

Contents

Foreword.....	3
Who we are.....	4
Guiding statements.....	4
Our vision	4
Our vision implemented	4
Our values	5
Our vision for high quality learning.....	5
Our strategy	6
Our leadership	7
Our school board.....	7
School leadership.....	8
Our partners.....	9
Our community partners	9
Our parents and teachers association	9
International schools association of Thailand (ISAT)	9
Our learners	10
Our student council.....	10
Our staff	12
Our School.....	13
Our annual highlights.....	13
Our events.....	13
Our class fieldtrips (Education outside the classroom)	14
Our programmes.....	16
Our curriculum development.....	17
Our extracurricular activities	19
Our accreditation	20
Our wellbeing.....	22
Staff wellbeing	23
Health and Safety.....	24
Support services for learners	25
Our staff development.....	26
Our facility development	27
New developments	27

Our parent’s perceptions 28

Our results..... 29

 Year 2-7 whole school results 30

 Year 2-7 EAL vs Non-EAL results 30

How we spent our money..... 31

 Income received..... 31

 Expenditures 31



LEARNERS ENGAGED IN THEIR LEARNING AT A SCHOOL EVENT

Foreword

I welcome you to our Community Report for 2018/2019. This is our second annual community report and we have customised our format to provide important information to our community. This has been our 5th year since we opened and I think we are finally seeing all of the hard work put into this school finally starting to pay off. Last year, I used the lens of our vision for intercultural education to reflect. This year, I think it is great to go back to our guiding vision for the school, to reflect on the 2018/2019 academic year, where we inspire internationally-minded, balanced learners who thrive and become active, global citizens.

International-mindedness is taught through our use of the learner profile which embodies the key attributes we inspire our students to be. International-mindedness is a key concept of the International Baccalaureate (IB) and it has been a fantastic achievement to become authorised to teach the Primary Years Programme (PYP) and the first IB World School in the Northeast and the 12th overall in Thailand. This authorisation accredits the curriculum we use and provides a different model of education for those in the Northeast to have access to.

This year we continued with a mix of academic, social, cultural and sporting activities to develop balanced learners at UDIS. Academically, our students performed very well on the GL external tests which show that our students can achieve to the same level as students in the UK. Socially, we have enjoyed a number of fun events together. During international week we had the chance to learn about the different cultures and languages at UDIS. Finally, the annual sports day is always a highlight and the Green team did so well in winning this event.

As a school UDIS is thriving. This year we completed our brand new 25 meter swimming pool and this provides a wonderful facility for our learners to use. We have also begun building our new primary school building and that will bring valuable new learning spaces for our learners. This year we also crossed 100 learners for the first time which shows the enthusiasm for the education we are providing. This year we also announced our plans to extend into the Middle Years Programme (MYP) and ultimately all the way through to offering the IB Diploma for learners as well. It is great to see UDIS thriving and doing so well.

Finally, our vision is to inspire active global citizens, who can learn and take action from what they have learned. We will have a chance to put this into practice in 2019/2020 as we march towards our preparation for our CIS team visit in November, 2020. We are also busy with new building projects and making all preparations needed for our launch into the Middle Years Programme.

My deepest thanks to everyone within our school community that has made all of this possible for 2018/2019. I look forward to working with you all again for 2019/2020.

Best Regards

Dr. Lindsay Stuart
Head of School



DR. LINDSAY STUART

Who we are

Udon Thani International School (UDIS) is a co-educational community of learners in the city of Udon Thani. Find out more about who we are in this section including what guides us, our leadership, our partners, our learners and our staff.



YEAR 6 ON A FIELDTRIP

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
Inquirers	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.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	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.
Risk-takers	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.
Knowledgeable	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.
Principled	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.
Caring	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.
Open-minded	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.
Balanced	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.
Reflective	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 vision for high quality learning

At UDIS, high quality learning means learning which is goal focused, student initiated and led, where students are actively engaged, motivated and responsible for their learning and which involves critical thinking skills such as evaluation, synthesis and cognition within a teacher supported, active environment.

