



# 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 .....	8
Our school board.....	8
School leadership.....	8
Our partners.....	9
Our community partners .....	9
Our parents and teachers’ association .....	9
International schools association of Thailand (ISAT) .....	9
International schools services (ISS).....	9
Our learners .....	10
Our student council.....	10
Our staff .....	11
Our School.....	12
Our annual highlights.....	13
Our events.....	13
Our class fieldtrips (Education outside the classroom) .....	14
Our programmes.....	15
Our Early Years.....	15
Our Primary Years .....	16
Our Middle Years .....	17
Our Diploma Programme.....	17
Our curriculum development.....	18
Our extracurricular activities .....	18
Our accreditations.....	19
Characteristics of CIS accredited schools.....	19
Our wellbeing.....	20

Health and Safety.....	21
Support services for learners .....	22
Our staff development.....	23
Our facility development .....	24
Coming soon .....	24
Our parent’s perceptions.....	25
Our results.....	26
Progress Tests from GL Assessment .....	26
2018/2019 results .....	26
How we spent our money.....	27
Income received.....	27
Expenditure.....	27



YEAR 3 LEARNERS AS PART OF THEIR CONSTRUCTION UNIT

## Foreword

This year has been our most challenging year so far, but we are growing quickly, with a supportive community behind us and on the path for further success. We were able to complete most of the year face to face and what a blessing that was. When online learning continued, it has helped our learners become more independent, flexible and responsible.

We celebrated many cultural events this year which helped us celebrate our differences, foster inclusion, tolerance and acceptance of others. This develops the international mindedness we want our learners to embody. We could not do many of these events without the support of our parents.

Our learners have continued to become active, global citizens. Learners in Year 6 completed the second successful year of their PYP Exhibitions (PYPX). We opened our Middle Years Programme (MYP) which gives our learners the academic, social, physical and cultural skills they need as we work towards the Diploma Programme and a complete high school at UDIS. We will begin planning the Diploma Programme (DP) in earnest in the 2021/2022 academic year. The DP is one of the most widely accepted, and prestigious, entrance qualifications for university. This provides a rigorous grounding for all learners that will serve them well for their future careers in education, work and themselves as global citizens.

Finally, 2020/2021 is the year we became CIS accredited. CIS accreditation is a mark of top quality international schools around the world and completes our seven year quest to become accredited. We are the first and only school in all of the Northeast to become CIS accredited and the first school in Udon Thani to be accredited. This was truly a wonderful achievement for our whole community and reinforces the quality of education we provide at UDIS.

So, while the pandemic has certainly impacted our school and community in terms of what we are able to do, the pandemic has not dulled our aim of being the best international school in the Northeast and our achievements this year continue to build that claim. 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 2020/2021.

Next year is our first chance to revisit our guiding statements with our community and the principles we use to guide the school. These will then be used to inform our new five year strategic plan which will develop our planning to support the Diploma Programme and a complete high school. We look forward to your involvement as we create plans for the school together.

So, thank you for a great year. Please enjoy the successes contained within this report as our learners continue to thrive, take action, develop international mindedness and become balanced learners.

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.



OUR COMMUNITY PLAN ENSURED OUR LEARNERS THRIVED WHETHER IN PERSON OR ONLINE

## 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 enquire 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.

Below 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 this year we:

- ◁ Developed a Covid Community Plan to ensure the school's safe function during the Covid-19 pandemic
- ◁ Developed a group of parent representatives and involved them in school decision making across the year
- ◁ Developed initial planning for service learning and how we can implement this when our community is open again
- ◁ Continued to provide education for our parents in face to face, and online formats, and using social media, website and email to support this.

