



COMMUNITY REPORT

2023 2024

UDON THANI INTERNATIONAL SCHOOL



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Foreword

We have celebrated a wonderful year at UDIS, fulfilling our long term goal of gaining authorisation for all three programmes of the International Baccalaureate (IB). We are now fully authorised for the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP). This allows us to bring IB education to learners from Preschool to Year 13 while providing learners an excellent preparation for university and future career prospects. We are proud to be a school whose vision is to develop learners who are internationally minded, balanced and have the skills to support their communities.



Thank you to our parents for your continued support. We have reached new heights in our student numbers this year as we aim towards hitting 200 students by 2028. Our continued growth has allowed us to offer new programmes (e.g. the Diploma Programme), expand our staffing (e.g. introduction of our student support department for 2023/2024), add new expertise to our staffing (new MYP and DP teachers) and offer more opportunities for our learners. First and foremost we are proud to be *Udon Thani* International School and being able to offer these programmes while meeting the needs of our local community.

We are celebrating 10 years of offering international schooling in Udon Thani since we first opened in 2014. Our first 10 years have been a great start to our school and we hope to build on that across the next 10 years until 2034!

Thanks for everyone who was a part of a very successful academic year. Thanks also to our wonderful community for your continued support as we continue to blaze a pathway for inquiry education in the Northeast. We are very much looking forward to building on our success in 2024/2025.

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.



Guiding statements

Our guiding statements are what we use to make decisions about the school. These include our school vision, mission, values and school strategy.

Our vision

Udon Thani International School (UDIS) inspires internationally-minded, balanced learners who thrive and become active, global citizens.

Our vision implemented

UDIS focuses on the following objectives to achieve the vision of the school:

- We ensure using a well-designed curriculum within a safe and caring environment where we inspire growth socially, emotionally, physically and academically.
- We actively learn about different cultures, respect, appreciate and celebrate diversity, while taking action to become global citizens.
- We challenge ourselves to achieve our potential by empowering a diverse set of skills while celebrating success wherever it occurs.
- We make a difference in the world through problem solving at every level by respecting and taking responsibility for ourselves, others and the environment.

Our values

At UDIS we follow the values of the International Baccalaureate’s Learner Profile. We believe the Learner Profile is an excellent match for the population of learners at the school with its focus on the development of international mindedness and global citizenship.

Learner profile	What this means to us
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Our value proposition to our community

We offer a full school programme to the Diploma Programme

The school has a pathway to the end of high school where our programmes build on each other and prepare children for the Diploma Programme.

The Diploma Programme offers a globally recognised, external qualification that can be used for entry to Thai and international universities.



We develop a love of learning and help learners thrive

Our IB programmes develop the agency of learners, their responsibility for their own learning and provides the flexibility they need to adapt to uncertain futures.

Children are encouraged to learn to the best of their ability within a supportive and challenging environment.

Our use of UK standards and external tests provides key milestones to measure and support student progress.



We support and challenge all students

We differentiate to ensure children are supported and challenged to meet UK standards and the wider IB curriculum.

We use regular CAT4 and GL testing to identify the needs of learners and how to cater to them within classes.

We offer a learning support programme to cater to learners needing support and extension (e.g. gifted and talented).



We are focused on English language development

We use English within our classrooms but use other languages to develop the multilingual abilities of our learners and to increase engagement in learning.

We have teaching assistants in classes to help learners access our curriculum in English.

We have English language support classes and use WIDA to place students and provide the standards for the improvement of their English.



We focus on developing International-mindedness within our learners

We are an inclusive school who value the diverse cultures and perspectives of our school community.

We work to develop students who are tolerant, open-minded and accepting of all religions, cultures and values. We seek to understand our own beliefs and values so we can understand the beliefs and values of others.



Customer service

We are friendly and responsive to the needs of our parents and community.

We regularly communicate with parents about school issues and the progress of their child.



