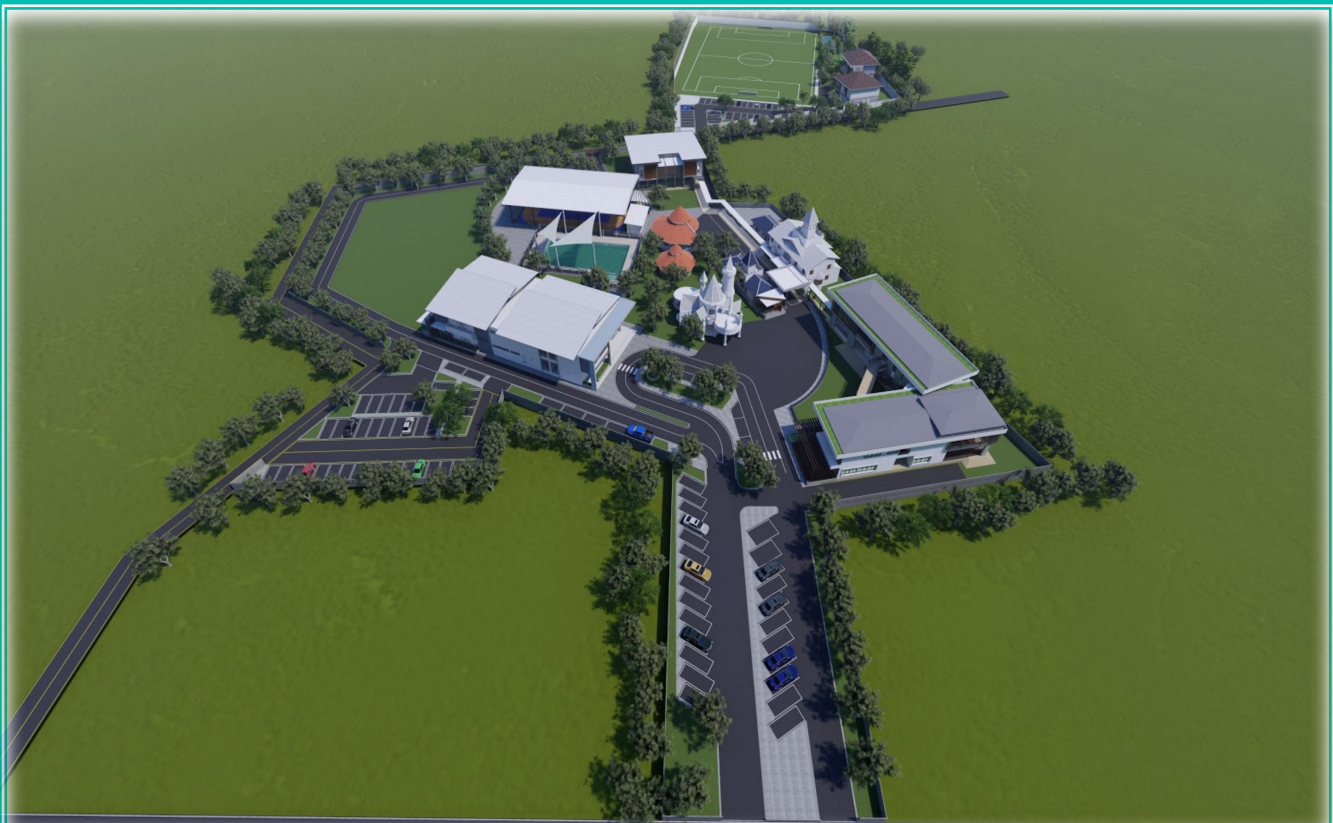




Newsletter

Udon Thani International School

25th November 2019 | ISSUE 6



UDIS 2020/2021 - Bigger and Better!

UPCOMING ACTIVITIES

25 November	Parent Cafe #2
4 December	Kings Birthday event assembly
5 December	Rama IX Memorial Day Holiday
13 December	Christmas Festival - unless advised otherwise
13 December	Last day of Term 1 (This is a full day)



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Message from the Head of School

Dear Parents

I am writing this after a busy fieldtrip with the Year 3 class. I really enjoy moments when I can spend time with our classes and witness how engaged our learners are. Year 3 were exploring the condition of the Mekong river, collecting water samples and witnessing how rivers can be places where large settlements can be found. The kids had a great time and it was lovely to have our parents help support this as well.



