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**OUR LEARNERS’ OUT AND ABOUT WITHIN THE COMMUNITY**

## Foreword

I welcome you to our Community Report for 2019/2020. As we look back on 2019/2020, it is a time to reflect back on a year full of surprises but also one where we pulled together as a school, a country and as a global community. A central aim of our vision is for our learners to thrive and we saw that in full effect this year as we went from face to face learning to a successful transition to an online school, while our campus was closed by the government. Our learners have continued to thrive as they moved onto online platforms, developing their flexibility, independence and responsibility for their own learning. The ability of our learners to have endured this crisis will hold them in good stead for life's uncertainties in the future.



**DR. LINDSAY STUART**

2019/2020 saw us continue the development of international mindedness in the school. The cultural events we have held for Teacher's day, Loy Krathong, Christmas, Chinese New Year, Songkran and International Week were all chances to celebrate diversity, foster inclusion, tolerance and acceptance of everyone within our community no matter their backgrounds. Celebrating our cultural differences helps us to learn and appreciate each other and develops the international mindedness our learners need for the global world in which we now live.

2019/2020 saw our learners become active, global citizens. While our community service activities were curtailed by Covid-19, our learners in Year 6 and 7 worked through the PYP Exhibitions (PYPX) for the first time. PYPX allowed learners to inquire into a topic of their own interest to better understand it and to develop some action that will help their local community. There could be no better culmination of our learners' primary school experience than the PYPX and it was wonderful to see what our learners had learned from this process and how they could help other people as a result.

Our end of year event was based on the theme of a bridge. 2019/2020 will go down as a transition year from what was normal before Covid-19 to what is normal now. While Covid-19 may impact how we live our lives, it will not impact the great learning, community spirit, acceptance of others and focus on action that defines this school. In 2020/2021, we will have a new range of facilities to further enhance the learning we provide. We also provide new pathways with our Middle Years Programme (MYP) opening to provide a bridge to the Diploma Programme (DP) of the International Baccalaureate. The DP is one of the most widely accepted, and prestigious, entrance qualifications for university which provides a rigorous grounding for all learners that will serve them well for their future careers in education, work and themselves as global citizens.

So, 2019/2020, has been a year of great joy, but also great sorrow in what has been lost. However, we will continue to endure as a community and ensure that our learners receive the best learning we can to develop them into individuals that epitomise our values. As always, it has been a pleasure to have served our community this year. My deepest thanks to everyone within our school community that has made all of this possible for 2019/2020.

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. Find out more about who we are in this section including what guides us, our leadership, our partners, our learners and our staff.



TEACHERS DURING GLOBAL PLAY DAY

## 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 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
- Provided more Board meetings each year to allow more time for the Board to execute their role
- Encouraged the used of fieldtrips which could make a difference to our community
- Shared to the community how we use High Quality Learning at our school
- Shared our strategic plan to our community to show how we execute our guiding statements
- Developed the student voice into our programmes through the use of the student council

### School growth

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

- Completed the construction of our new Primary Years building and connected walkways and roading areas
- Developed plans for our new 5 rai area for the future development of sporting facilities
- Reviewed our admissions policy to consider the learner's that can be admitted into the school
- Reviewed all health and safety procedures in light of the new developments at the school
- Developed our relationships with the Udon Thani community to guide our health and safety practices
- Rolled out new entry procedures for parents on campus
- Developed screening procedures for parent volunteers within the school