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 which is for UDIS to inspire internationally-minded, balanced learners who thrive and become active, global citizens. We outline each of the areas of the strategic plan and what was done this year to meet each strategic intent:

Community development

To create a mutually supportive community at the school we:

- Looked to develop more community action within our Unit of Inquiries.
- Provided parent open mornings to provide parents a chance to see the learning taking place
- Developed a parent representative programme for each class and added a second parent representative to the School Board
- Provided more information to the school community about the Board and its members to help everyone understand what their roles and responsibilities are.
- Developed a comprehensive Board policy manual and updated the Charter of the School Board

School growth

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

- Developed a 25 meter, 5 lane, swimming pool and changing rooms.
- Redeveloped our Early Years outdoor areas to support outdoor learning
- Completed further covered walkways to allow safe transition of students
- Renovated the mezzanine area enclosed by the Clock Tower, PY building and Gymnasium.
- Sought to promote the school's strategic plan more with parents and gain feedback into this from community members
- Upgraded some outdoor areas and surfaces to ensure the safety of learners
- Developed success criteria within Units of Inquiry
- Provided professional development to staff to prepare for the enhanced PYP
- Looked to promote learner agency within classes and mechanisms for more feedback from learners.

Staff development

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

- Established a position of responsibility for Social Coordinator to improve the wellbeing of staff
- Began developing our staff retention policy and associated policies
- Provided whole school EAL training to all staff
- Developed whole school differentiation training to promote more individualised instruction
- Developed the staff appraisal and performance policy

Learning environment

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

- Hosted the PYP authorisation visit which led to the school becoming an IB World School.
- Rolled out high quality learning within our classrooms
- Rolled out our definition of intercultural education within our classrooms
- Rolled out external testing and annual benchmarks for students
- Reviewed and came up with plans for electronic portfolios in 2019/2020

Our leadership

Our school board

UDIS has an Executive School Board which comprises members from the parent company of UDIS, Udon International Education Partnership, parent and teacher representatives, and members from the local business and educational communities.

The role of the School Board is to ensure that UDIS provides students with a good education. The School Board sets the plans and policies of the school, and oversees the employment of school staff and the management of the school budget.

The School Board met three times across the 2018/2019 academic year discussing a range of topics to improve UDIS.



BOARD MEMBERS AT WORK

The board comprises of:

Role	Name
Acting Chairman:	K. Siriphat Pukpo
Representative of the Owner & Licensee	K. Siriphat Pukpo
Honorary member #1	K. Wicha Chanklom
Honorary member #2	Mr. Kurt Lunstrum
Parent representative #1	K. Ampuscha Chotnopparatpatara
Parent representative #2	K. Kasama Kraikutree
Teacher representative	Mr. Robert Langridge
School Director	K. Sineenad Chamat
Board member	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.

For 2018/2019 the school leadership included:

Head of School	Dr. Lindsay Stuart
Deputy Principal	Mr. John Eastham
Teaching and Learning Coordinator	Ms. Emmi Hines
PYP Coordinator	Ms. Cynthia Thomas
Early Years Coordinator	Ms. Charlotte Trufit
Operations Manager	Mr. Scott Temple
Head Thai Teacher	Ms. Paew Kaewpakdee



LEARNERS INVESTIGATING ENVIRONMENTS AS PART OF A UNIT OF INQUIRY

Our partners

Our community partners

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. We have a variety of local businesses on board with this programme including Bangkok Hospital, Natt Auto Car, Playport, iGenius and Smarthub to name a few. Parents of the school can gain discounted services at these local businesses while the school also endeavours to support our CPP whenever we can.



Ms. PJ WITH A REPRESENTATIVE FROM HUMMINGBIRD

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 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. We held nine PTA meetings across last year which was an increase of one meeting from 2017/2018.

International schools association of Thailand (ISAT)

We have continued to act as a member for ISAT. In 2018/2019 we sent representatives to two of the 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.

Our learners

Our learners are what makes the school special and we tailor our programmes to the needs of our learners. This year, student numbers improved at the school from the prior academic year and we finished the year with 121 students (13 students per class). This was a 34% increase from the 2017/2018 academic year. The growth of learners is due to parent satisfaction as almost all new learners are entering the school based on the word of mouth from other parents at the school.

The school grew 34% over the year from positive word of mouth from parents at the school.

The proportion of students in EAL increased slightly from 23% to 29% which reflects the generally lower English levels of incoming students. This has meant a slight increase in the number of EAL students across all classes. 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).