This newsletter we also announce our plans to expand onto a new 5 rai piece of land. This will allow us to develop a full sized soccer field, staff carparking, housing and an ecofarm. I am excited about how the school will make use of these facilities next year. Please find all our plans, later in this issue.

Finally, I had the chance to catchup with K. Jin over the week. K. Jin was a founding member of the school Board until the end of the last academic year. It was great to hear of the success of Zen on his new adventures in Singapore. Zen has added to the success of past students who have left the school and made seamless transitions to good schools in Singapore and international schools in Bangkok. We wish him all the best.

Best regards

Dr. Lindsay Stuart
Head of School



IB Diploma

The best choice for university entrance around the world

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

Why study the IB Diploma?

The IB not only gives learners the best chances of accessing the world's best universities. It also helps them succeed by developing the skills they will need at university. research shows that there are many benefits to choosing the DP over other curricula. In the IB's 2014 Review of Research, results found that IB programmes had a positive impact on student preparedness for college, career and civic life:

- IB graduates are more likely to persist through college
- IB students are prepared for college-level coursework
- IB students demonstrate civic knowledge and skills
- IB students graduate with a sense of civic responsibility
- IB students demonstrate strong critical thinking skills
- IB primary students demonstrate superior science literacy
- The IB prepares students from around the world to attend top universities

The IB Diploma is a widely recognised high school qualification that can be used across the world. You can find university recognition by country by examining the following website from the IB:

<https://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/country-recognition-statements/>



THE PRIMARY YEARS PROGRAMME (PYP)

UDIS uses the IB Primary Years Programme (PYP) to provide our learners with the knowledge, concepts, skills personal attributes and the capacity to take action, all of which our learners need to equip them for successful lives, both now and in the future. Learning through inquiry, a child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical and relevant 'big picture' questions, or transdisciplinary themes.

Student-centred learning

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; all students study an additional language from at least 7 years of age.

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.

Quality assurance

Implementation of the PYP is a transformative experience for students, schools and the wider learning community. Professional development for teachers together with a rigorous process of authorisation and regular evaluation ensure that IB World Schools deliver the best possible education for PYP students.

“UDIS is fully authorised by the International Baccalaureate to offer the Primary Years Programme (PYP).”



Council of International Schools

CIS is a membership community working collaboratively to shape international education through professional services to schools, higher education institutions, and individuals. The CIS vision is to inspire the development of global citizens through high quality international education: connecting ideas, cultures, and educators from every corner of the world. CIS provides membership and high quality accreditation for international schools and is a benchmark for the best quality international schools in Thailand.

All CIS member schools are committed to incorporating international and intercultural perspectives into their programmes so that students can move forward with the attitudes and understanding that will provide them with a solid base wherever their studies or work may take them.

CIS member schools further commit to undertaking an ongoing quality assurance process such as CIS International Accreditation to enhance student learning. CIS Accreditation ensures that the school meets the CIS standards for accreditation which examines the areas of school philosophy and objectives, teaching and learning, governance and management, faculty and support staff, student support services, facilities and resources and student and community life.

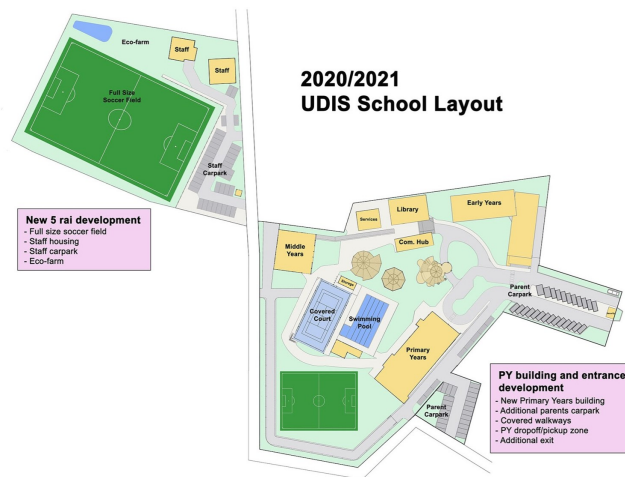
Higher education institutions recognise immediately that a CIS Accredited school meets globally-recognised standards and promotes values and skills that they are seeking in students. CIS International Accreditation is recognised by various government and non-government agencies in a number of countries.