### Staff development

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

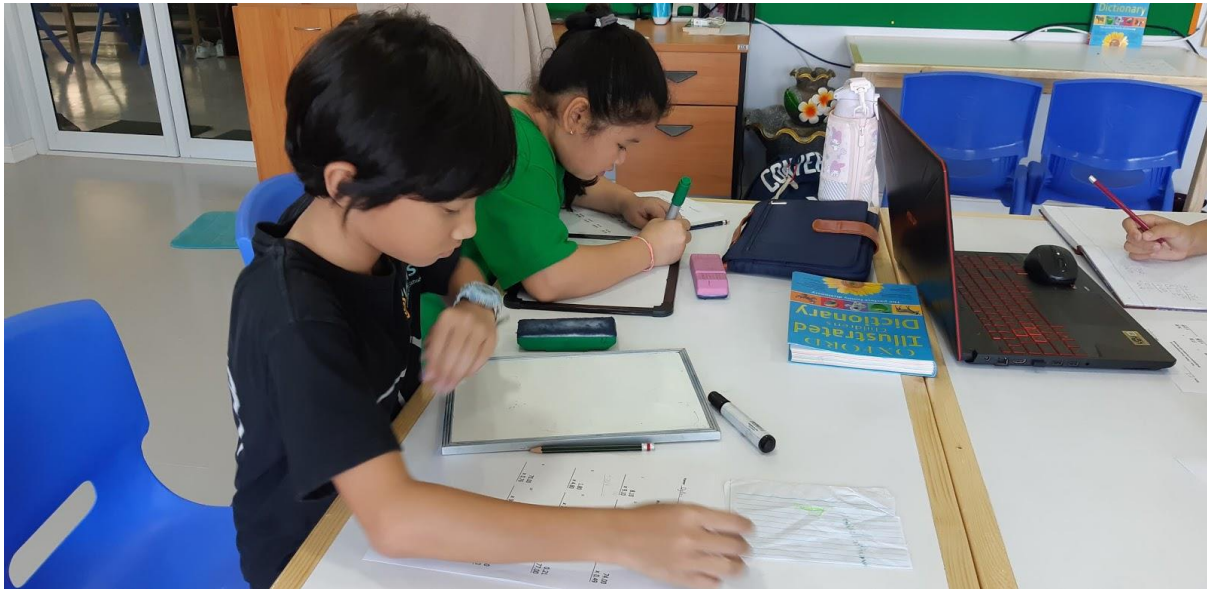
- Completed the school's review against the updated CIS Code of Ethics
- Focused on staff development around differentiation and English as an Additional Language
- Developed and implemented a comprehensive teaching assistant training programme
- Developed a customer training programme for staff that was run in the August orientation of 2020
- Enhanced and developed procedures for the identification of students needing learning support
- Developed a formalised induction programme for new staff

### Learning environment

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

- Moved all portfolios over to electronic formats
- Ensured that teachers were trained on how reporting criteria were to be used
- Developed more systematic processes for the analysis of student data to enhance student learning
- Examined external test data to see how well UDIS students performed against other students and what implications this has for our teaching and learning

- Re-introduction of science content from the National Curriculum of England and the linking of this to unit of inquiries
- Trained teachers on individual learning styles and the implications of that for teaching and assessment
- Trained teachers and students in digital citizenship
- Developed the teaching of PSPE within the school
- Rolled out a 1 device to 1 learner programme for Year 3 classes and upwards



LEARNERS HARD AT WORK IN THE CLASSROOM



## 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 four times across the 2019/2020 academic year discussing a range of topics to improve UDIS.

In 2019/2020 the Board comprised of:

Role	Name
<b>Acting Chairperson:</b>	K. Siriphat Pukpo
<b>Representative of the Owner &amp; Licensee</b>	K. Siriphat Pukpo
<b>Honorary member #1</b>	K. Wicha Chanklom
<b>Honorary member #2</b>	K. Ampuscha Chotnopparatpatara
<b>Parent representative #1</b>	Ms. Chen Wenshan Dawn
<b>Teacher representative</b>	Mr. Mark Abbadessa
<b>School Director</b>	K. Sineenard Charvat
<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.

For 2019/2020 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. Sineenard Charvat



LEARNERS THROUGHOUT THE SCHOOL

## 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, Playport, AIM Tennis Academy and SMART Hub 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.

### 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 seven PTA meetings across last year which was a decrease of two meetings from 2018/2019. This was due to the Covid-19 pandemic and also a desire to reduce the amount of meetings held with parents each week and focus more on quality interactions.

### International schools association of Thailand (ISAT)

We have continued to act as a member for ISAT. In 2019/2020 we sent representatives to two of the ISAT meeting held. ISAT acts as the unified voice of international education in Thailand with over 128 member schools across Thailand. ISAT membership has opened up many training and networking opportunities with quality international schools across Thailand for the school.