Nationality group	2016/2017	2017/2018	2018/2019
Thai parents	56%	62%	63%
Thai-International parents	36%	27%	17%
International parents	8%	12%	20%
TOTAL	100%	101%	100%

The largest demographic group of students continues to be children from Thai parents which has increased to 63% as a proportion of all learners. Next are learners from Thai and International parents at 17%. The numbers of learners from international families has increased from 12% to 20%.

We are a small but diverse school with over 16 different nationalities represented across our student population.



LEARNERS CELEBRATING CHINESE NEW YEAR

Our student council

The Student Council worked hard this year to help our children have a greater student voice at UDIS by utilising things such as suggestion boxes and communication between class representatives and their peers. The council worked hard to make a positive impact in Udon Thani through our community action programmes where we raised funds to help people in need through events such as our Christmas Bazaar and Student Council Bake Sale. Through the hard work of our Student Council members, and the support of our parents, we were able to raise more than 25,000 baht worth of school supplies plus collect an additional 100 books to donate to the following two organisations; Volunt2Thai Charity and the Kudsra Subdistrict Administrative Organisation. We look forward to continuing these events in the future to make even a greater positive impact on our community.



OUR STUDENT COUNCIL TAKING PART IN SOME OF THE ACTIVITIES THIS YEAR

Our staff

UDIS attracts hundreds of applicants each year who we then screen for 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. We look to recruit teachers who see themselves as members of a local, national and global community and who are able to collaborate with their peers at the school. This ensures we hire the best educators we can to work with the learners at the school.

We have qualified and experienced teachers at our school with homeroom and specialists averaging 18 years of teaching experience.

At the end of the 2018/2019 academic year we had 30 teaching staff and 29 service staff. 40% of our teaching staff had advanced qualifications (Masters or PhD degrees). We also retained 66% of our teaching staff from the prior academic year. Our talented teachers come from around the world including USA, Canada, England, Wales, New Zealand, Australia, China, Pakistan, Brazil and Thailand.

Our diversity is our strength and we have teachers from over 10 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.



SCHOOL STAFF ON SPORTS DAY

Our School

Udon Thani International School (UDIS) was founded in 2013 to provide a quality international school in the area to provide parents with a choice for their education. The school has been an IB World School since the 2018/2019 academic year and uses the Primary Years Programme (PYP). For the 2018/2019 academic year we had nine classes open from Preschool (2-3 year olds) to Year 7 (11-12 year olds). The school plans to open into the Middle Years Programme (MYP) in August, 2020 with a Year 8 class. UDIS will open a new year level each year all the way through to Year 13 which will allow our learners pathways to universities around the world. UDIS has experienced remarkable student growth over the past several years which is due to the quality education the school provides.



Our annual highlights

Our events

Each year the school provides a varied mix of events in line with the vision of the school. We provide international events to stimulate international mindedness in learners, we offer events in sports and performance to develop balanced learners who thrive. We also focused several of events on community action and fundraising to show our learners how they can be active global citizens and make a difference in the communities they belong.

We provide international events to stimulate international mindedness in learners, we offer events in sports and performance to develop balanced learners who thrive.

To recognise and commemorate the importance of Thai culture in the school, we held teachers day, Loy Krathong and Songkran events. We also 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.



LEARNERS AT SPORTS DAY

We held a Winter 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 the Chinese culture within Udon Thani. Our International Week was a chance to learn about and understand the variety of different cultures within the school.

We held a variety of events to celebrate balanced learning and thriving. Our sports day was a chance for our House teams to compete against each other. We provided a 'Play their way' morning to recognise the importance of play to our learners. Our end of year healthy eating month was a chance to promote healthy living and eating habits within our learners.

At the end of the year, we wrapped up with an event to celebrate how far our learners had come and the progress they had made across the academic year with our graduation event.

[Our class fieldtrips \(Education outside the classroom\)](#)

School is very important but it's not the only setting in which children can learn. Education outside the classroom (EOTC) programmes and activities can provide students with access to hands-on experiences that are not available inside the classroom. They offer unique and stimulating learning opportunities that support your child's learning and achievement.

Learners can learn in a variety of contexts in order to gain the knowledge, skills, attitudes and values required to enjoy a healthy lifestyle; take responsibility for their own safety; form positive and

respectful relationships with their peers, their teachers and the environment; and participate in safer communities.



LEARNING ABOUT SUSTAINABILITY ON A FIELDTRIP

EOTC is an important part of the UDIS curriculum and where possible, we like to take our learners outside the school where they can experience, and take part in activities they cannot do within a classroom.