UDIS is a full member of CIS and is working towards full accreditation



UDIS 2020/2021 - Bigger and Better!

Over the past several years, UDIS has invested almost 100 million baht in the development of new facilities and resources. We are now pleased to announce the development of a new 5 rai plot of land next to the school and an additional ½ rai plot that is being developed for a new parents carpark. As enrolment grows, we are also looking at the development of a cafetorium and the completion of classroom spaces for the Diploma Programme (upper high school).



In particular, we are excited that we can provide a chance for our learners to put our inquiry curriculum into action. In the science lab, learners can conduct experiments and test out hypotheses. In the design and technology laboratory, learners can build and develop technology to solve problems they have identified. In our eco-farm, learners can understand our connection to our environment and get their hands dirty. Our new facilities will help our learners develop and enhance our entry into the Middle Years Programme.

UDIS 2020/2021 - Bigger and Better!

Our facilities for 2020/2021 will include:

- 26+modern classrooms
- Science lab
- Design and technology lab
- Large meeting hall
- Community Hub
- Music and art classrooms
- Covered gymnasium
- Library
- Full size soccer field
- Eco-farm
- 80+ carparks
- Full size covered swimming pool

Highlights of the 5rai development

- Full size soccer field
- Ecofarm
- Staff carparking



Full size sports field



Ecofarm



Staff housing

Highlights of the new Primary Years building

- Large meeting hall
- Design and technology lab
- Science lab



Large meeting hall (120 persons)



Design and technology lab (example)



Science lab

Early Years Update

K1 class update - We are knowledgeable!

By Ms Phibia, K1 teacher

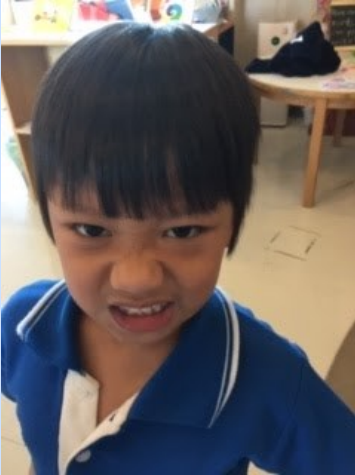
In K1, we have been learning about numbers and counting them accurately and children are becoming more confident when recognising numbers in our environment. So we decided to hold a 'Maths Carnival' to celebrate this. In Literacy and our Unit of Inquiry, we have been reading stories from around the world and some traditional tales. As part of our T4W sessions we have been looking at these stories in detail. We have also been focusing a lot on our wellbeing and we are starting our day with meditation. We also use this time to talk about our feelings and emotions that would help us throughout the day.



Year 1 class update - Feelings and Emotions

By Ms Rachel, Year 1 teacher

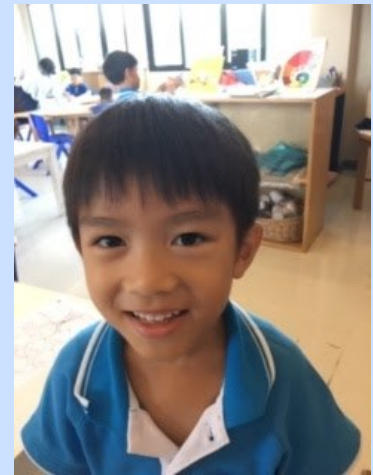
Our PSPE theme this week centres around feelings and emotions. After brainstorming with the children about the many different feelings we can experience, we also sorted these into 'good' and 'bad' feelings. A discussion followed as to the actions we could take to make us feel better when we feel sad.



Trevi showing an angry face.



Euro demonstrating a scary face.

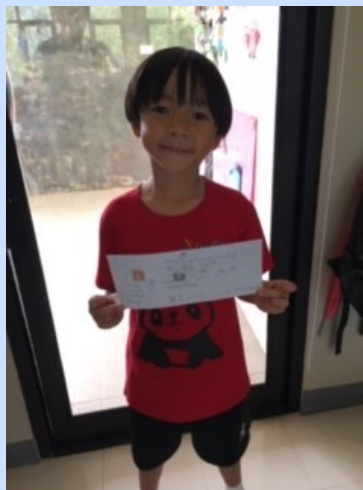


Akin display a happy face

With Christmas looming it has been getting very busy at our 'Post Office'. The children have been busy both making their own Christmas cards and writing in them. These are being 'mailed' to other students as well as teachers.