OUR COMMUNITY COMING TOGETHER FOR EVENTS

## Our learners

Our learners are what makes the school special and we tailor our programmes to the needs of our learners. 2019/2020 was certainly a year of ups and downs with the Covid-19 pandemic striking from March. The proportion of students in EAL decreased slightly from 29% to 26% this year. 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	2019/2020
Thai parents	56%	62%	63%	42%
Thai-International parents	36%	27%	17%	37%
International parents	8%	12%	20%	21%
<b>TOTAL</b>	<b>100%</b>	<b>101%</b>	<b>100%</b>	<b>100%</b>

The largest demographic group of students continues to be children from Thai parents which decreased from 63% to 42% as a proportion of all learners. Next are learners from Thai and International parents at 37%. The numbers of learners from international families has increased slightly from 20% to 21%.

## Our student council

The student council worked hard this year to gather suggestions from the student body at UDIS and make some positive changes for our learners. As part of their community action they visited the Ban Nong Kung School in Udon Thani to teach their students about the importance of caring for the environment and the importance of recycling. The students also worked on raising funds to purchase supplies for this school.



LEARNERS CELEBRATING CHINESE NEW 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 15 years of teaching experience each.*

At the end of the 2019/2020 academic year we had 35 teaching staff and 24 service staff. 29% 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, England, Wales, New Zealand, Australia, China, Pakistan, Philippines, Brazil and Thailand.

*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.



STAFF OUT AND ABOUT

## 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 International Baccalaureate World School since the 2018/2019 academic year and uses the Primary Years Programme (PYP). For the 2019/2020 academic year we had ten classes open from Preschool (2-3 year olds) to Year 7 (11-12 year olds). The school will open a Middle Years Programme (MYP) in August, 2020 with levels up to Year 8. UDIS will continue to 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 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.

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. New in 2019/2020 was our 'Follow your passions' month which was a chance for learners to explore and showcase their unique passions and interests.

To help our learners thrive, we held a thriving week to showcase healthy eating practise and exercise. 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. 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 HISTORY ON A FIELDTRIP

*Classes from Preschool to Year 7 went on 24 fieldtrips across the year!*

This year, classes from Preschool to Year 7 went on an impressive 24 fieldtrips which was an impressive total when Covid-19 meant fieldtrips were cancelled from March onwards. Fieldtrips were held in a number of locations including; the Thai-Chinese Cultural Centre, Ban Chiang, Raja hat University, Genius Hub, Phu Phra Bat, Ban Huai Market and Udon Thani Museum.

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 comprised seven levels for children aged 5-12 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.



**GLOBAL PLAY DAY ACTIVITIES**



## 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 when they enter the 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.

### 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 2019/2020, the curriculum committee worked on a number of things including:

- Electronic portfolios for all levels
- Review and revision of report formats
- EAL and differentiation training and activities for staff
- Rollout of science and time allocations
- Report reflections to look at skills and high quality learning
- Review of the Key Learning Indicators of Performance (KLIPS)
- Development of an online teacher checklist
- Development of an assessment of global citizenship
- Review of service and taking action as part of units
- Development of plans for student voice
- Training in Reggio approaches for Early Years staff
- Development of curriculum and assessments for the Middle Years Programme for August



PRIMARY YEARS LEARNERS WORKING ON AN ART PROJECT

## 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 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.



YEAR 6 CAMP

In 2019/2020 extracurricular activities included:

Term	Activity
<b>Term 1</b>	Swimming and water games, Yoga for kids, Art around the world, Programming with Scratch, Puppets and books, Fun with drama, Musical learning, Sports, Guitar, Cruzeiro soccer school, Thai performance dance club, Robotics club, AIM tennis academy, Journaling, Tech kids, Helping people club, Storytelling, Visual arts and Chinese
<b>Term 2</b>	Yoga for kids, Thai performance dance club, Sketch Drawing, Music Appreciation, Touch Football, Sports, Kool Kids Science Experiments, Trash into Treasure, Maths Games, Robotics Club, Cruzeiro Soccer Schools, Thai Dancing and Stories Club, Passion Projects, Maths Detectives, Interactive Storytelling, Science Kids, Choir and Musical Performance, Technology club, AIM Tennis Academy and Chinese
<b>Term 3</b>	These were cancelled due to Covid-19

## Our accreditations

Within the International Baccalaureate, a big highlight was the granting of candidacy for the Middle Years Programme (MYP) in Term 1. This helped us gain access to resources and consultants to help us open and develop our programme for 2020/2021. We are also fully authorised to offer the Primary Years Programme (PYP) and we have been working on our school action plan in readiness for our next verification visit in 2024.

