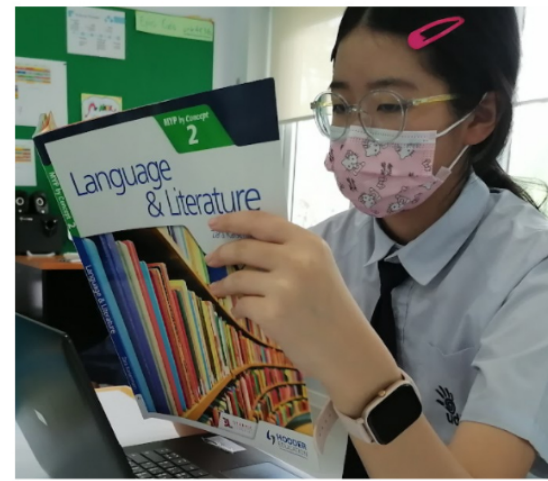


COMMUNITY REPORT

2021
2022

Udon Thani International School



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Foreword

I think when we look back on 2021/2022 we will recognise that although we had so many challenges our school community has acted with resilience to successfully complete the year. We are so proud of all that has been accomplished this year and we certainly could not have achieved this success without the enthusiasm of our learners, staff and the support of our parents.

While the pandemic curtailed many of our regular events and activities, we were able to start a 'return to normal' with selected ECAs starting again in Term 3. Our MY learners were also able to celebrate a successful year with the first ever MY prom. We were so happy to be able to welcome parents back on campus for our end of year event. It was wonderful seeing them in person to be able to celebrate the progress of our learners and for them to see all the learning spaces themselves.



This year we completed the revision of our guiding statements and next year we will build on this as we begin planning our new 5 year strategic plan. The next 5 years will see us complete our high school. We will then be able to offer learners in Udon Thani, and beyond, the chance to earn an IB Diploma which can be used for entry for universities in Thailand and around the world. It will be exciting to see our first IB graduates in 2027

We are looking for a 'return to normal' in 2022/2023 and we are planning for that to happen with a relaxed set of community protocols balancing risk versus learning. This means many of our regular activities can return such as restarting ECAs, breaking class bubbles and bringing parents back on campus for all the activities we offer.

So, thank you to our wonderful community for your continued support as we continue to blaze a pathway for inquiry education in the Northeast. My deepest thanks to everyone within our school community that helped us throughout 2021/2022. We are very much looking forward to building on our success in 2022/2023.

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.



MY LEARNERS AT LUNCH

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 strategy

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

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

Community development

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

- Revised our core guiding statements with all stakeholders and confirmed them for a further 5 years
- Enhanced unit and learner profile reflections across the school
- Promoted the work of the School Board and its membership to the community
- Continued to focus on marketing the benefits of our school to our community

School growth

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

- Reviewed and developed a 40% learning support teaching role to support the school from 2022/2023
- Completed risk assessments for all classrooms and learning spaces and developed a regular system of monitoring these
- Developed, reviewed and selected a student management system to be used at the school (e.g. Toddle for use from 2022/2023)

Staff development

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

- Brought in more experience Middle Years teachers to help us develop our programme
- Identified and recruited an IB Diploma coordinator to plan for the school's entry to the DP in 2024/2025
- Updated our screening guidelines for candidates based on the latest international recommendations for safeguarding
- Developed, reviewed and executed a plan for increasing staff benefits to retain and attract quality staff to the school
- Rolled out a new teaching job description across all departments

Learning environment

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

- Completed a successful consultant visit in the Middle Years (MY) in preparation for the authorisation visit in 2022/2023
- Developed and revised MY curriculum and policies in preparation of authorisation
- Developed, and drafted, a gifted and talented policy for rollout in 2022/2023
- Identified and developed a school wide pastoral care, sex and relationship programme (e.g. the Ontario PHE curriculum) for rollout in 2022/2023.



TERM 3 SAW EVENTS AND ECAS RESTARTING



PARENTS TAKING PART IN PARENT EDUCATION MEETINGS

Our leadership

Our school board

UDIS has an Executive School Board to ensure that the school provides students with a good education. The Board comprises members from the parent company of UDIS, parent and teacher representatives, and members from the local business and educational communities. The School Board met four times across the 2021/2022 academic year discussing a range of topics to improve the school.

