from the wear and tear on our facilities. Repairs and maintenance represent a significant expense as we work to keep our facilities in good order.