Saoirse receives a letter in the mail.



Thun Thun ready to post his letter.



Year 3 class update - UOI learning and our Field Trip to Nong Khai

By Mr Kane, Year 3 teacher

Our second Unit of Inquiry had the central idea 'Earth's physical geography has an Impact on Interactions and Settlements'. We started this Unit learning about different landscapes. One of the landscapes we learnt about is a river. We discovered that many people live next to the sea or rivers. The students inquired into how clean, or dirty, the Mekong River is. We found out that 10 rivers in the world contribute to 90% of the 5,000,000,000,000 (5 trillion) pieces of plastic in the world's oceans. Unfortunately, the Mekong River is one of those. To our surprise, when we went on a boat trip along the river we didn't see a lot of plastic, however we did see some. To conclude this Unit the Year 3 children are taking action by preparing some informative posters, drawings, slide shows and role plays to educate people about how to dispose of plastic responsibly, in order to responsibly look after the Mekong River. We are also going to test the water we collected from the river to see how healthy it is for the fish who live in it.



Year 5 update - Practical Science in Action

By Mr John E., Year 5 teacher

Recently, in Year 5, in our science we have been carrying out an experiment and using thermometers to measure water temperatures. We needed someone to check the water level, take the temperature, keep a note of the time and record the results. We had to ensure we took accurate measurements. It was important for each group to work in exactly the same way. This activity involved working together as a team.



We worked very closely as a team.



It was important to take accurate measurements.



Close observation is a vital Scientific skill.



We had to look carefully at the thermometer to measure the temperature in degrees centigrade.

Year 7 update

By Ms Cynthai, Year 7 teacher

We are continuing to work through the PYP Exhibition Process. Our Central Idea is “As we pursue our passions we find opportunities to take action.”

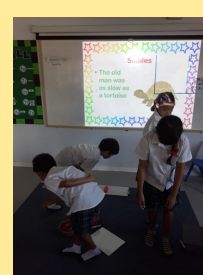
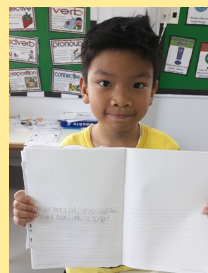
This is an ongoing inquiry which is based on student passions. The purpose is for them to consider how what they love doing could be turned into a meaningful project that serves the community. The students are being guided in how to form questions concerning their passions. In this way they are supported towards doing academic research in a field of their interest. During this finding out part of the inquiry students have been going out to visit places of interest to interview knowledgeable members of the community. Others have been out to observe and learn by watching people at work.

Several students are involved in making and doing things related to the PYP Exhibition. All of these inquiries are related to the U.N Global Goals for Sustainable Development. The students are becoming more aware that the aim of the PYP Exhibition is to do something to make a difference in their community.



Modern languages - English as an Additional Language (EAL)

EAL Learners in Year 1 have been carrying on with learning the sounds 'o', 'c', 'k', 'u', 'b', 'f', 'e' and 'l'. We looked at pictures that begin with each sound, read stories and practised our handwriting. We have also begun learning the sight word 'my'. We used play dough, magnetic letters and lots of pictures to help us remember the word. Years 2 & 3 have been learning words like 'went', 'ran', 'sat', and 'ate'. We have had different activities to help us write our own sentences in the past tense. Years 4 to 7 have been learning about similes. We enjoyed creating our own 'Simile Monster Poem' and we did really well in organising and presenting our work.



Health and Safety- Parking

Locally known as “Ghost Riders.” The practise of riding on the wrong side of the road, where the rider is riding into oncoming traffic. Vehicle owners almost never look left and right leaving the school. I am suggesting that as you leave the school gates slowly you should train yourself to look both ways.

By looking both ways you may see a “Ghost Rider” coming towards you on the left side. It is an unexpected experience. It will almost inevitably end in a motorbike v’s car collision, if the “Ghost Rider” is not seen!

Please look both ways as you drive out of the school



Administration - Message from the office

Please note that invoices for Term 2 have now been issued. These are due by Friday 29 November.



