



2016 - 2017

VIENTIANE INTERNATIONAL SCHOOL

Annual Report

Vientiane International School
Ban Saphanhong Tai
Vientiane, Lao PDR

Table of Contents

Introduction	2
Student Demographics	2
Mother Tongue Program	
Language Acquisition	
Learning Support and EAL	
Student Performance	4
IBDP Results	
University Admissions	
ISA	
MAP	
Service in the MYP and DP	5
Activities and Events	6
Financial Outcomes	7
Facilities and Infrastructure	9
Staff Information	10
Strategic Plan	10
Community Partnerships	11

INTRODUCTION

The 2016 – 2017 school year marked the 25th Anniversary of VIS and another year in which our community of learners continued to aspire to the VIS Mission Statement - *to challenge, inspire and prepare learners for life.*

Student results on a range of assessments indicate that our students are well prepared to transition from VIS to their next academic environment. In Primary a new reporting structure and system was implemented providing more consistent and transparent feedback to parents regarding student learning, while the Secondary division continued to utilize an online reporting platform providing timely feedback to students and parents on an ongoing basis. Furthermore, the MAP (Measure of Academic Progress) tests and the ISA (International School Assessments) were administered to students throughout the school. The data from these tests are used by the school to benchmark the achievement of our students with similarly aged students around the world and to determine the growth of individual and cohorts of students at VIS over the course of an academic year.

This year, following a comprehensive self study process, the school hosted accreditation teams from the International Baccalaureate Organization, WASC (Western Association of Schools and Colleges), CIS (Council of International Schools) and MOES (Ministry of Education and Sport in Lao). Preliminary reports were very positive and highlighted the strong connection to the community, positive relationships within the school and purposeful inquiry to support student learning and engagement. Furthermore, following the visit by the MOES, the school continues to be fully licensed in Lao.

Programs continued to grow and thrive, guided by the recommendations of the strategic plan with a continued focus on language development, including Mother Tongue and English language acquisition; and the co-curricular program.

This year, enrolment shifted once again and we returned to numbers that were aligned with 2014 – 2015, after seeing a decline last year. Throughout the year, the school reached capacity in three grade levels in the Primary division. This has put the school on solid financial ground and allowed for the successful implementation of the reserve fund policy.

During the past year, the Board of Trustees' work focused on a review of the By-Laws, ongoing facilities improvement and the search for a new Head of School. The review of the By-Laws resulted in a change to the timing of the Annual General Meeting and Board of Trustees election process.

Throughout the 2016 – 2017 school year, VIS continued on the path of its 2020 VISION Strategic Plan to prepare for the future and simultaneously supported the growth of our students in all aspects of their learning. The report below highlights a number of factors that indicate the success of the past school year.

STUDENT DEMOGRAPHICS – FAST FACTS

- The 2016 – 2017 school year began with 489 students after a typical withdrawal rate of approximately 18% at the end of the previous year.
- 98 new students were enrolled for the first day of the school year. This was an increase of 22% from the year prior.
- A total of 144 new students entered VIS during the school year.

- Approximately 114 students will leave VIS during the year, including 26 at the end of December and 79 in June (including graduates).
- Staff and students represented a total of over 46 different nationalities.

Mother Tongue Program

The Mother Tongue Program continues to thrive and represents the diversity of our student body. The number of languages studied and participation of students across the three IB Programs has remained relatively consistent. The drop in number of students for the Diploma program this year can be attributed to small class sizes overall in those grade levels.

Grade	Chinese	French
Prep	9	10
1	10	16
2	11	15
3	11	9
4	12	9
5	8	10
6	6	10
7	4	13
8	5	9
9	3	8
10	3	5
11	3*	6
12	3*	3

*No option for Language B

Learning Support and EAL Programs

VIS admits students with mild learning difficulties and follows a non-selective academic admissions policy. Furthermore, we admit students whose first language is a language other than English. The school employs two full-time SEN (Special Educational Needs) teachers and three and a half full-time EAL (English as an Additional Language) teachers to provide support for these students to access the curriculum. The following tables show the number of students in receipt of services from our student support services team.