This year, we have been working hard for our upcoming CIS team visit. We completed the CIS Community Survey at the beginning of the year and formed committee groups to collect evidence and write up our evaluation report for the visit. The team visit is planned for May, 2021 and will be held in conjunction with the local accreditation from ONESQA.

### 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.

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.



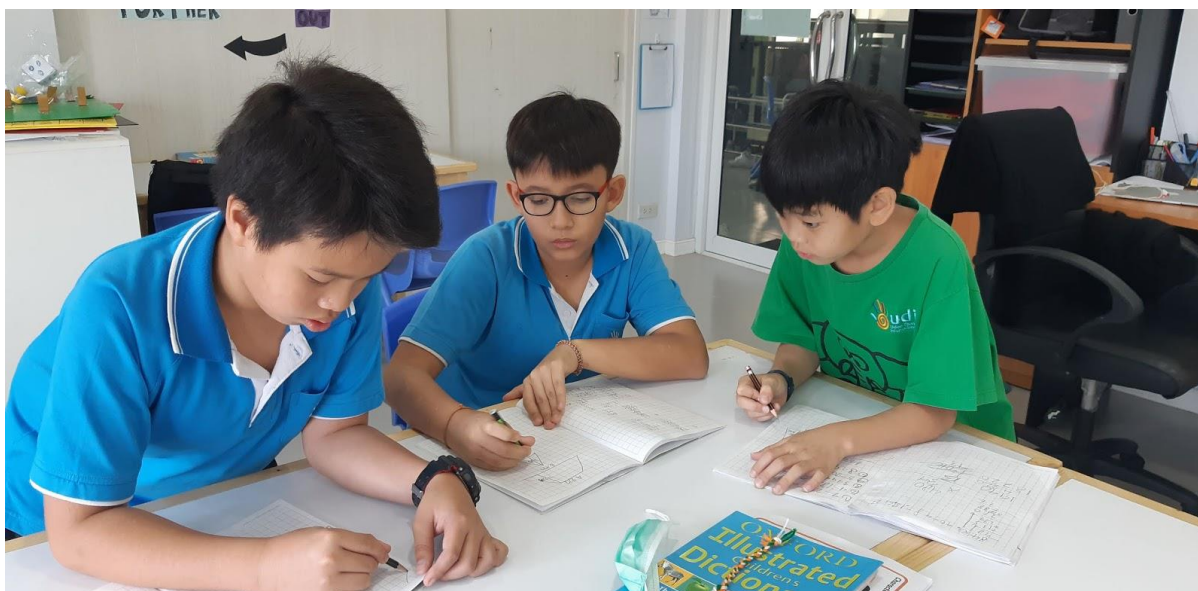
ACTIVITIES DURING THE YEAR

## 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 aimed at creating a positive social climate around the school and a culture of belonging and pride. These begin with our induction procedures for new parents to help them learn about expectations. Parents are treated with respect and courtesy and are expected to add to the positive environment to the school. Conduct policies for all community members provide clear expectations of what behaviours are acceptable at the school.

UDIS has clearly defined processes and policies regarding its responsibilities to safeguarding learners. There is particular emphasis with respect to harassment and bullying. There are also regular education activities with our learners to teach them about how to safeguard themselves. This year, we have continued to provide these areas emphasis with courses on digital citizenship and child abuse through our use of the P.A.N.T.S programme. The school has continued to teach learners about the UN Rights of the Child to help children understand that they have rights and what those rights are.



LEARNERS BUSY AT WORK

## Staff wellbeing

Improving 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.

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.