### School growth

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

- ◁ Developed a student advisory programme in the MYP to support and develop leadership
- ◁ Examined ways to more effectively gain feedback from learners' into the class teaching and learning
- ◁ Spent time on our marketing to more effectively communicate what a great school UDIS is and the benefits of our programmes
- ◁ Promoted the development the school offers from the Primary Years Programme (PYP) to the Diploma Programme (DP) and the DP as the best preparation for university and life in general

### Staff development

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

- ◁ Formalised requirements around English as an Additional Language (EAL) and differentiation provision with actions including things like a new teacher's job description
- ◁ Completed a staff retention policy and identified further actions of this policy
- ◁ Completed the MYP training of several of our staff and organised the further training of staff in 2021/2022

### Learning environment

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

- ◁ Prepared and hosted a successful CIS virtual visit which led to our CIS accreditation
- ◁ Rolled out high quality learning within our classrooms
- ◁ Used data more fully within our programme with analysis of Term 1 external testing data to determine what implication this holds
- ◁ Provided curriculum opportunities to meet the needs of parents which involved the development of 'assessment' weeks and formalising our home learning policy



LEARNERS USING OUR NEW SCIENCE LAB



PARENTS TAKING PART IN PARENT EDUCATION MEETINGS



## 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 2020/2021 academic year discussing a range of topics to improve UDIS.

In 2020/2021 the Board comprised of:

Role	Name
Chairperson	K. Siriphat Pukpo
Representative of the Owner & Licensee	K. Siriphat Pukpo
Honorary member #1	K. Ampuscha Chotnopparatpatara
Honorary member #2	Ms. Yael Cass
Parent representative #1	K. Pairat Tivakornpannarai
Parent representative #2	K. Yanisa Changsirivathanathamrong
Teacher representative	Mr. Mark Abbadessa
School Director	K. Sineenard Charvat
Board member	Dr. Lindsay Stuart

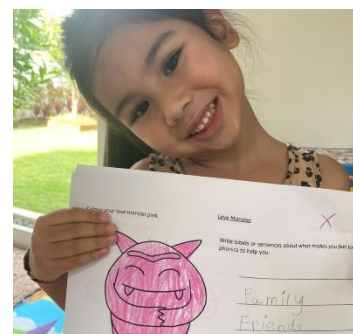
### School leadership

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.

The school leadership included:

Head of School  
Deputy Principal & PYP Coordinator  
Early Years Coordinator  
Operations Manager  
Thai Director

Dr. Lindsay Stuart  
Ms. Emmi Hines  
Ms. Phibzia Siddiqui  
Mr. Scott Temple  
Ms. Sineenard Charvat



LEARNERSTHROUGHOUT 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 worked to develop lists of community partners to support our school in different ways such as fieldtrips or guest speakers.

### 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.

### International schools association of Thailand (ISAT)

We have continued to act as a member for ISAT. ISAT acts as the unified voice of international education in Thailand with over 128 member schools across Thailand. While attendance at ISAT events was curtailed in 2020/2021 due to the pandemic, ISAT membership has opened up many training and networking opportunities with quality international schools across Thailand for the school. Many teachers took advantage of online training programmes run by ISAT this year.

### International schools services (ISS)

Since 2019 we have a long term consultancy agreement with ISS to provide input and feedback into the school and help us achieve our aims. ISS is a non-profit organisation that has worked with over 500 international schools over the past 60 years. Today, ISS is at the forefront of innovation, committed to creating world-class schools that educate students to be thoughtful, imaginative global leaders. ISS schools embrace local cultures while showcasing the very best practices in modern education.



UDISGETTING OUT TO SUPPORT OUR COMMUNITY

## Our learners

Our learners are what makes the school special and we tailor our programmes to the needs of our learners. We are lucky to have over 22 different nationalities of learners represented across the school.

## Our student council

This year the Student Council has been faced with many challenges relating to Covid-19 that prevented us from visiting local schools to take greater community action. As we continue to grow as a community we are also trying to develop our Student Council programme so that we can take greater action in supporting both the UDIS school community and the local community through teaching and learning projects and group presentations. One highlight was the funds raised from our Christmas event and being able purchase items to give to those in need.