Number of Languages Studied				
	PYP	MYP	DP	Total
2012 - 13	7	9	10	15
2013 - 14	7	12	5	14
2014 - 15	10	10	9	13
2015 - 16	10	9	9	15
2016 - 17	11	11	6	13

Students Studying a Mother Tongue Language				
	PYP	MYP	DP	Total
2012 - 13	49	64	25	138
2013 - 14	57	81	35	173
2014 - 15	60	82	35	177
2015 - 16	59	69	35	163
2016 - 17	60	67	24	151

Language Acquisition Program

Due to the popularity of Mother Tongue in the higher-grade levels, numbers remain small in the language acquisition program. However, in the primary, the two programs are well balanced.

Learning Support Services		
Area of Service	Primary	Secondary
SEN Services	18	12
Monitoring (SEN)	33	41
Extensions	0	2
Monitoring (Ext.)	11	25
In-School Therapy	3	0
External Therapy	0	1
Other Support	4	0

EAL Services		
Support	Primary	Secondary
High Level	46	11
Low Level	10	31

STUDENT PERFORMANCE

IBDP Results (2015 - 2016)

All students entering grade 11 are encouraged to attempt the IBDP and graduate with an International Baccalaureate Diploma as well as the VIS High School Diploma. For some students, the IBDP is not necessary to gain admission to their preferred university, however it is a prestigious certificate that helps to support any application. There were 22 VIS DP candidates who attempted the full IB diploma in 2015 - 16. Of these, 86% were successful in gaining a full diploma. This compares with a global rate of 80%.

The diversity of the VIS community, and the support for Mother Tongue at VIS was shown in 68% of successful candidates receiving a bilingual diploma. This requires the student to complete a literature course in their mother tongue language. The global average for bilingual diplomas is less than 30%, so the VIS results are outstanding.

The following table shows the comparison for the VIS IB Diploma results (total points) for the past four years. Each subject is scored out of a possible 7 points. With Extended Essay, Theory of Knowledge, and Creativity, Action and Service component contributing to the overall graduation, the best possible score for a student is 45 points.

IBDP Results			
Year	Highest Score	Average Total Points	Global Average Total
2011 - 12	40	31.5	29.6
2012 - 13	40	31	29.8
2013 - 14	36	31	29.8
2014 - 15	37	31	29.8
2015 - 16	35	31	30

University Admissions (2015 - 2016)

Thirty-one students met the graduation requirements for VIS last year and were offered places at the colleges and universities listed below. Colleges and universities that students have chosen to attend are starred (*).

Australia	Singapore
Macquarie University*	National University
Monash University*	Singapore
RMIT	Nanyan University
University of Melbourne	Singapore
University of New South Wales*	National Taiwan University*
University of Technology Sydney	
Taiwan	Thailand
	Stamford University
Canada	United Kingdom
Brock University	Brunel University
Carleton University	City University London
Dalhousie University*	Coventry University
Memorial University	Essex University*
Ontario College of Art & Design*	Exeter University*
McGill University	Loughbourough University
Quest University	Glasgow Caledonian University
Thompson Rivers University	North East Scotland College*
University of British Columbia*	Napier University
University of Fraser Valley	Norwich University*
University of Toronto	Robert Gordon University, Scotland*
	Teeside University
Europe	University of Aberdeen*
IE University Spain*	University of Birmingham
Amsterdam University	University of Bristol
Leiden University	University of Dundee
Maastricht University	University of Edinburgh
ULC The Hague	University of Liverpool
University College Utrecht*	University of the Creative Arts
India	University of St Andrew
Symbiosis Law School, Pune*	University of Sterling
Korea	University of West Scotland
University College Seoul*	University of Westminster
University of Maryland*	

Malaysia
Monash University*

USA
Emmerson College
Full Sail University*
UCLA
University of Illinois
Urbana-Champaign
University of
Washington

This information is one of the many data pieces we consider in planning our goals for teaching and learning on an annual basis.

MAP Results (Grades 2 - 9)

	2	3	4	5	6	7	8	9
Math	=	=	=	+	=	+	+	+
Reading	=	-	+	=	=	=	+	+
Lang.Usage	+	=	+	=	=	=	+	+

"+" indicates where we are above the world average (statistically significant); "=" indicates where we are at the world average; " - " indicates where we are below the world average.

International Schools' Assessment (ISA)

The International Schools' Assessment (ISA) is completed in February of each year for students in grades 3–10. This assessment compares the overall results of students in a grade level with their peers in more than 300 schools across the world. More than 70,000 students are assessed by ISA annually.