## 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 increased slightly this year to 4 minutes and 25 seconds which is likely due to us moving the emergency evacuation area and classes having further to travel. Information about the drills that were conducted are summarised in the following table:

Drill	Times held	Shortest	Longest	Average time
<b>Full school evacuation drill</b>				
2018/2019	3	3:40	4:40	4:10
2019/2020	3	4:10	4:40	4:25
<b>Medical attention (Time for nurse to reach teacher)</b>				
2018/2019	2	1:20	1:55	1:38
2019/2020	3	1:50	2:30	2:10
<b>Medical evacuation drills</b>				
2019/2020	2	20:00	25:00	22:30

The Health and Safety Committee looked into a variety of tasks including regular monitoring of school facilities, introduction of Educare courses for training, use of the NSPCC recommendations for safeguarding (e.g. PANTS), development of support agencies, securing safeguarding data, setting up new parking and setting recommending temperature for air conditioners amongst other things.



OUR EVENTS WERE HELD WITH DEDICATED FIRST AID SUPPORT AND EMERGENCY COORDINATOR THIS YEAR

## Support services for learners

### 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. 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.

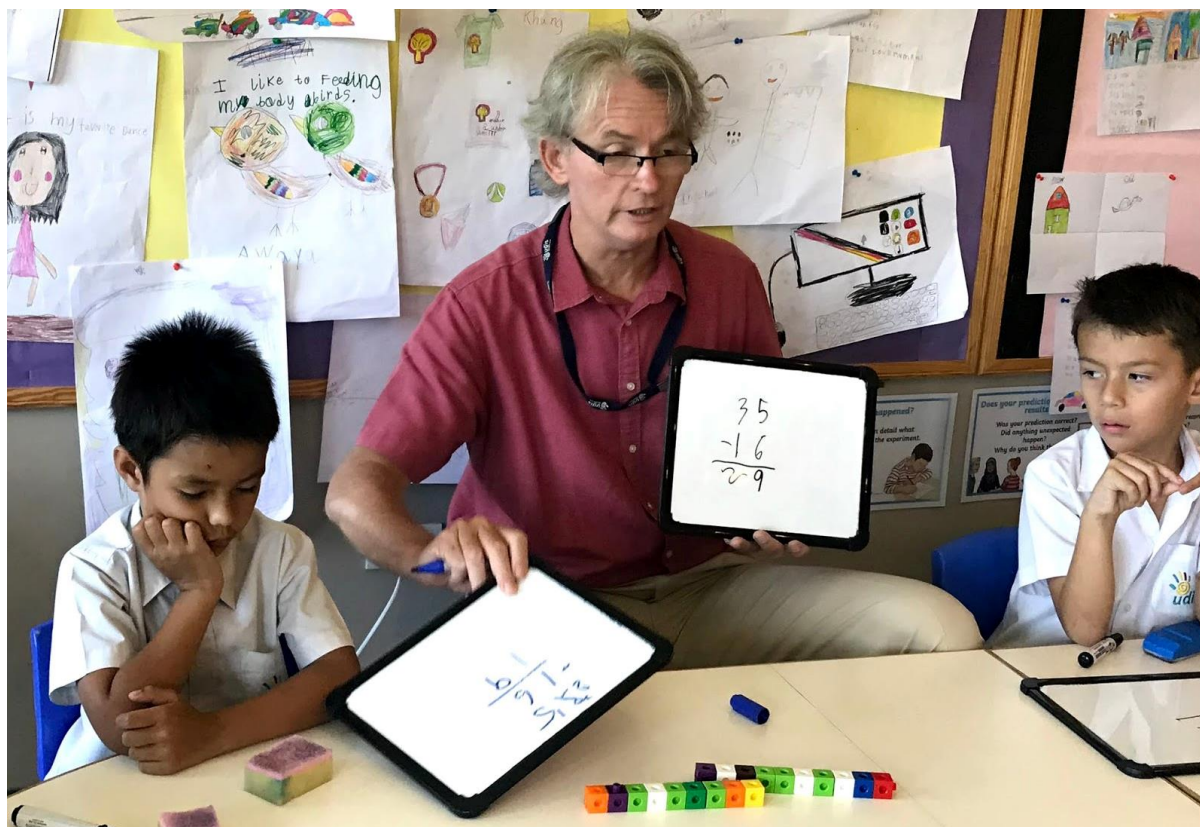
### Thai as an Additional Language (TAL)

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 TAL classes. The TAL class provides beginner support for learners to develop their Thai language skills with the aim of learners re-joining the mainstream Thai classes.