Units of inquiry at UDIS are organised around a cycle. The students are guided through steps that engage them in asking questions, finding answers, presenting information, and then taking action. We believe that all good learning should result in the learner doing something different.

Action can be broken down into five different kinds. UDIS students are engaged in learning how to take small steps towards taking some kind of action as a result of their inquiries.



House Update

UDIS has a House system comprising of five house teams. This is the third year that we implemented the house system at our school.

The current house point totals are:

House team	Current points
Red House	135
Blue House	131
Black House	97
Green House	129
Yellow House	94



Parent cafe

Our Parent cafe for 2019/2020 will resume this year and the upcoming events are:

Session	Date	Topic
#4	25/11/2019	Reading and story telling in the Early Years
#5	3/2/2020	Phonics at UDIS

The next parent cafe is “Reading and story telling” and will be held on Monday 25 November.



School board update - Summary of meeting held on Friday 27 September

The school operates a school board which oversees how the school is operated and makes decisions on policy, fees and budgets. The parent volunteers role is to look out for the interests of parents on the school board so that the Board can consider the interests of parents when it makes decisions.

On Friday 27 September, the school held its first Board meeting of the year. The Board lineup for this year is:

Acting Chairman:	K. Siriphat Pukpo
Representative of the Owner & Licensee	K. Siriphat Pukpo
Honorary member #1	Mr. Kurt Lunstrum
Honorary member #2	K. Wicha Chanklom
Parent representative #1	K. Kasama Kraikutree
Parent representative #2	Ms. Chen Wenshan Dawn
Teacher representative	Mr. Mark Abbadessa
School Director	K. Sineenad Chamat
Board member	Dr. Lindsay Stuart

In the first meeting of the year, the Board was inducted into how the Board operates and the duties of the Board. The Head of School then presented a report on the operations of the school for the 2018/2019 academic year. This will be finalised in a community report which will be released to all stakeholders of the school. The Board was also updated on the school's start to the year. At the meeting, the Board also formally approved the school's decision to extend into the Middle Years Programme (MYP) and to support the budget needed to support the MYP implementation at the school. We plan on requesting candidacy from the IB shortly. The Board then identified its work for the remainder of the year which includes finding new Board members and completing its technology plan amongst other things.

The next Board meeting is planned for Friday 22 November



At this meeting, we spoke to parents about the results from the food survey. The school highlighted some of the main findings. Of these, 54% of parents were satisfied with the catering while 46% of parents were not. The school suggested that it could provide a food stall at the Christmas event for parents to try the school's food. The school can also provide a trial lunch for parents to come and try the food too.

การประชุมครั้งนี้เราพูดคุยกันถึงเรื่องผลการสำรวจเรื่องอาหาร ทางโรงเรียนได้นำผลการสำรวจบางข้อที่สำคัญ คือ ผลการสำรวจ 54% ของผู้ปกครอง พึงพอใจกับการให้บริการอาหารของโรงเรียน ส่วนอีก 46% ของผู้ปกครอง ไม่พึงพอใจกับการให้บริการอาหารของโรงเรียน ทางโรงเรียนจึงเสนอท่านผู้ปกครองว่า ในวันคริสต์มาสที่จะถึงนี้ ทางโรงเรียนจะจัดอาหารบางอย่างที่อยู่ในเมนูอาหารกลางวันของนักเรียน ให้ท่านผู้ปกครองได้ชิมในวันงาน และทางโรงเรียนยังเสนอให้ท่านผู้ปกครองเข้ามาทดลองชิมอาหารกลางวันได้ด้วยเช่นกัน

The second issue was around the opt-out option. 40% of parents surveyed said that they would like the ability to opt-out from the food fee. The school asked what this might mean to parents as this would mean they would have to provide their own lunch and snacks. Parents expressed some uncertainty about this and asked to query other parents. Parents suggested looking at the balance of foods as the vegetarian option did not seem popular, and surveying the popularity of the sandwich and salad bars.