The 2021/2022 UDIS Executive School Board was:

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.

In 2021/2022 the school leadership included:

Head of School	Dr. Lindsay Stuart
Principal & PYP Coordinator	Ms. Emmi Hines
Early Years Coordinator	Ms. Phibzia Siddiqui
MYP Coordinator	Mr. Jay Randall
Assistant Principal	Mr. Mark Abbadessa
Operations Manager	Mr. Scott Temple
School Director	Ms. Sineenard Charvat

Our partners

We have a range of community partners to support UDIS. We work closely with local businesses with our Community Partnership Programme (CPP). We were the first school in the greater Northeast to join the International Schools Association of Thailand (ISAT) which is an organisation acting as a unified voice for international education in Thailand. We attended a range of ISAT meetings while our staff benefitted from training programmes provided by ISAT. In 2021/2022 we also entered a sponsorship arrangement with Nongbua Pitchaya Football Club to jointly promote the importance of a balanced education through involvement in sports.



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.



Our learners

Our learners are what makes the school special and we tailor our programmes to their needs. We are lucky to have over 18 different nationalities of learners represented across the school.



OUR MY LEARNERS SHARING THEIR EXPERTISE WITH YOUNGER LEARNERS

Our student council

This year the Student Council continued to face many challenges relating to Covid-19 that prevented us from taking greater action in our community. However, the biggest highlight of the year was the student organised MY Prom which was great fun for all and held at the end of Term 3.



MY PROM WAS A BIG HIGHLIGHT OF THE YEAR AND STUDENT COUNCIL ORGANISED AND LED

Our staff

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

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

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



STAFF OUT AND ABOUT

Our School

Udon Thani International School (UDIS) was founded in 2013 and has blazed a trail for quality, international education in the Northeast. We became an IB World School authorised to offer the Primary Years Programme in 2019. In 2020 we became a Middle Years Programme candidate school and are working towards full authorisation in 2023. In 2021, we became the first school in the Northeast to become accredited with the Council of International Schools and the only accredited school in Udon Thani. We will continue to innovate and expand international education as we begin planning for the Diploma Programme and the expansion of our school from Preschool to Year 13.



Our annual highlights

Our events

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



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



Our programmes

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

Our Early Years (2-5 years old)

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



Our Primary Years (5-11 years old)

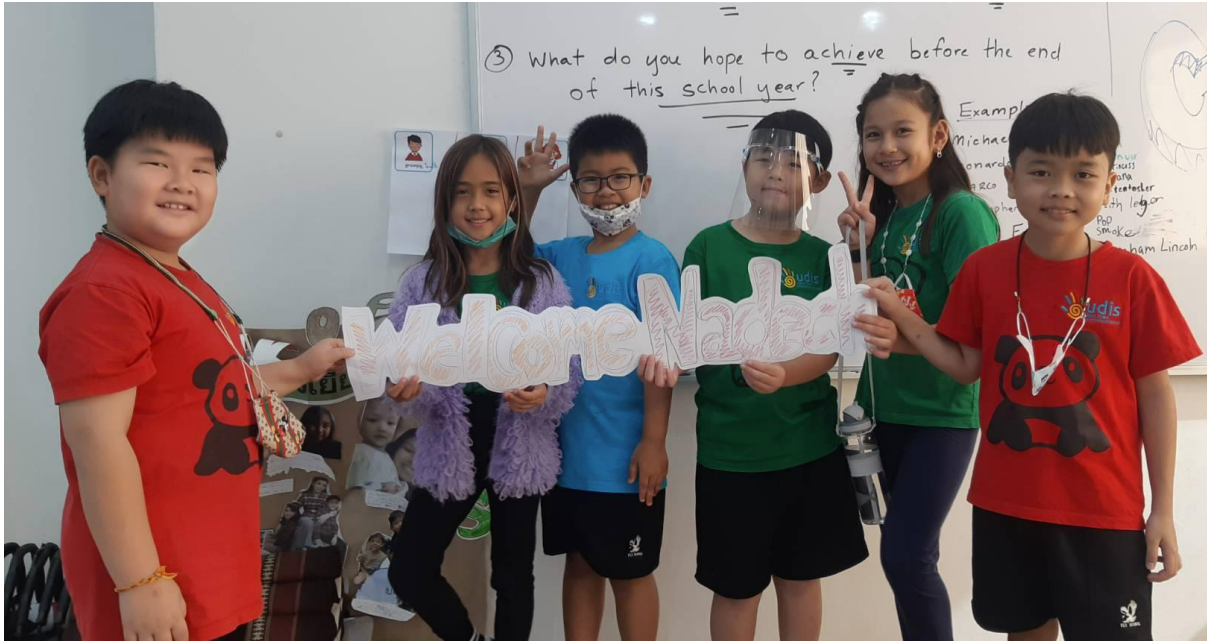
The Primary Years (PY) programme, is based on the National Curriculum of England and the IB's Primary Years Programme (PYP) to provide our learners with the knowledge, concepts, skills personal attributes and the capacity to take action. These are what our learners need to equip them for successful lives, both now and in the future. Learning through inquiry, 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 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 (11-16 years old)