GIVING BACK TO OUR COMMUNITY AND STUDENT LEADERSHIP DURING HOUSE ASSEMBLIES

## 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 across the 2020/2021 academic year.*

This year we employed 29 teaching staff across teacher, teaching assistant and nanny roles with a further 24 service staff employed to support the school. 32% of our teaching staff had advanced qualifications (Masters or PhD degrees). We also retained 72% of our academic staff which was an improvement from the prior academic year. Our talented teachers represent over 10 different nationalities.

*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.



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). In 2020/2021 we opened our Middle Years Programme (MYP) and will continue to add a new year level all the way through to Year 13 which will allow our learners pathways to universities around the world. This year we also achieved CIS accreditation becoming only the first school in the Northeast to achieve this and the first school in Udon Thani to become accredited.



UDIS!

## 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.

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 hold a variety of events to celebrate balanced learning and thriving. This year we were not able to hold our regular sports day because of the effects of the pandemic in Term 2. However, we were able to complete a class based ‘Play their way’ morning to recognise the importance of play to our learners.



LEARNERS DURING OUR LAY THEIR WAY EVENT

To show how our learners thrive, we all came together with an online end of year event to celebrate all the achievements and progress across the school.



### 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. Unfortunately for this academic year fieldtrips were cancelled across the year due to the pandemic. We hope to be able to get back into the community sometime in 2021/2022.

## Our programmes

UDIS is an IB World School and is authorised to offer the Primary Years Programme (PYP) from the International Baccalaureate (IB). 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.

## Our Early Years

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. We incorporate the Primary Years Programme (PYP) into our programme. Our Early Years is designed around play-based learning to develop the skills and competencies learners will need as they enter the Primary Years.



LEARNERS IN THE EARLY YEARS



## Our Primary Years

The Primary Years (PY) programme, is based on the National Curriculum of England for children aged 5-11 years of age. Our EY and PY use 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.

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

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

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

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



## Our Middle Years

The Middle Years (MY) is for learners aged 11 to 16 years of age (Year 7-11). The curriculum for our MY is based on the International Baccalaureate's Middle Years Programme (MYP) and the National Curriculum of England (NCE) and is taught through inquiry. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. These are:

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

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



GLOBAL PLAY DAY ACTIVITIES

## Our Diploma Programme

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe including the USA, UK, Australia, New Zealand, Singapore and Thailand just to name a few. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

UDIS will open our Diploma Programme in August, 2024. Our PYP and MYP programmes culminate with the Diploma Programme which provides a leading qualification for university entrance around the world.

## 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.

This year we have worked on a number of initiatives including developing our Middle Years programme, developing an effective annual curriculum review programme, developing PYP planners, the inquiry process and working on differentiation across all levels.

## 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. Unfortunately this academic year we were really restricted in the activities we could offer but we hope to get these restarted as soon as possible.



OUR LEARNERS OUT AND ABOUT WITHIN THE DON THANI COMMUNITY

## Our accreditations

In July, 2021, UDIS became a fully accredited school within the Council of International Schools (CIS). Through our accreditation with CIS, we have affirmed our commitment to high quality international education by meeting the demanding and rigorous standards needed by CIS for accreditation.

We are so pleased to be able to become the first CIS accredited school in the entire Northeast region of Thailand. Udon Thani International School is also the only accredited international school in Udon Thani. We are delighted to be able to continue to provide the very best international education to learners in Udon Thani and the wider Northeast region.

### Characteristics of CIS accredited schools

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

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

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

UDIS is also fully authorised to offer the PYP programme as an IB World School. We have secured candidacy within the MYP and are working towards full authorisation of the MYP in 2022/2023. We will launch our candidacy for the Diploma Programme in the 2022/2023 academic year with the aim for the programme being fully authorised for our first intake of learners in 2024.

## Our wellbeing

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

*100% of parents believed the school offers a positive learning environment  
(2020/2021 End of Year Survey)*

UDIS has clearly defined processes and policies regarding its responsibilities to safeguarding learners. There is particular emphasis with respect to harassment and bullying. Each year we conduct regular education activities with our learners to teach them about how to safeguard themselves (e.g. digital citizenship and P.A.N.T.S). 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.