Classes from Preschool to Year 7 went on a combined 30 fieldtrips across the year!

This year, classes from Preschool to Year 7 went on an impressive 30 fieldtrips. Fieldtrips were held in a number of locations including; Harbourland, a rubber plantation, Ban Chiang, Central Plaza, Udon Thani museum, Udon Thani Airport, a recycling plant, Nong Prajak, Boonthavorn mall, 9D Sport Hotel, Bangkok Hospital, Gaia Ashram, a wind farm and religious centres for Buddhism, Islam and Christianity.

Fieldtrips were held for a range of purposes including unit integration, sports, culture and community service and all were carried out under our EOTC policy.

Our programmes

UDIS is an IB World School and is authorised to offer the Primary Years Programme (PYP) from the International Baccalaureate. We teach our programmes through inquiry based learning in conjunction with a British influenced curriculum. This provides the structure, depth and standards of individual subjects from the British curriculum, with the freedom of the inquiry approach which can help our learners forge understandings across all areas of their learning. With this curriculum we aim to develop learners who can be world citizens with high level thinking skills that can easily continue their studies throughout the world.

UDIS offers an Early Years and Primary programme for our learners. The Early Years (EY) is based on the Early Years Foundation Stage (EYFS) curriculum and is a programme of instruction for children aged 2-5 years old. The Primary Years (PY) programme, is based on the National Curriculum of England and comprises six levels for children aged 5-11 years of age. All of our programmes are taught through an inquiry approach based on the PYP.

UDIS is growing and we are expanding into the Middle Years in August, 2020.

UDIS is expanding into the middle years from August 2020 with the opening of our Middle Years Programme (MYP) for learners from Years 7 to 11. We intend to progress all the way through to the IB's Diploma Programme for Years 12 to 13 by August, 2025.



EARLY YEARS LEARNERS AT SWIMMING

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).



Our curriculum development

UDIS aims to provide learners who are both internationally-minded and balanced in their learning and we do this by continually reviewing and refining our curriculum to meet the needs of our learners. We have a curriculum committee at the school which is constantly working on developing and refining our curriculum to meet best practices in education from around the world.

In 2018/2019, the curriculum committee worked on:

- Development and refinement of parent reporting
- Training of staff in further differentiation techniques
- Training of staff in further techniques to support EAL learners within the classroom
- Development of the school's assessment policy and assessment calendar
- Development of guidelines for learner portfolios
- Review and development in the teaching of literacy
- Review and development of the teacher appraisal policy to improve teaching practice
- Review of curriculum trackers for teachers and regular student progress meetings
- Rollout of external testing with students and reporting of these to parents



EARLY YEARS LEARNERS DECORATING THE SCHOOL

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.

Extra-curricular activities are organised as full term activities which begin at the end of the school day on Mondays and Wednesdays. Learners can elect to participate in the activities of most interest at the start of each term.

We utilise our own teachers for many of these activities but also bring in other teachers from the community who can offer interesting, or specialised, activities for our learners.



ECA DEMONSTRATION OF THE CLASSICAL GUITAR GROUP

In 2018/2019 extracurricular activities included:

Term	Activity
Term 1	Board Games, Badminton, Circus Club, Global Card Making, International Film Club, Creative Collage, Chinese, Scottish Culture Club, World of Performing Arts, Storytelling and Football.
Term 2	Video Making, Violin, Japanese, Sports, Room Design, Art Attack, Kids Yoga, Art Club, Chinese, Cruzeiros Football, Classic Guitar, Knitting, Technology Games, Watercolours, Football, Paper Crafts, French and Swimming.
Term 3	Travel Around the World, Origami, Photography, Scientific Drawing, Jewellery Making, Art Focus, Cruzeiros Football, Chinese, Journaling Club, Magic Mandala, Technology Games, Thai Patterns, Football, Scientist Club, DEAR, Swimming and Inventors Club.

Our accreditation

The big highlight this year has been with our success with the Primary Years Programme (PYP). The school gained candidacy in the Primary Years Programme (PYP) from March, 2016. We submitted for authorisation in the PYP at the end of 2017/2018 and an authorisation team came to inspect the school in March, 2019. As a result of that visit, UDIS was accepted to become an IB World School and is now fully authorised to offer the PYP to our learners. This is the culmination of over 6 years of work and was a fabulous achievement for the school to achieve.