ประเด็นที่ 2 คือ ผลการสำรวจ 40% ของผู้ปกครอง ต้องการให้โรงเรียนยกเลิกการให้บริการอาหาร นั้นหมายถึงท่านผู้ปกครองจะต้องเตรียมเบรคเช้า, อาหารกลางวัน และ เบรคบ่าย มาเอง ผู้ปกครองบางท่านไม่แน่ใจเกี่ยวกับเรื่องเปอร์เซ็นต์ที่สำรวจได้ ผู้ปกครองจึงอาสาจะไปสอบถามผู้ปกครองท่านอื่นๆ อีกครั้ง ผู้ปกครองแนะนำให้โรงเรียนดูเรื่องความสมดุลเรื่องอาหารมังสวิรัต เพราะผลการสำรวจอาหารมังสวิรัตไม่ค่อยเป็นที่นิยมมากนัก และยังมี การสอบถามเกี่ยวกับความนิยมของสลัดบาร์ และแซนวิชบาร์

The school then outlined changes it was making to the end of term report cards. These are intended to simplify reports and convey information more easily to parents.

จากนั้นทางโรงเรียนได้มีการอธิบายเพิ่มเติมเกี่ยวกับการเปลี่ยนแปลงการรายงานผลการเรียนนักเรียน จุดประสงค์เพื่อลดความซับซ้อน และสามารถสื่อสารให้ผู้ปกครองเข้าใจได้ง่ายขึ้น

Next, the PTA discussed the Christmas event. It was decided that an event that started from 5pm onwards was desirable. The school asked if parents were interested in setting up a food booth and parents agreed to follow up on this.

ต่อมาได้พูดคุยถึงเรื่องงานวันคริสต์มาส ผู้ปกครองส่วนใหญ่ประสงค์ให้งานเริ่มห้าโมงเย็นเป็นต้นไป ทางโรงเรียนยังได้สอบถามผู้ปกครองถึงความสนใจในการตั้งแผงขายอาหารด้วยเช่นกัน

For sports day, we invited suggestions from parents. Parents suggested that separate EY and PY events could be difficult to organise. They suggested holding them on one day and integrating them as much as possible.

สำหรับงานกีฬาโรงเรียน เรียงเชิญผู้ปกครองทุกท่านเข้าร่วมงาน ผู้ปกครองบางท่านเสนอว่า การแยกกิจกรรมระหว่างแผนกอนุบาล และประถม อาจจะทำให้เกิดความยุ่งยากในการจัดการ ผู้ปกครองจึงเสนอแนะว่าควรจัดในวันเดียวกัน และจัดร่วมกันจะดีกว่า

Lastly, the school reported on actions from the last meeting. The school has added air purifiers to all homerooms and a central AQI chart for parents to monitor. The school has also added portion plates as a plating option for learners at lunchtimes. Lastly, the school has invested heavily in replacing its WIFI network to support the 1:1 programme and the general use of technology within the school. Parents commented that for AQI inside days, this information should still be conveyed to parents before school starts.

หัวข้อสุดท้าย ทางโรงเรียนได้รายงานผลความคืบหน้าจากการประชุมครั้งที่แล้ว ทางโรงเรียนได้ติดตั้งเครื่องฟอกอากาศในห้องเรียนทุกห้องเรียนเรียบร้อยแล้ว และมีบอร์ดแสดงค่าอากาศต่างๆ เข้าๆ รวมถึงทางโรงเรียนได้เพิ่มตัวเลือกของชนิดภาชนะอาหาร รวมถึงภาชนะให้เป็นที่เลือกสำหรับนักเรียนด้วยเช่นกัน สุดท้ายโรงเรียนได้ปรับเปลี่ยนสัญญาณอินเทอร์เน็ตให้ดีขึ้นเพื่อรองรับโปรแกรม 1:1 ผู้ปกครองแนะนำให้ทางโรงเรียนแจ้งค่า AQI ลงในไลน์กลุ่มผู้ปกครอง เพื่อแจ้งให้ผู้ปกครองรับทราบว่าควรใส่หน้ากากอนามัยมาโรงเรียนหรือไม่

Community Partnership Programme (CPP)

Congratulations for UDIS students for won of AIM Tennis Academy Tournament 2019



School Terms and Dates 2019/2020

UDIS operates three terms per school year as follows:

Term 1 (80 days)

School start: Tuesday 13 August, 2019
Half term break: 14-23 October, 2019 (1 week & 3 days)
Finish: Friday 13 December, 2019

Term 2 (61 days)

Start: Tuesday 7 January, 2020
Half term break: 17-18 February, 2020 (2 days)
Finish: Friday 3 April, 2020