We have worked hard to ensure that the wellbeing of our staff is also looked after through the provision of new job descriptions to make it clear what the expectations are of staff. This year we also completed our staff retention policy to ensure that the quality staff we attract to UDIS stay at the school for as long as possible. 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.



MR. XAVI WORKING WITH LEARNERS IN OUR POOL

## 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 (except for Term 3 which was largely online), a lockdown drill and red card emergencies.

This year we developed a Covid Community Plan to govern how the school deals with the challenge of the pandemic. We put in place a variety of procedures and worked with parents, learners and staff to ensure they understood the measures put in place to protect our community and limit transmission.

The Health and Safety Committee looked into a variety of tasks including regular monitoring of school facilities (including the school kitchen), implementing Covid-19 policies and completion of Educare courses for training.



THE IMPACT OF COVID-19 WAS FELT ACROSS THE SCHOOL

## 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.

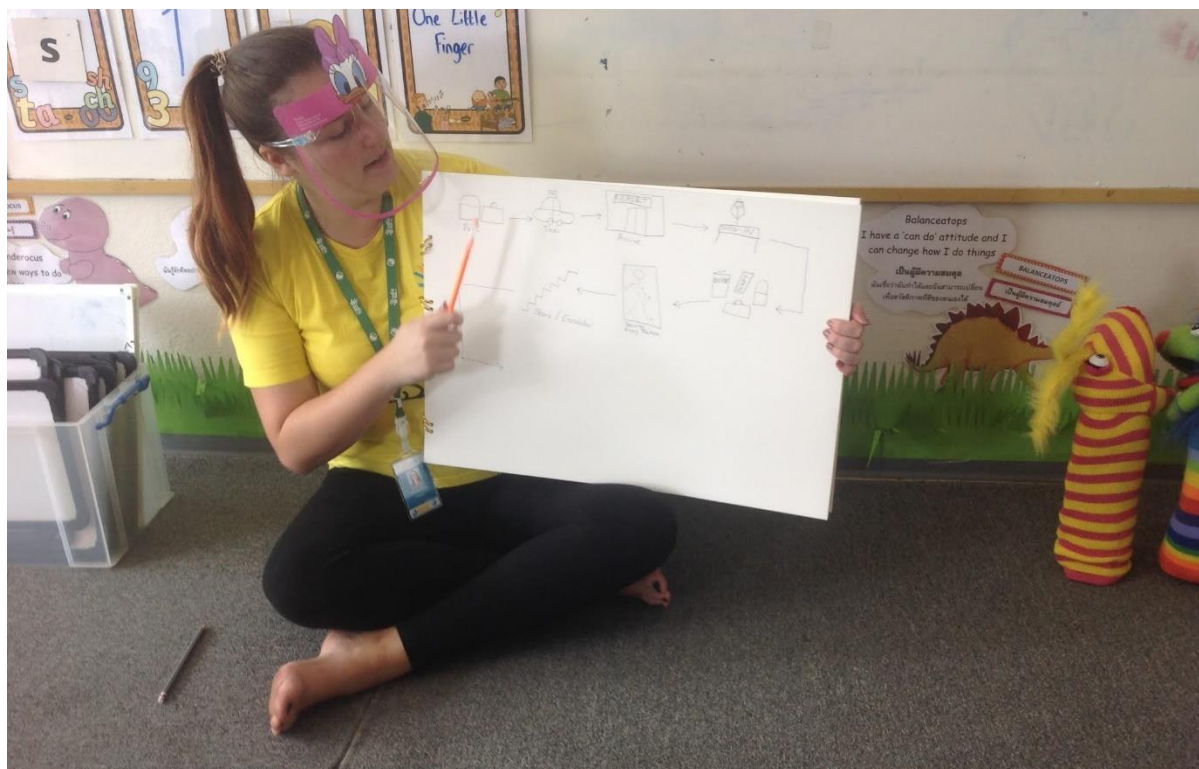
### Thai as an Additional Language (TAL)

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. 100% of staff were involved in some form of training across the academic year which reinforces our belief in staff being role models for lifelong learners.