The school has also been working towards Council of International Schools (CIS) accreditation. CIS accreditation is what is needed by the Thai Ministry of Education for us to formally complete our license. We formally launched for CIS accreditation in 2017/2018. In March, 2019, our CIS Liaison Officer visited the school to examine our progress. The result of this visit was UDIS being formally accepted as a CIS candidate school for accreditation. We are now working towards the team visit in November, 2020.

Our local accreditation will be completed with the visit of ONESQA in November, 2020 as part of a synchronised visit with CIS.



LEARNERS ON A FIELDTRIP

CIS accreditation

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.

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

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.



OUR STUDENT COUNCIL RAISING MONEY FOR LOCAL CAUSES

Our wellbeing

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 feel part of an international school. As most of our parents come from Thai schools, there are a number of differences that are explained to help with the transition.

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 importance for a positive environment. These provide clear expectations of what behaviours are 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 clear processes in place to manage any instances of bullying.

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 has also rolled out the UN Rights of the Child within classes and we incorporate that into our units of inquiry. The UN Rights of the Child helps children understand that they have rights and what those rights are.



EARLY YEARS LEARNING

Staff wellbeing

Improving the staff wellbeing and morale is a key strategic intent for the school. This year, we focused on developing our staff appraisal policy to build in retention from the moment new staff start at the school. We have provided opportunities for staff to have regular meetings with leadership to ensure they feel supported at the school with the development of their teaching practice. When staff do leave, we have put in place exit interviews to gain feedback into the perceptions of staff and use this data to improve our staffing procedures.

All staff receive ongoing professional development across their time at UDIS with budgets set aside for training expenses.

The availability of professional development is key and we have set budgets for staff that is pooled to meet staffing and school priorities. We work to ensure staff feel that they can meet their career goals at UDIS. This year we also established a Social Coordinator to work with a dedicated committee to provide fun events for staff to get together and build community.



MS. CYNTHIA AND LEARNERS

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. The school has rigorous security and entrance procedures to protect the health and wellbeing of staff and students at the school. We have a fire alarm system installed in all classes and workspaces and CCTV covering areas of interest throughout the school. We have sets of procedures for dealing with emergencies and accidents which we practise as a school each term.

This year, the school held fire evacuation drills in every term, a lockdown drill and red card emergencies. The average time for our full evacuations has fallen slightly this year to 4 minutes and 10 seconds down from 4 minutes and 13 seconds last year. We did not practice the full medical evacuation this year due to the construction on the ring road.

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

Drill	Times held	Shortest	Longest	Average time
Full school evacuation drill				
2017/2018	3	3:53	4:22	4:13
2018/2019	3	3:40	4:40	4:10
Medical attention (Time for nurse to reach teacher)				
2017/2018	2	1:15	1:50	1:33
2018/2019	2	1:20	1:55	1:38

The Health and Safety Committee looked into a variety of tasks including premises inspections, kitchen audits, administration of medicines, induction procedures for new staff, safeguarding training, new blinds to support lockdown drills, development of a parent alert system, equipment and policy to support the new pool, air quality monitors and monitoring, new risk assessments and visitor badges and the enforcement of new procedures for entering the school.



THE LOCAL TOURIST POLICE VISITING ONE OF OUR EARLY YEARS CLASSES

Support services for learners

We provide a variety of support to our learners to ensure they can thrive at UDIS which is a key part of the school's vision.

English as an Additional Language (EAL)

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. A variety of models are used at UDIS which includes pull-out, push-in, and team teaching. In all cases, teachers collaborate with each other to support language development throughout the school.



SUPPORT SERVICES ENSURE THE WELLBEING OF LEARNERS

So that English, as the language of instruction, remains significant, UDIS places caps on admission of students who require English language support. The school places an admissions cap for students requiring EAL support at the beginner or intermediate levels at no more than 30% of the maximum allowed size of each class. The admissions cap applies to all classes from Year 1 onwards and is supported with an entrance test in English.

Thai as an Additional Language (TAL)

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 Thai as an additional language (TAL) classes to these learners. The TAL class provides beginner support for learners to develop their Thai language skills with the aim of learners eventually re-joining the mainstream Thai classes.