The results for the 2016 – 2017 school year have not been released at this time.

Measure of Academic Progress (MAP)

The Measure of Academic Progress (MAP) tests are a computer-based assessment for Language Usage, Mathematics and Reading. The standards used in the MAP tests are based on US standards including the Common Core and American Education Reaches Out (AERO).

These three tests are completed by students in grades 2 – 9 once per year and are used by the teaching staff to identify specific goals for individual students and groups within a class. The assessments act as a diagnostic tool at the beginning of the year, identifying areas of strength and areas of growth for students. The results are also analyzed to measure the annual growth of individual and cohorts of students.

Overall the results this year indicate that the performance of VIS students is statistically the same as the average for students around the world.

SERVICE (MYP AND DP)

Community service in the secondary section continues to be a vibrant and essential aspect of the educational experience at VIS. At the IB Diploma level, each 11th and 12th grade student is required to maintain a balance of community service in their lives as an aspect of their Creativity, Activity, Service (CAS) programs. This past year, students have initiated and contributed to a broad range of service activities, engaging with both the VIS community and with the world outside our school walls.

Below is a sampling of the service projects from our IBDP students:

- Ongoing Saturday soccer training sessions for VIS students of various ages.
- Numerous service projects and activities, including the pink ribbon campaign to promote awareness of breast cancer.
- Volunteering at dog shelters and with veterinarians in Laos and Thailand.
- Administration and facilitation of the Youth Educating Youth (YEYS) Saturday school program for children in our sister school.
- Performing, promoting and teaching dance for both the Vientiane and VIS communities.
- Collaborating with grade level teacher teams to plan, coordinate and lead the One World Day program for the different

secondary classes.

- Providing sexual education workshops for students in the VIS secondary school.
- Serving as Lao / English medical translators for a group of Singaporean and Malaysian doctors who provided mobile medical services for people in rural Laos.
- Creation of a poster making club, offering the creative, design and technological expertise of its members to the VIS community and playing a large role in creating the 2016/2017 yearbook.

At the MYP level, students were also involved in a broad range of community service activities, ranging from their active participation in service clubs such as the Green Team, Global Issues Network, Student Council, Cultural Activities Committee and the very active Youth Educating Youth Service group. Many students volunteered their time in support of school events such as One World Day, MRISA sport tournaments, shows and theatre performances. Other students volunteered their time to teach or tutor younger students in the school for academics, sports, and the arts. Beyond the numerous student-selected service opportunities, the eighth grade "Design a Carnival Game" project for the Parents and Friends Spring Fun Fair, along with a number of our IDU week grade level projects demonstrate how our MYP teachers are striving to create greater MYP curricular links to service projects and experiential learning.

ACTIVITIES AND EVENTS

Vientiane International School is proud to be a founding member of the Mekong River International Schools Association (MRISA). This association of schools meets for regular sporting, artistic and leadership activities. The sporting tournaments include volleyball, basketball and football (soccer) for girls and

boys at junior and senior secondary levels. In 2016–17, VIS was represented in all tournaments with results shown in the table below.

Tournament	Girls	Boys
Senior Football	3 rd	8 th
Junior Football	8 th	5 th
Senior Basketball	4 th	7 th
Junior Basketball	4 th	1 st
Senior Volleyball	6 th	8 th
Junior Volleyball	TBD	TBD

This year, participation by our students in MRISA sports teams continued to grow. The number of female athletes this year was especially strong and resulted in a more competitive team selection process than in the past. To support program alignment and continuity for students, the athletics department has focused on encouraging grade six students to play in the U12 league as an alternative option.

Sporting competitions for football, volleyball and basketball for U12's, junior and senior squads were also held within the Vientiane Schools Sports Association (VSSA), a group that has been strongly supported by VIS. VSSA continues to mature as an organization and this year, the introduction and implementation of a Google docs system has helped immensely. VIS is currently chair of the league.

Students also participated in Model United Nations in Hanoi, Global Issues Network in Ho Chi Minh and the MRISA Arts Exchange. This year, the MRISA Arts Exchange was hosted by VIS and was a phenomenal community event. The event involved a large number of our students – participating or supporting, our families – hosting over 90 students, and the support staff – facilitating and supporting all aspects of the event. Feedback was very

positive from the community and visiting schools and there was strong community attendance at the final showcase. Students reported an atmosphere of collaboration, finding it different than sports competitions.