The availability of professional development for staff 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. In addition, we need to ensure staff are trained up to be able to effectively deliver the PYP and MYP. 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.

A summary of trainings included:

- < A variety of Early Years online training to support our programme
- < Library consultant visit
- < Attendance at ISAT meetings and online professional developments by a variety of staff
- < Subsidy of teaching qualifications and advanced qualifications for our Thai teaching staff
- < Child protection and safeguarding training
- < Educare online training for all staff
- < ISS online courses across a variety of areas including Early Years, EAL, Social Studies, Mathematics and PE
- < Training in effective delivery of online courses
- < MYP training for a variety of staff



LEARNERS WITHIN THE CLASSROOM



## Our facility development

As a school UDIS is thriving. This year our major building projects have been paused as a result of the pandemic but we still managed to complete some important projects.

*UDIS is thriving with a range of modern learning facilities to support the school's guiding statements!*

This year we completed the outdoor renovation of our Early Years building by repainting much of the exterior and addressing the waxed concrete walls. We also saw the continued development of our EY outdoor area as a usable outdoor space for learners.



This year we were able to complete one of our major sustainability goals by adding solar power to our PY building's roof. This is the first phase of the project and the electricity generated should sustainably offset the school's electricity usage for many years.



## Coming soon

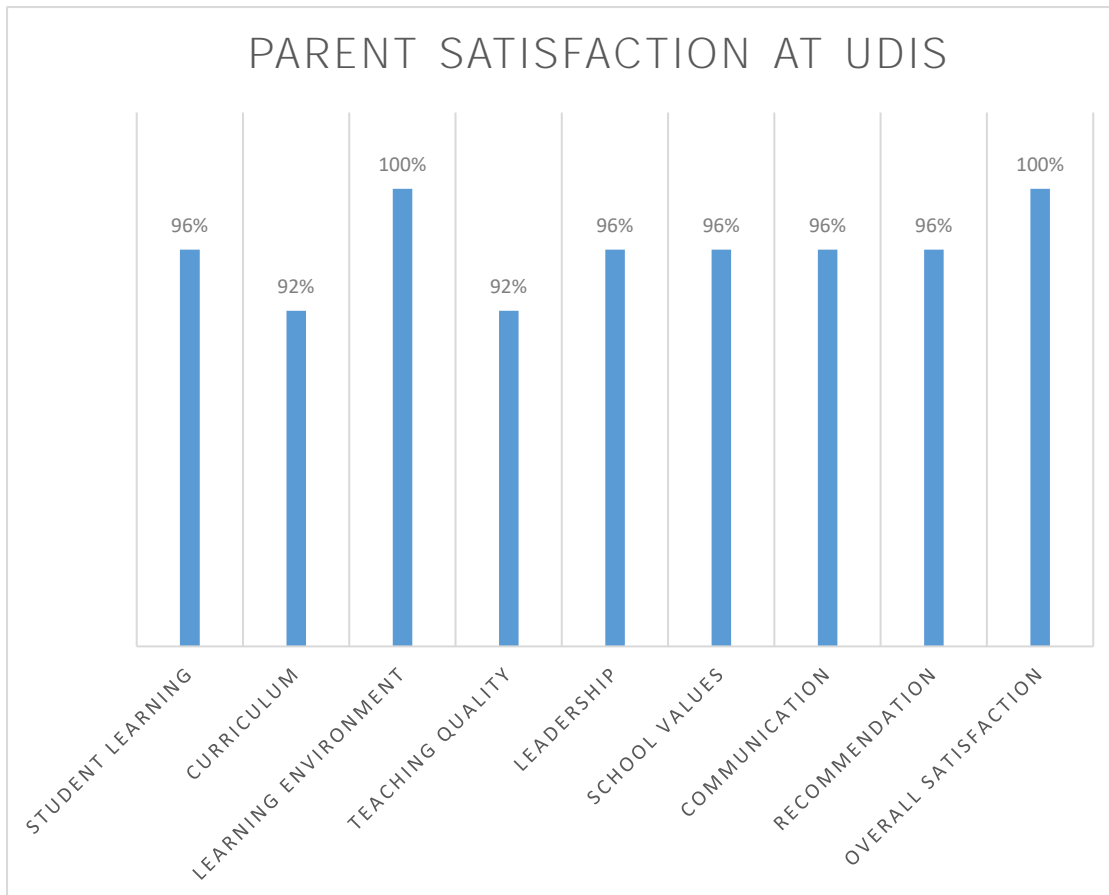
The school also purchased a new 5 rai area of land on which we plan to build a soccer field, eco-farm and further car parking spaces. This project was suspended due to Covid-19 but we will be looking to restart this project as soon as we are able to.