Learning support

UDIS is committed to supporting individual student needs and helping them become successful learners at our school. Learning support can be used to resolve difficulties and promote positive solutions for students experiencing barriers to their learning. We employ a range of learning support strategies which include:

- Identification and assessment of individual learning needs
- Designing individual learning programmes for learners
- Advising and working with colleagues in a cooperative fashion
- Liaising with external agencies where needed
- Communicating with parents

Our Accessibility Policy is used to ensure that all people are welcome on campus regardless of disability. We will endeavour to support all students with disabilities where we have the resources and staff to do so.

Our staff development

Ensuring our staff is up to date with the latest developments in education is important to us and this fits within our vision of a community that thrives. In the 2018/2019 academic year a variety of training was accomplished. These included:

- Health and safety training for all staff at Bangkok Hospital
- PYP Cat 1 Standards and Practices workshop (external)
- PYP Cat 1 Making the PYP Happen workshops (external)
- Kath Murdoch seminar (external)
- Attendance at ISAT meetings
- Visit to the International School of Ho Chin Minh (ISHMC) to take part in trainings and observe their cutting edge programme.
- CIS leadership recruitment training (external)
- CIS safeguarding training (external)
- Full staff EAL workshop (2 days, outside trainer)
- PYP consultancy visits to prepare for authorisation
- External KS1/2 mathematics training (external)
- MYP Cat 1 training (external)
- Reggio Emilia online training
- Learning support training (external)
- Thai teacher study trip
- Support for Thai Teaching Assistants gaining their teacher training
- A variety of in-house professional developments for staff



A LEARNER ON A FIELDTRIP

Our facility development

As a school UDIS is thriving. This year we completed our brand new 25 meter swimming pool and this provides a wonderful facility for our learners to use. We also developed our rear entrance to provide additional staff parking while we develop our new primary school building. This year we also renovated the entrance to our library building and developed connecting walkways between the Early Years and Primary Years buildings. Our learners will no longer need to brave the elements while getting across campus. We also added new shading to our Early Years playground and developed a new outdoor foyer space between the Community Hub and PY building. These new spaces have added to the wonderful environment the school has.

UDIS is thriving with the addition of a new 25 meter, saltwater, swimming pool and the development of our rear entrance.



NEW SWIMMING POOL DEVELOPMENT AND REAR ENTRANCE

New developments

With renewed investment into the school, we have been able to continue with a set of new developments for the school. The first of these is the new Primary Years building which is being built adjacent to the swimming pool. This will provide 10 more classroom spaces which include a dedicated science lab and a separate design technology lab. We are also planning further projects and hope to announce those soon to support our rollout into the MYP and beyond.



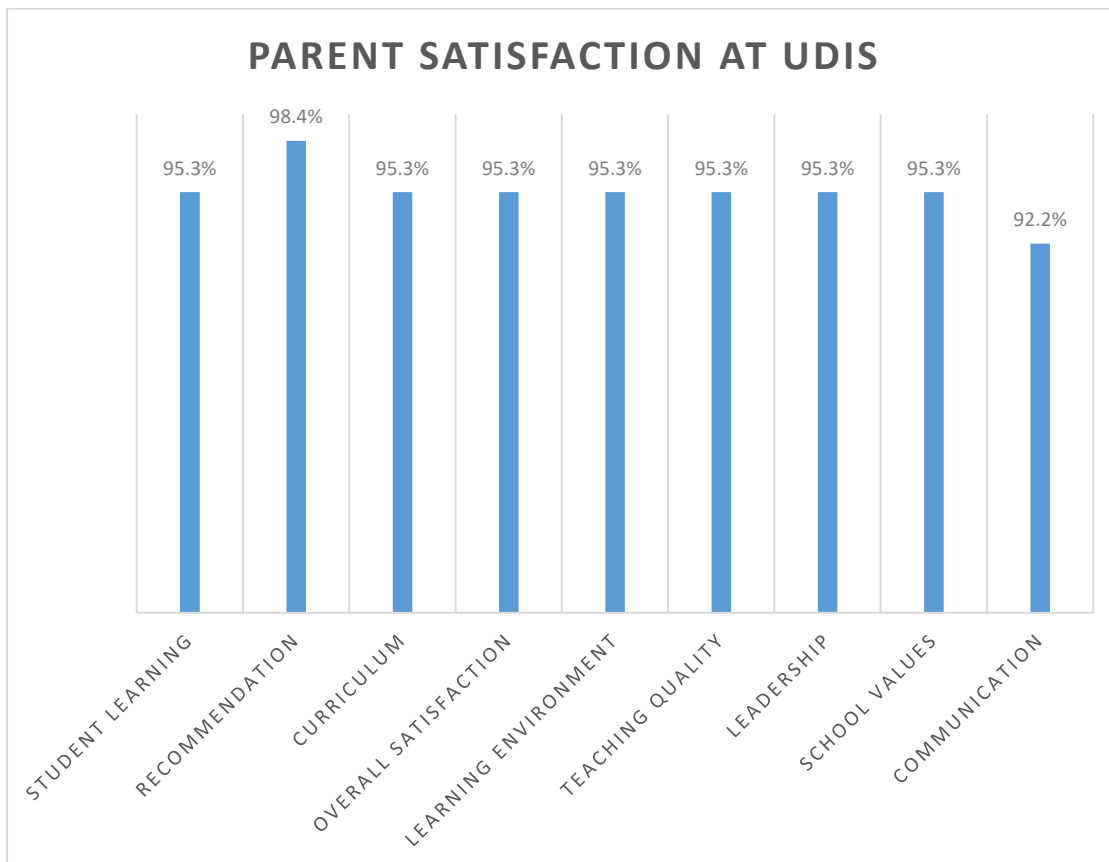
NEW PRIMARY YEARS BUILDING IS BEING DEVELOPED FOR AUGUST, 2020