Term 3 (41 days)

Start: Monday 20 April, 2020
Half term break: 18-19 May, 2020 (2 days)
Finish: Friday 19 June, 2019

Teacher Only Days

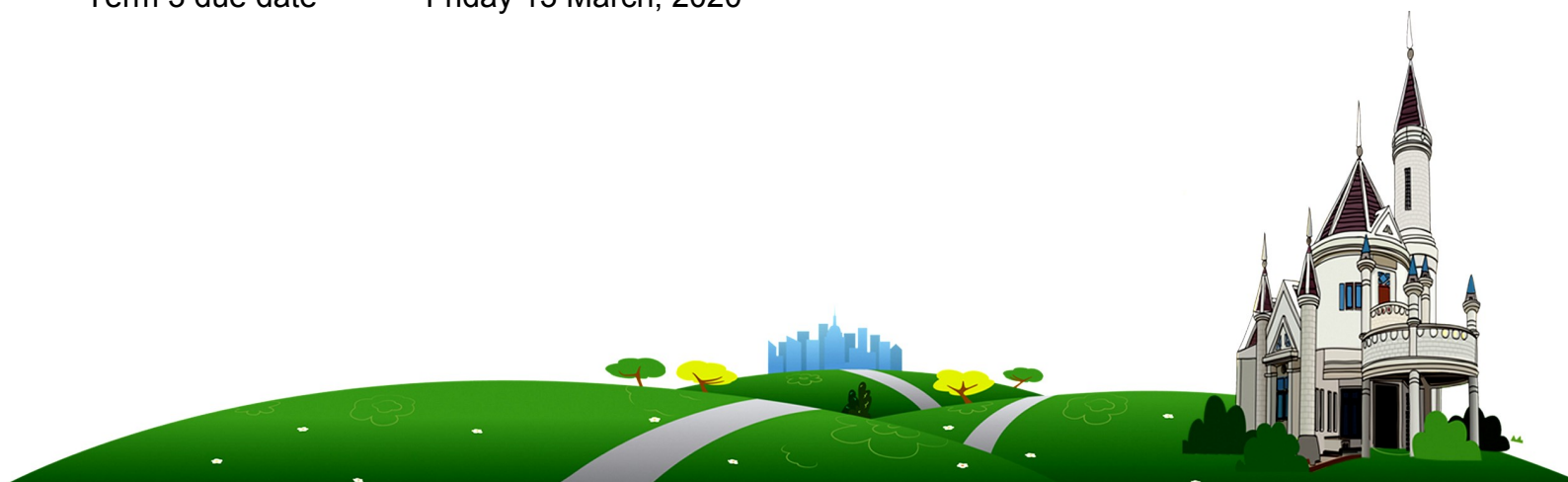
Teacher only day #1 Wednesday 23 October, 2019 (Substitute from Tuesday)
Teacher only day #2 Monday 6 January, 2020

Public holidays

Queens Birthday Monday 12 August 2019
King Bhumibol Memorial Day Monday 14 October, 2019
Chulalongkorn Day Wednesday 23 October, 2019
King Rama IX Birthday Thursday 5 December, 2019
Makha Bucha Day Monday 9 March, 2020
Labour Day Friday 1 May, 2020
Visaka Bucha Day Thursday 7 May, 2020
Queens Birthday Wednesday 3 June, 2020

Payment dates

Term 1 due date Friday 26 July, 2019
Term 2 due date Friday 29 November, 2019
Term 3 due date Friday 13 March, 2020



Community Partnership Programme (CPP)

UDIS operates a Community Partnership Programme (CPP) with local businesses in the Udon Thani area who wish to support the school and its staff and students. Under the CPP, these businesses have offered discounts and benefits to staff and students who present their UDIS ID card.

Find out more on our website
(<http://www.udoninternational.com/en/general-information/cpp/>)

or contact the School Office for more information.

Contact us

Office hours: 8.00am - 4.30pm

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Y2 teacher: john.k@udis.ac.th

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Y4 teacher: seth@udis.ac.th

Y5 teacher: john.e@udis.ac.th

Y6 teacher: mark@udis.ac.th

Y7 teacher: cynthia@udis.ac.th

School Office Manager: siri@udis.ac.th

Admissions Manager: wannapa@udis.ac.th

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