## 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.

*100% of parents are satisfied overall with the school*

100% of parents were satisfied overall with the school and 100% of parents agreed that the school provides a positive learning environment. 96% of parents agreed that they would also recommend the school to their friends.



OUR LEARNERS ARE THRIVING



## Our results

Our external testing programme was again suspended for 2020/2021 (the programme was also suspended for 2019/2020) as our main testing period in Term 3 was online and we were not able to complete these tests. We plan to recommence this programme as soon as we can for the 2021/2022 academic year when we can see learners face to face.

### 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.

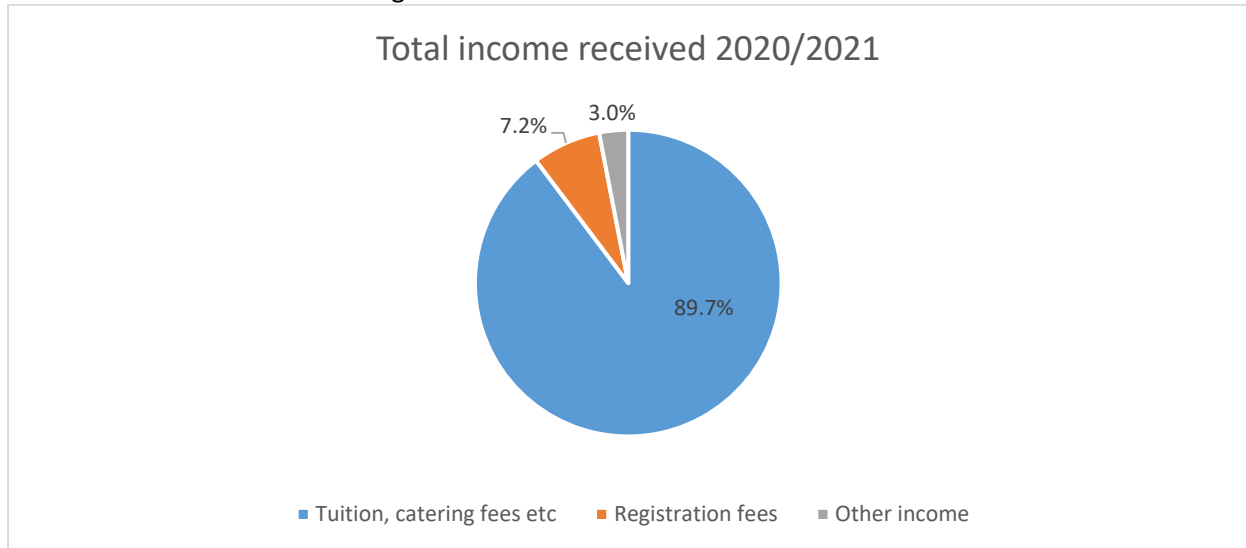
## How we spent our money

This section provides a snapshot of our financials for the financial year. Covid-19 made 2020/2021 a tough year financially for us but growth in Term 3 suggests a promising year in 2021/2022.

### 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.