Our parent's perceptions

Each year we survey our stakeholders to see how we are doing. Here, we report on our parent perceptions from the end of year survey which collects data across nine categories of questions. This year, we received 63 responses for a response rate of 68% from the survey.

98% of parents would recommend the school to other parents.

The results were excellent with parents very satisfied across all categories of questions. We are very pleased that 98.4% of our parents would recommend the school to other parents. The lowest item was communication at 92.2% satisfaction with comments mentioning a lack of clarity with communication. We will work to improve communication for 2019/2020.



Our results

This year was the first year that we have used external tests from GL Assessment with all learners from Year 2 to Year 7. 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



LEARNERS HELPING EACH OTHER AT ALL AGES

Year 2-7 whole school results

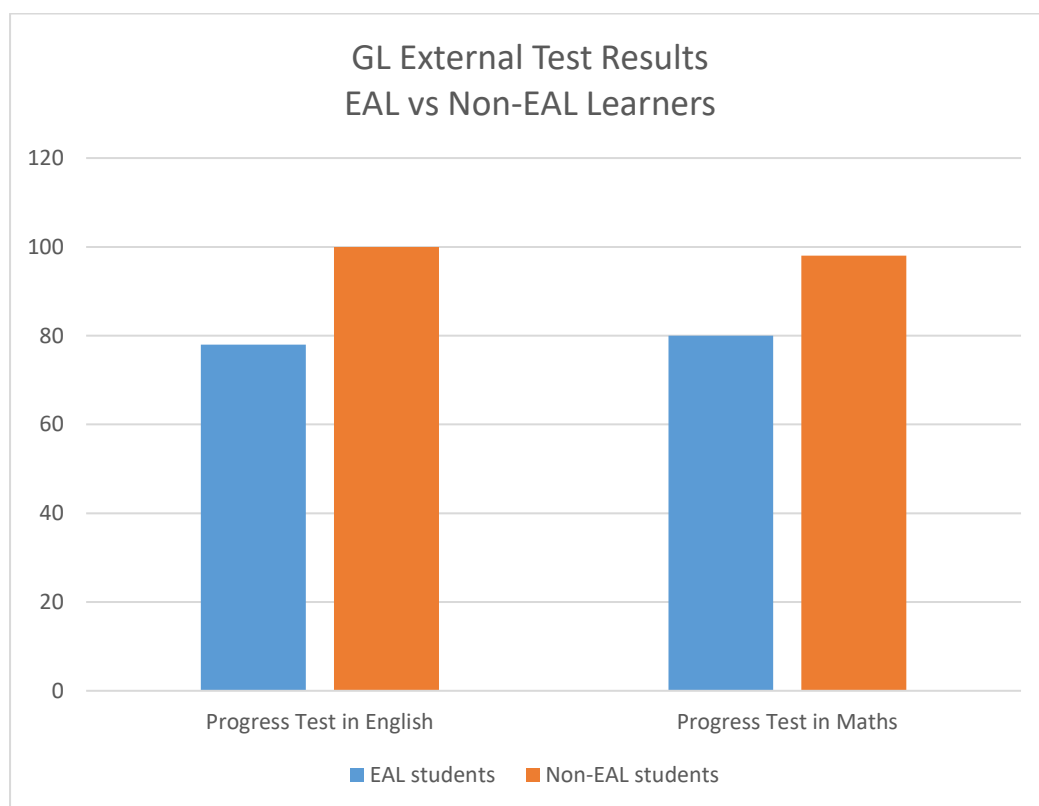
All learners from Year 2-7 completed the Progress Test in English (PTE) and the Progress Test in Mathematics (PTM). The results from these learners are summarised in the following table.