The school swim team, the Mekong Dolphins maintained a membership of over 80 students throughout the year. VIS hosted swim meets in October and March with invited guests from local schools. A representative team participated in swim meets in Phnom Penh in November and Phuket in May. Having 3 coaches has been a great addition to the team.

During the 2016 – 2017 school year, the Co-curricular Program has continued to be highly successful. Online signups have continued and evolved based on community feedback. Participation in the primary CCA's has been very high this year across all activities, although numbers in the Secondary are linked to specific activities. Sports teams and theatre draw the most students throughout the school.

Other significant events arranged by the school during the year that parents and students supported strongly included:

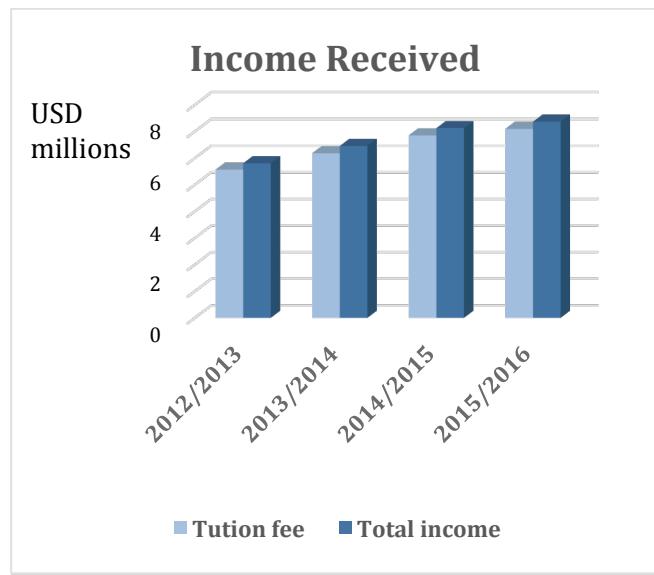
- Secondary performing arts musical and theatre shows
- Grade 12 Art Exhibition
- Grade 10 Personal Project Exhibition
- Pi Mai Lao Assembly
- VIS' Got Talent
- Francophone Day
- Celebrate Mother Tongue Day
- Athletics and Swimming carnivals

FINANCIAL OUTCOMES

A financial forecast for the 2016 – 2017 school year will be provided at the AGM. More detailed documents can be reviewed through an appointment with the Operation and Finance Manager. Below are the audited results for 2015 – 2016.

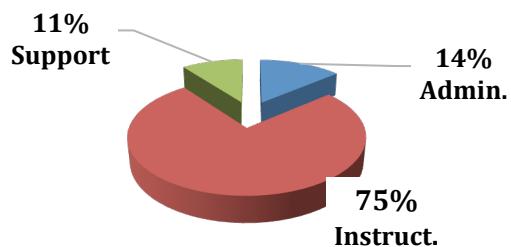
The 2015 – 2016 year resulted in a US\$71,431 deficit. The school experienced a 3% reduction in student growth compared to last school year and fell 6% below the enrollment budget for the year. Simultaneously, we experienced wait lists in Early Years and Grade 1.

Total Tuition Income for the year was US \$7,098,886. For the past few years, the school has experienced an average of 11% growth in income; however, with the reduction in students, the average has been reduced to 9%.



The school continues to invest in program expansion and the educational materials and facilities required to support these programs.

DISTRIBUTION OF EXPENSES SY15-16



The major cost for individual items within the capital expenditure were:

- Furniture, air-conditioners and ICT for curriculum use: US \$485,000.
- Final payment for the language building, library and science labs: US \$102,000.
- Renovation work on existing buildings: US \$148,000.
- Principal payment of bank loan: US \$200,000.

Total Operational Expenditure for the year was US \$7,439,277. Operational expense categories are described below:

Instructional Expenses

This includes teacher salaries and benefits, teaching materials, program resources and any other student activities such as MRISA and SALSA trips.

Approximately US \$5,569,288 in 2015-2016

Administrative Expenses

This includes administration staff salaries and benefits, accreditation memberships, accounting and auditing, printing, software licenses and other administrative costs.