### 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 strategies 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 TEACHERS SUPPORT A RANGE OF INDIVIDUAL NEEDS WITHIN THE CLASS

## 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. For 2019/2020 our main training was held at orientation and involved two PYP workshop trainers teaching all teachers and teaching assistants for two days. We certainly gained a lot from this training and were able to apply this across the year. We also invested money in training up our leadership and for training to prepare ourselves for the rollout of the Middle Years Programme in 2020/2021. A summary of trainings included:

- A two day in-school workshop held by the IB for all teachers and teaching assistants
- Health and safety training for all staff at UDIS
- Leadership and supervision training attended by two staff
- 2x ISAT meetings attended
- Visa and registrar training by ISAT
- CIS evaluator training
- A variety of trainings held by the Ministry of Education
- A variety of online training in the MYP for teachers and leadership
- English training for staff
- Educare online training for staff



LEARNERS WITHIN THE CLASSROOM



## Our facility development

As a school UDIS is thriving. Across this year we have been working to complete our new Primary Years (PY) building which will house seven new classrooms, two support rooms, a science lab, a design technology lab, office space and an auditorium.

*UDIS is thriving with the addition of new classroom spaces for our Primary Years providing new facilities to the school.*



The new PY building is being supported with new connecting, covered pathways to the Middle Years building and a new carpark. These new spaces have added to the wonderful environment the school has.



## Coming soon

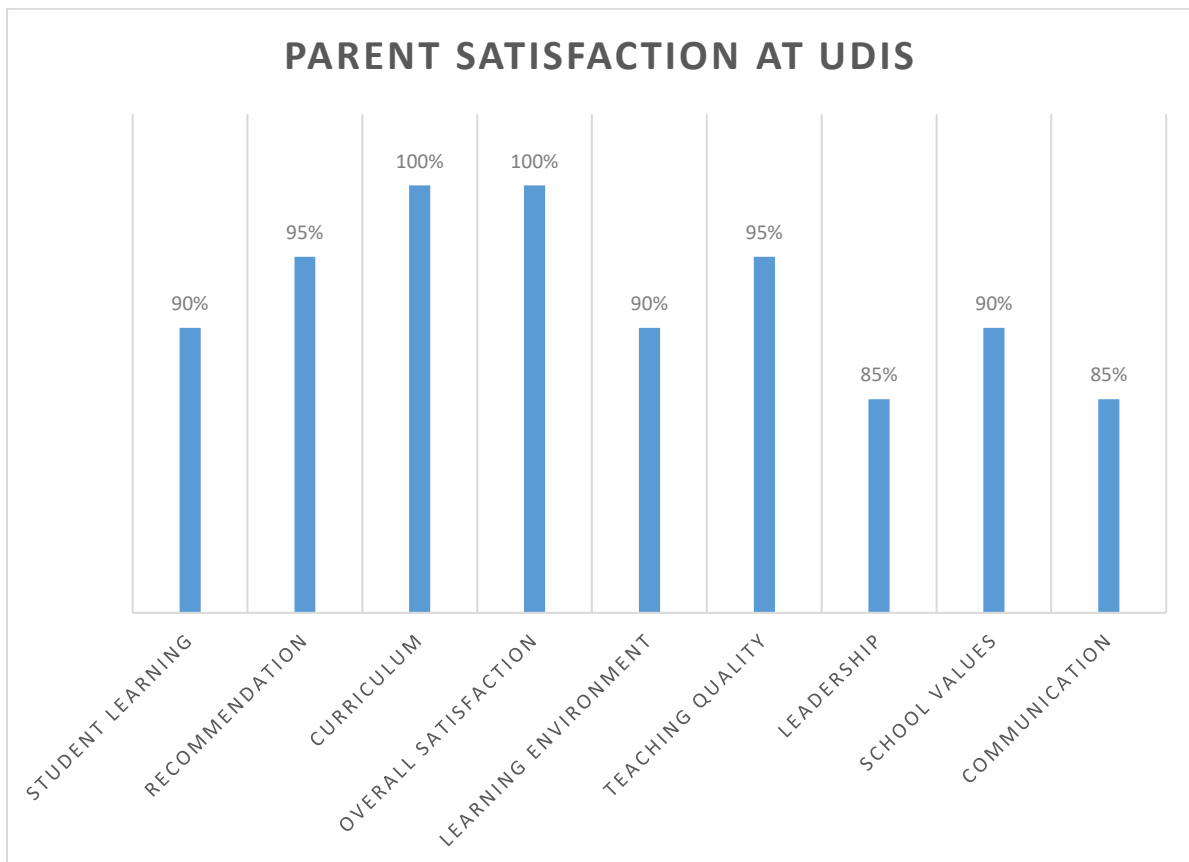
The school also purchased a new 5 rai area of land on which we plan to build a full size soccer field, an eco-farm and further car parking spaces. This project was suspended due to Covid-19 but we will be looking to restart this project as soon as we are able to.