	Learners	PTE SAS Score	PTM SAS Score	Average days at school	EAL% of learners tested
School	60	94	93	745	30%

The table shows that the average standard age score (SAS) score for all learners in the PTE test was 94 and the average SAS score for all learners on the PTM test was 93. The SAS is normalised at 100, so that 50% of students will be below 100, and 50% above 100. The SAS score is based on a representative sample of students from the United Kingdom (UK). The general student population in the UK is different to that of UDIS as only 21% of students in the UK are classed as EAL (any level) versus 30% of students at UDIS at high levels of EAL. EAL students score significantly lower than non-EAL students because the tests use a lot of English which EAL students have difficulty understanding.

Year 2-7 EAL vs Non-EAL results

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 more easily accessed by those proficient in the language. With 30% of our learners classed as EAL, the following table shows the effect this had on results. Namely, that EAL learners performed at lower levels than Non-EAL learners. In fact, when accounting for EAL, our learners achieved at the same levels as learners from England.

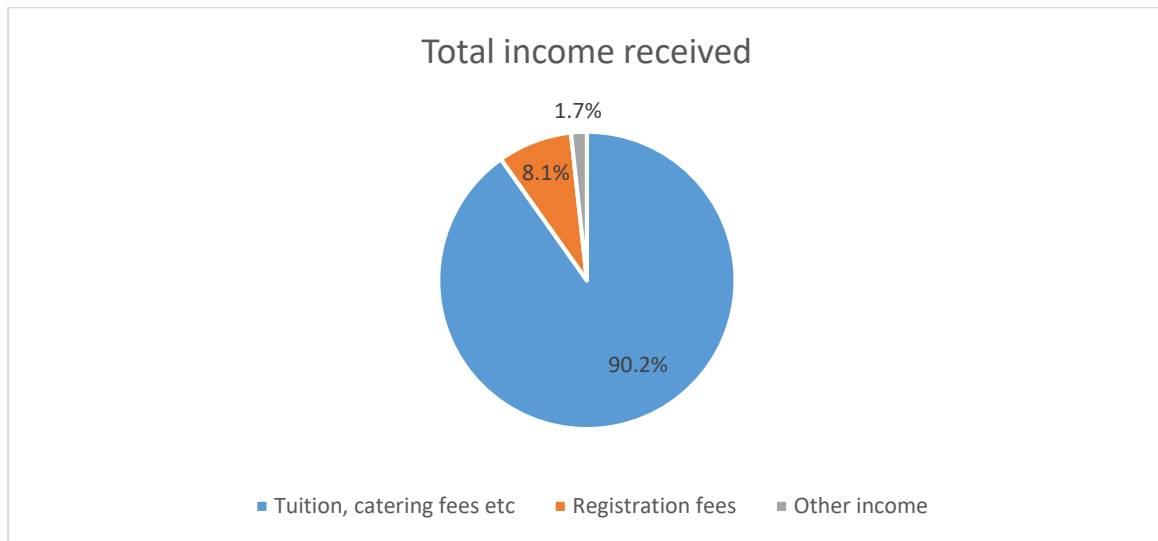


How we spent our money

This section provides a snapshot of our financials for the 2018/2019 financial year. 2018/2019 was a successful year financially with the school surpassing its targets for student growth. However, the school is still not at a break-even point in its operations. The figures are calculated from within our financial system for the period from 1 August, 2018 to 31 July, 2019.

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.



Expenditures

The school spends most of its money on salaries and benefits to 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 expense represents a significant cost to the school from the wear and tear on our facilities. We also have an increasing expense for repairs and maintenance to keep our facilities in good order.