Approximately US \$1,027,335 in 2015-2016

Support Expenses

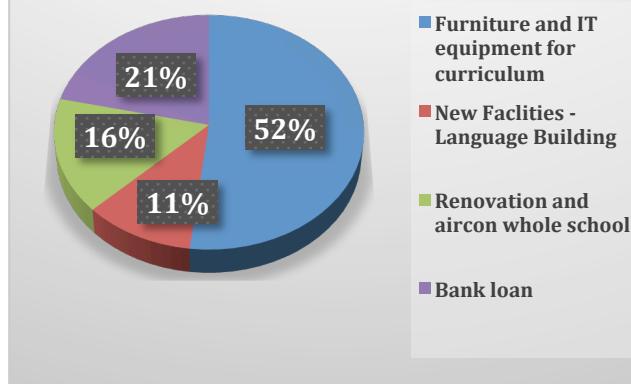
This includes ground staff salaries and benefits, premises leasehold, loan interest, profit taxes, utilities, transport, ICT and school maintenance.

Approximately US \$842,658 in 2015-2016

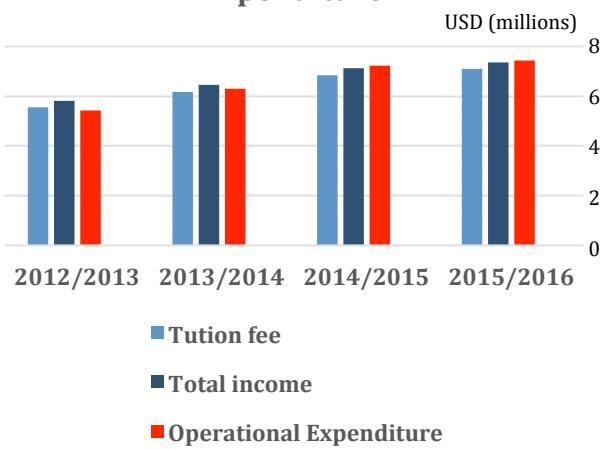
Capital income from the Annual Capital Fee is directed to the development of the facilities and significant capital investments. The section on Facilities and Infrastructure gives details on the projects within this financial area.

Total Capital Income for the year amounted to US \$1,080,000.

Capital Expenditure SY15-16



Operational Income and Expenditure



Lao law has no category for international, non-profit organizations and therefore 'ownership' of VIS is vested in the Director of

the school, which is registered as a business. Each Director transfers this ownership to the Board of Trustees as a condition of their employment. Parents act as ‘shareholders’ during the period that their children are enrolled at VIS through the election of Trustees. This structure enables VIS to operate with a parent-elected Board of Trustees holding strategic and fiduciary responsibility while the Director holds operational responsibility.

Registration as a business has a financial impact on the school in terms of profit tax and value added tax (VAT). Tuition fees are exempt from VAT but everything the school purchases is subject to 10% VAT. The Annual Capital Fee is not subject to profit tax.

The school undertakes one official Agreement upon Procedures (AUP) annually through Lao Accounting methods by KPMG. They have just completed their first AUP for the Lao calendar year 2015.

FACILITIES AND INFRASTRUCTURE

The focus in 2016 – 2017 has remained on health and safety as well as improving the learning spaces for our students. This aligns well with our international accreditation standards and the strategic plan.

The 2016 – 2017 capital funds supported significant renovations throughout the school including new carpet in the Secondary building, new flooring on the front and back courts, car park repairs (and speed bumps), campus perimeter drainage, new fire escapes in the Secondary building, concrete pathways in high traffic areas, and remodelling of the health office, administration front office and staff room. The changes to the front office have

created an additional meeting room for staff meetings, parent information sessions and instructional needs. The upgrades to the health office, including wheelchair accessibility, aligns with our strategic plan in the area of “recognizing needs and talents”.

Furthermore, the water treatment system from the irrigation tank to the main tank has been upgraded to ensure we meet international health standards.

This spring, to create a second access to the campus, the canal will be covered. In addition to acting as an emergency exit point, the access will be used for large vehicles, including maintenance, delivery and garbage trucks.

Numerous traditional salas for both the Primary and Secondary were built and placed on the school’s ground for students to use during school hours as additional learning spaces and during breaks and lunch hours.