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

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

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



Our Diploma Programme

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe including the USA, UK, Australia, New Zealand, Singapore and Thailand. The 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 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. In Term 3 we were able to restart our ECA programme for the first time in over 2 years with a limited range of offerings for learners. We are planning to launch a full range of activities in 2022/2023.



Our accreditations

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

Characteristics of CIS accredited schools

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

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

The quality and rigour of CIS International Accreditation is 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 so that we can be 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
(2021/2022 End of Year Survey)*



Health and Safety

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



Support services for learners

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

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

Thai language is an important part of the curriculum as we believe it is important for Thai students to continue to develop their language ability in Thai and for non-native students to learn and understand a new language as part of their development of cultural understanding. To support learners new to Thai, we offer TAL classes which support learners in developing their Thai language skills.



Learning support

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

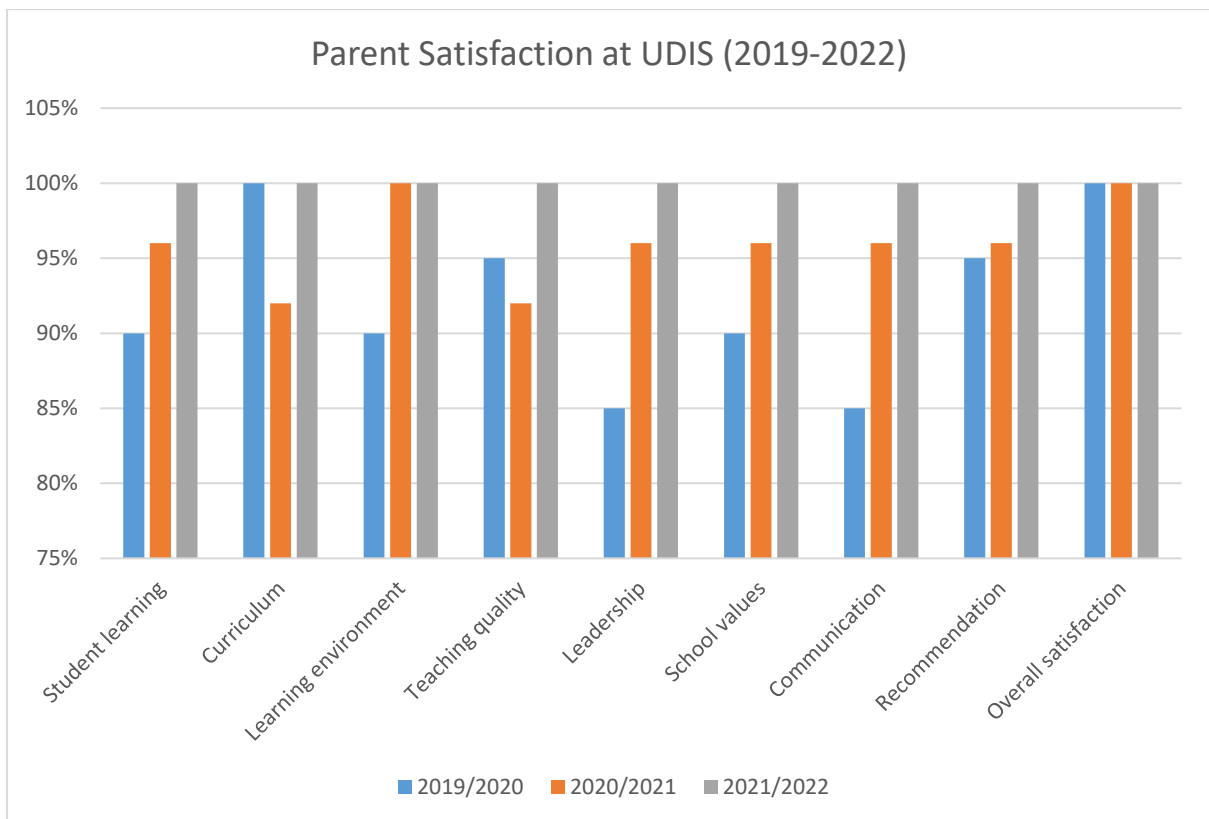


Our parent's perceptions

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

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

Our parents had 100% satisfaction across all areas of the school that we survey. Our parents love what UDIS is able to offer and how it benefits their children.



Our results

This academic year all learners from Year 2-9 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 91 (an improvement from 87 in 2018/2019) and the average SAS score for all learners on the PTM test was 93 (an increase from 90 in 2018/2019). 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 35% 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.

Progress Tests from GL Assessment

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

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

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



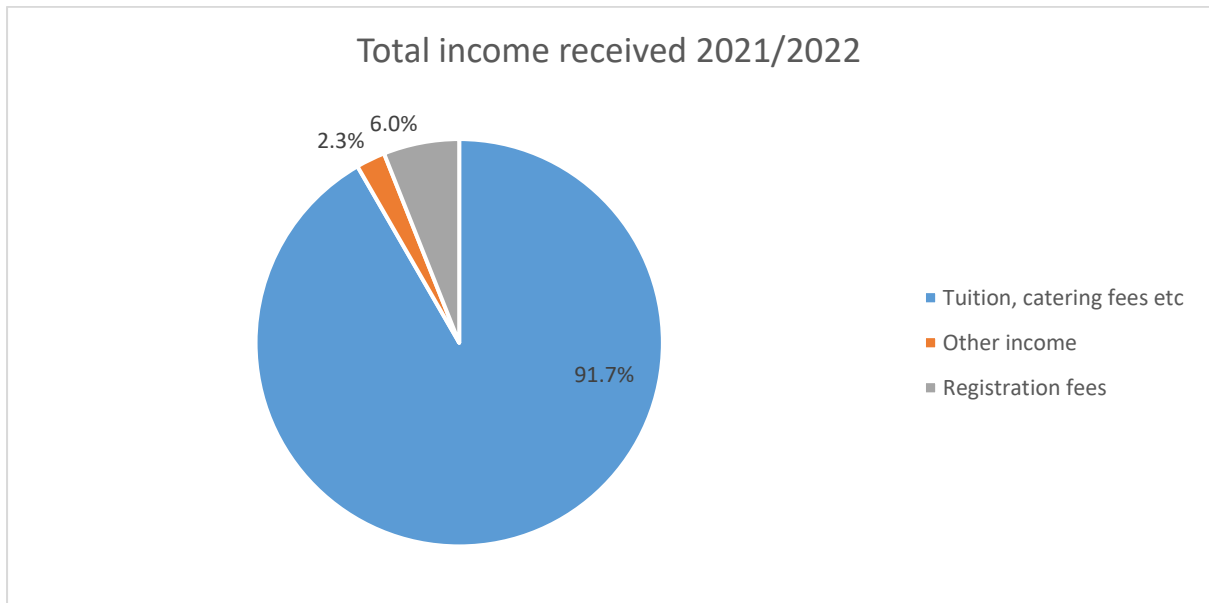
How we spent our money

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

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.