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:

School (programme) development

How does the school grow and expand? This year we:

- Enhanced our transitions of students from one programme to another and for those entering the school for the first time
- Developed our assessment moderation in the Junior School while the Senior School incorporated more discussion of student results into meetings.
- Continued to focus on marketing the school with the development of a value proposition to highlight what UDIS offers our community
- Enhanced our distribution of funding for the Junior and Senior schools and our professional development programmes
- Recruited leadership for our split into Junior and Senior Schools to better support student needs

Community development

How do we develop a supportive community for the school? This year we:

- Enhanced the operations and procedures of the Board and its accountability to the community
- Developed our network of Health and Safety and safeguarding professionals and resources to enhance our procedures
- Developed a new Student Services Department for 2024/2025 that would enable counselling and advisory services to be offered to students
- Developed our services as action programmes in the Senior School to support our programmes better
- Launched our Chinese afterschool programme to provide Chinese language development for our students

Staff development

How can we develop our staff to meet the needs of our school? This year we:

- Hired a specialist visual arts teacher for the Senior School as we seek to develop specialised teachers for arts
- Completed a long range staffing plan as we work towards Year 13 and a full senior school



Our leadership

Our school board

UDIS has an Executive School Board to ensure that the school provides learners 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 academic year discussing a range of topics to improve the school.

The UDIS Executive School Board for 2023/2024 comprised:

Role	Name
Chairperson:	K. Siriphat Pukpo
Representative of the Owner & Licensee	K. Siriphat Pukpo
Honorary member #1	K. Nuttaradee Phumongkolsuriya
Honorary member #2	K. Phirawan Changsirivathanathamrong
Parent representative #1	K. Pairat Tivakornpannarai
Parent representative #2	K. Prodpran Supadech
Parent representative #3	Mr. Carl Spear
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.

New to the school this year was Thomas Karisa as our PYP Coordinator who brought extensive experience of prior IB schools he had worked in to UDIS.

For 2023/2024 the school leadership included:

Head of School	Dr. Lindsay Stuart
Principal	Ms. Emmi Hines
PYP Coordinator	Mr. Thomas Karisa
MYP Coordinator	Mr. Jay Randall
DP Coordinator	Mr. Charles Cejka
Early Years Coordinator	Ms. Phibzia Siddiqui
Assistant Principal	Mr. Mark Abbadessa
Operations Manager	K. Siri Setthakomoo
School Director	K. Sineenard Charvat

Our partners

We have a range of community partners to support UDIS and we work with these for mutual benefit.

From 2021/2022 we entered a sponsorship arrangement with Nongbua Pitchaya Football Club to jointly promote the importance of a balanced education through involvement in sports. We also draw on our local community to offer a diverse range of extracurricular activities for our students.

This year we repeated our successful community fair in February to celebrate our local community and all they can offer. We look forward to conducting this for the third time in 2025.



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 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 were lucky to have over 24 different nationalities of learners represented across the school this year.



Our student's action

Our students take action with their learning to make a difference in the communities to which they belong across all classes from Year 1 to 11.

Students in the Middle Years have also been involved in service as action projects within the school that met their interests (e.g. assemblies, the fun fair, volunteering as MC's, science experiments and reading buddies for the EY).



The MY Dance was held for a third time and was a great success which was based on students planning.

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.



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 and the Middle Years Programme in 2023. In 2024 we became the first school in the Northeast to become fully authorised in the Diploma Programme. UDIS is now a full three programme IB school and the first of its kind in the Northeast of Thailand. This will aid the full expansion of our school from Preschool to Year 13 by 2025/2026.

In 2021, we became the first school in the Northeast to become accredited with the Council of International Schools and the only accredited CIS school in Udon Thani.



Our annual highlights

Our events

Events are an important part of life at school to provide areas for our learners to thrive. Particular highlights this year involve our Christmas event, Community Fair in February, Sports Days and our Songkran and End of Year events. These provide learners the chance to develop and enhance their understanding of the IB's learner profile.



Sporting highlights

This year we continued to compete with teams for basketball and football throughout Udon Thani and Thailand. This was a wonderful experience for our learners as they learned what it takes to be part of a team and the development of skills and teamwork to support that.

A particular highlight was our sports exchange with Silver Fern International School which involved our teams competing home and away in swimming and football. We look forward to more collaborative activities with Silver Fern in the future as a neighbouring IB school.



Scholarships and access for our community

At UDIS we offer a range of scholarships to provide access to our school for our community. These scholarships are available to deserving applicants who have excelled in a range of areas including academics, language, social contribution, sports, arts or special merit.

This year Tan joined in Year 6 as part of our scholarship programme. Tan's father is a prominent local artist and we were so pleased to be able to support these endeavours with a scholarship for Tan. With our growth in to the Diploma Programme, and our offering of Visual Art as an option for students, we are keen to develop strong connections with local and national artists.