## 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.

*95% of parents would recommend the school to other parents.*

100% of parents were satisfied overall with the school and 100% of parents were also satisfied with the curriculum we offer. 95% of parents would recommend the school to other parents. The lowest items from the survey was communication and leadership. To address these, we are reviewing our communication while we have a new Principal joining us to focus on the development of teaching and learning at the school.



**OUR LEARNERS ARE THRIVING**

## Our results

Our external testing programme was suspended for 2019/2020 due to the Covid-19 pandemic and we were not able to complete our end of year testing for Maths and English. We plan to recommence this programme for the 2020/2021 academic year.

### 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

### 2018/2019 results

In 2018/2019, all learners from Year 2-7 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 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, based on a representative sample of students from the United Kingdom (UK).

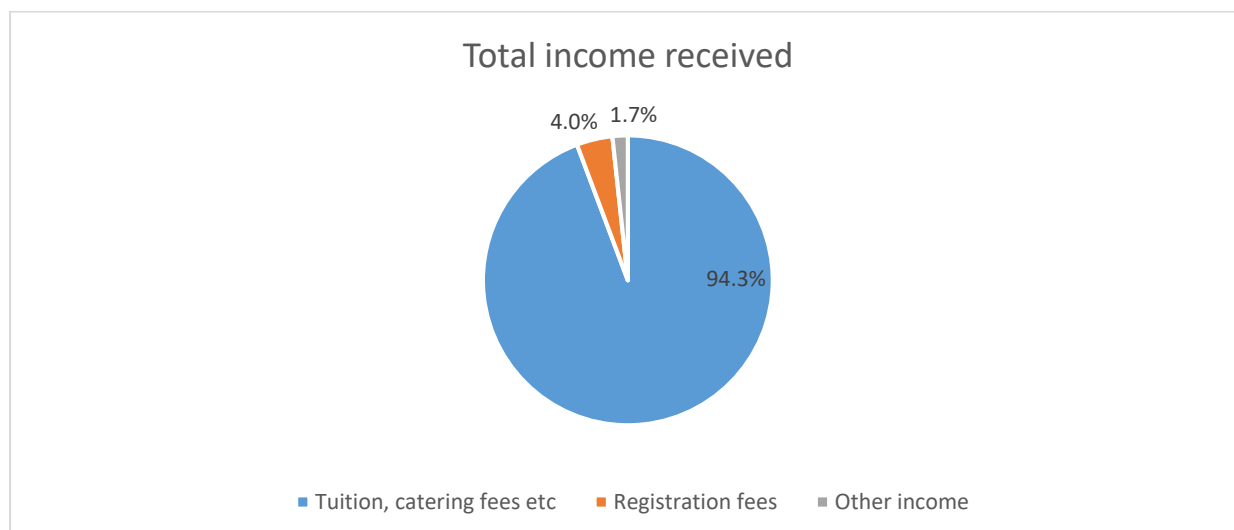
It was clear from our testing that English as an Additional Language (EAL) learners struggled with the tests due to their lower levels of English. The PTE and PTM tests are conducted entirely in English and more easily accessed by those proficient in the language. With 30% of our learners classed as 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 averages.

## How we spent our money

This section provides a snapshot of our financials for the financial year. This was a promising year before the Covid-19 pandemic where we were on track to break even for the first time.

### 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.



### 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.