This year, the one-to-one information technology program has expanded to include additional grade levels and alternative devices have been introduced to support student learning, allowing for greater student agency, creativity and inquiry. The Primary has implemented a one-to-one iPad program in grade 4 and 5 and a two-to-one program in grade 3. All grade levels have access to iPads to support the learning process. With the change to iPads, a number of classrooms have been fitted with TV screens and apple TV’s to allow for the seamless integration of the use of iPads as a tool of learning. The infrastructure to support “anywhere” access on campus has undergone significant upgrades to ensure that the system can support additional users throughout the school day.

Additionally, new lights for the black box,

additional instruments to support the music program, new workbenches for the new Design space and additional furniture for the library were purchased.

STAFF INFORMATION

The quality of staff is the number one factor in maintaining a high quality educational program to support the learning and growth of our students. Staffing policies continued to focus on attracting and retaining staff with the teaching philosophy and pedagogical expertise aligned with our mission, objectives and the International Baccalaureate programs.

Leaving staff patterns this year are reflective of those in past years.

Leaving Staff 2016 - 2017	
Alison Armstrong	Secondary Teacher
Nathan Armstrong	Primary Teacher
Bryndis Chapman	Operation and Finance Manager
Katja Döling	Primary Teacher
Teresa Foard	DP Coordinator / Secondary Teacher
Nicholas Garvin	Primary Teacher
Martin Iltis	Secondary Teacher
Phosai Khamsyvoravong	Maintenance
ShanShan Li (Tracy)	Primary Teacher
Marichelle Lister	Primary Teacher
Joanne Loiterton	Secondary Principal
Mark Loiterton	Secondary Teacher
Lon McCollum	Secondary Teacher
Teresa Mueller	Secondary Teacher
Mark Radley Walters	Secondary Teacher
Leah Richards	Primary Teacher
Souphaluck Sithipanya	Cashier

Jennifer Thorncraft	MYP Coordinator / Secondary Teacher
Marketa Viding	Primary Teacher
David Williams	Activity Director / Secondary Teacher
Elizabeth Williams	Secondary Teacher
Zhu Ye (Juliet)	Primary Teacher

STRATEGIC PLAN

The Strategic Plan – 2020 VISION is reaching a conclusion with the original strategic directions having gone through a process of investigation, recommendations, feasibility studies, actions and evaluation. This year, the work focused on the evaluation of key areas through parent forums, feedback surveys and the accreditation self – study process.

The work that took place in 2016 – 2017 is outlined below. Recommendations will be made to the Board in May for the 2017 – 2018 school year.

Enriched Curricular Choices

- Based on current student numbers and feedback from students, current curricular choices are meeting the needs of our student body.
- The secondary will continue to monitor curricular choices and where possible adjust schedules to meet the needs and interests of the student body. This year, courses for non-IB students were implemented in math and science.
- The college and career-counseling program was evaluated through the accreditation process.

Strong Language Programs

- Numbers in language acquisition continue to be monitored and there has been a slight increase in the number of students pursuing options outside of Chinese and

French.

- Language options for students have been incorporated into the course selection process in secondary to ensure timely, consistent communication with parents and an understanding of pathways.

Comprehensive Co-Curricular Programs

- A solid evaluation model is in place for the CCP program and the online sign up process continues to evolve based on user feedback.
- A parent forum took place in April to discuss parent perceptions of the strengths and areas for growth of the program. This information will provide a framework for further analysis of the program.

Recognizing Needs and Talents

- The Learning Support Handbook has been updated to reflect new guidelines from the International Baccalaureate Organization.
- The campus was renovated to ensure the school is able to accommodate the needs of students in wheelchairs at the Primary level.

This year, parent volunteers facilitated the celebration of cultural days throughout the year. These events were very successful and developed a deeper understanding throughout our community of the customs and cultures amongst us.

COMMUNITY PARTNERSHIPS

The Parents and Friends Association (P&F) continued to be a strong contributor to the culture and enrichment of the school for both our students and the wider community. The P&F organized a number of events throughout the year. Some of the highlights of the year included:

- One World Day
- Fun Fair
- Halloween
- On-going support of cultural activities and events
- Garage sale

In Primary, class parents have played an important liaison role between teachers and parents.