Student success at UDIS

In our Senior School, Pin and Plai have continually demonstrated success and excellence through their participation in local, national and international robotics competitions. They exemplify the IB learner profile and have helped develop local students to achieve success in robotics. Amongst Pin and Plai's successes this year were their roles as referees at the World Robot Games and passing all entry requirements to join the IOS developer bootcamp at Chulalongkorn University.



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 cater to learners until the end of High School.

Our Early Years (2-5 year olds)

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 year olds)

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, children's investigations across, and beyond, subject areas strengthened knowledge and understanding as they explored 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; as all students study an additional language at 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 across all areas of the curriculum.



Our Middle Years (11-16 year olds)

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 (16-18 year olds)

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 IB also publishes a recognition database to track how the DP is recognised by universities around the world.

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

UDIS became fully authorised for the Diploma Programme in 2024 and we will open our first DP class 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. We ran a full programme of events this year with the help of our community.



Our accreditations

UDIS is a 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 recognised 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 fully authorised to offer the PYP, MYP and DP programmes as an IB World School. We plan for our first intake of learners into Year 12, and the first year of the DP, by 2024/2025.



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
(2023/2024 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. We further offer Thai Language Support (TLS) to learners who need further help with Thai too.



Learning support

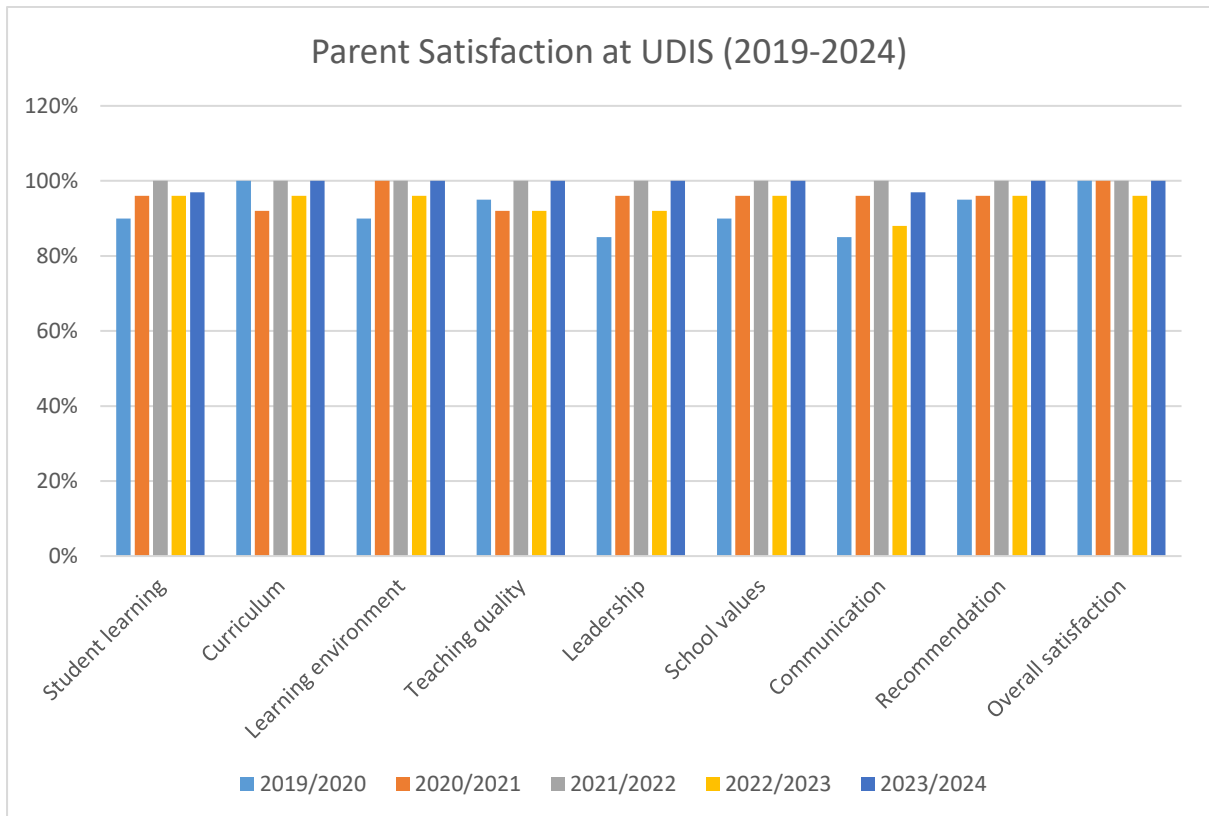
UDIS is committed to supporting the needs of individual learners and helping them become successful at our school. Learning support is used to resolve difficulties and promote positive solutions for learners experiencing barriers to their learning.

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 based on the 2023/2024 parents survey!!

100% of parents surveyed were satisfied overall with UDIS and would recommend the school to others. Our parents love what UDIS offers and how it benefits their children.



Our results

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:

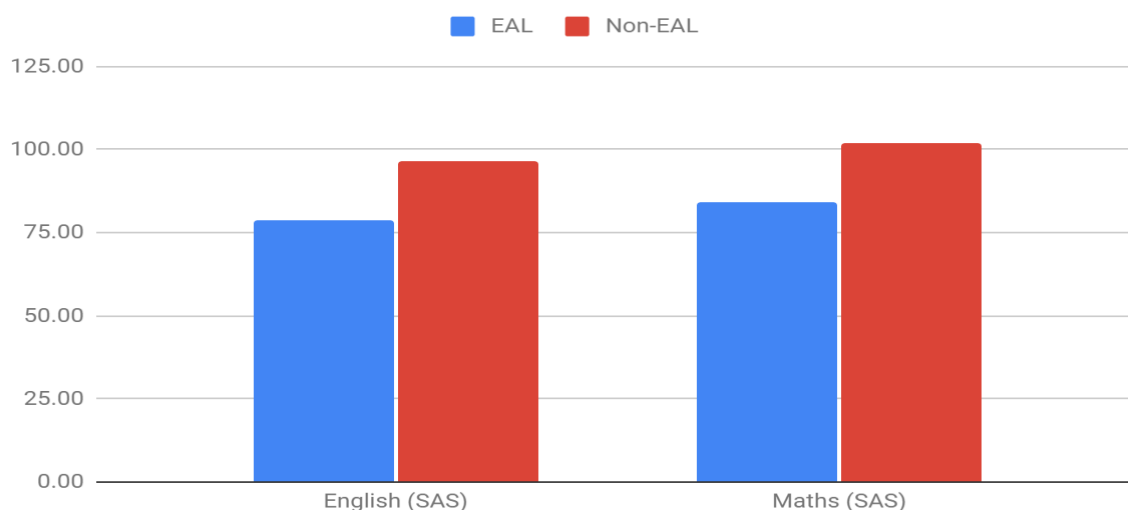
- Progress to be monitored reliably year on year
- The support of conversations with parents about their child's strengths and areas of development
- To help support our learners to be the best they can be
- The provision of instant analysis and feedback once the tests have been taken

This academic year all learners from Year 2-11 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 92 and the average SAS score for all learners on the PTM test was 97.

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).

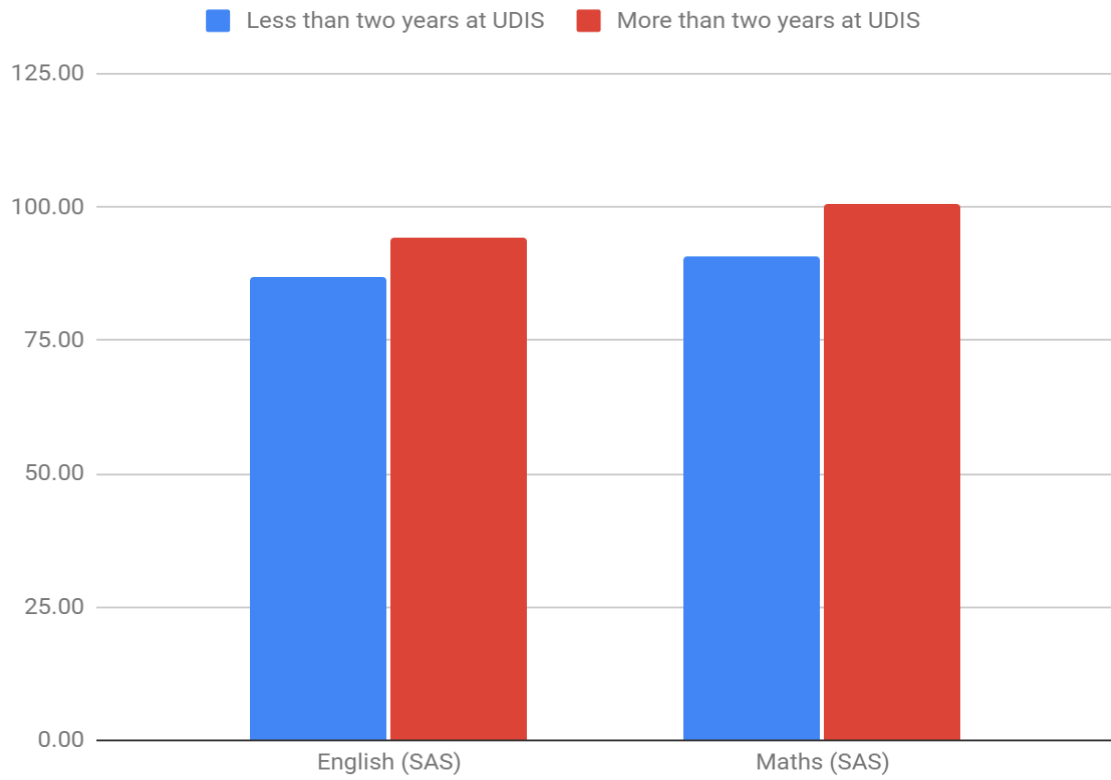
It was clear from our testing that English as an Additional Language (EAL) learners struggled with the tests due to their lower levels of English. The PTE and PTM tests are conducted entirely in English and are more easily accessed by those proficient in the language. With 29% of our learners classed 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 students from the UK.

English (SAS) and Maths (SAS)



Tenure at the school is also important in these results. When we look at the scores of learners who have been with us for more than two years we see significant differences in achievement on these tests. This shows that learners who have been with us for longer have a better understanding of the curriculum and are able to perform better against these tests.

Tenure at UDIS for English and Maths



The success of our learners on these external tests show how that we are able to balance student’s learning with the IB while still meeting the annual benchmarks for learners from the UK.



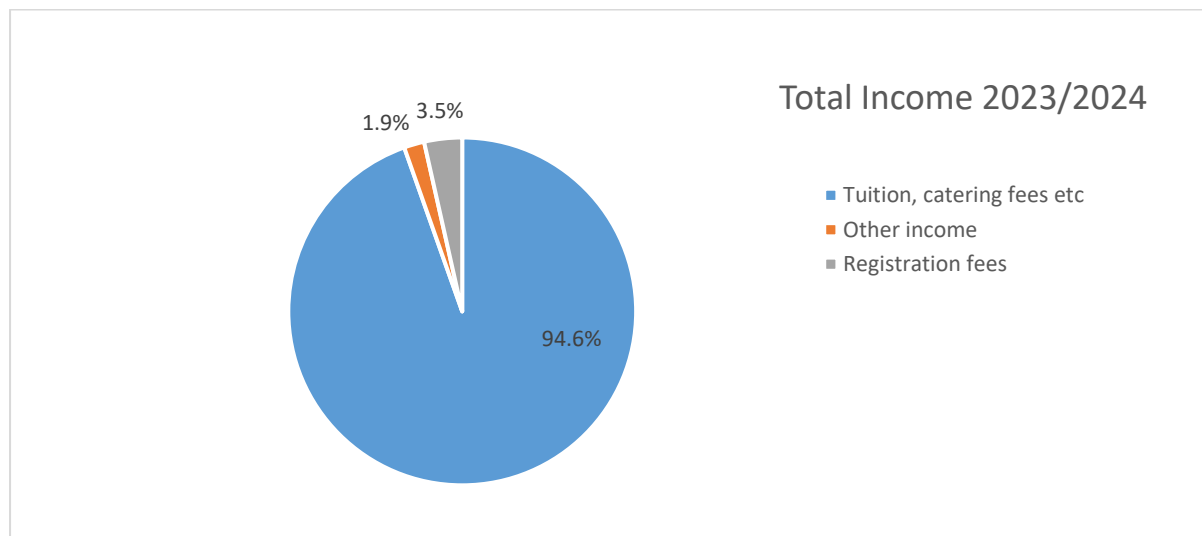
How we spent our money

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 which helped our finances.

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 and miscellaneous income received.



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.

