



2017 - 2018

# VIENTIANE INTERNATIONAL SCHOOL

## Annual Report

Vientiane International School  
Ban Saphanthong Tai  
Vientiane, Lao PDR

# Table of Contents

Introduction	<b>2</b>
Student Demographics	<b>3</b>
Mother Tongue Program	
Language Acquisition	
Learning Support and EAL	
Student Performance	<b>4</b>
IBDP Results	
University Admissions	
ISA	
MAP	
Service in the MYP and DP	<b>5</b>
Sports, Events and Co-curricular Activities	<b>6</b>
Financial Outcomes	<b>8</b>
Facilities and Infrastructure	<b>10</b>
Staff Information	<b>11</b>
Community Partnerships	<b>11</b>

## INTRODUCTION

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The 2017 – 2018 school year began with the introduction of our revised Mission Statement and Core Values.

Our mission is to challenge, inspire and empower students to develop their unique potential and to be responsible citizens in a changing world.

We value

- creativity, critical thinking, problem solving and resilience
- academic excellence in a conceptually based inquiry driven curriculum
- international mindedness as engagement with global and local cultures and concerns
- intellectual, physical and emotional balance
- positive relationships built on empathy, respect and collaboration
- a healthy, safe and welcoming environment

During the year, through the learning engagements in the classroom, on field trips, in the co-curricular program and in our interactions with one another and the broader VIS community, our staff and students continually modeled these values. This report highlights only a small sample of the incredible learning that took place this year.

Furthermore, one of our key focus areas for the year was the belief that “our words and actions as individuals define our community”. Our sense of community was enhanced this year and clearly evident in the successful hosting of the Senior Volleyball tournament, our Community Celebration Party, the P&F Fun Fair, the VIS mural project, Secondary Action Week, One-World Day, PiiMai Celebrations and many learning experiences that included a range of students from across the school

teaching and sharing their learning with other students.

Student results on a range of assessments indicate that individual students throughout the school are demonstrating growth and that they are well prepared to transition from VIS to their next academic environment. Alongside our internal assessments and regular reporting to parents through report cards, open houses and conferences in Primary and online reporting through Managebac and conferences, in Secondary, 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, we were once again involved in the self-study process for CIS (Council of International Schools) and WASC (Western Association of Schools and Colleges), culminating with a visiting team hosted on campus in April. The feedback from this process will lead into a new strategic planning process and drive the framework of our growth plan for the next five years.

2018 - 2019 has been a year of transition with four new members joining our leadership team. These individuals have continued to build on the work of their predecessors, ensuring the best possible learning environment for our students.

Enrolment was stable throughout the year and the school met predicted targets. Primary continues to have wait pools for a number of grade levels, having reached class size limits.

This continues to keep the school on solid financial ground allowing our programs to be well resourced.

During the past year, the Board of Trustees' work focused on a review of the By-Laws, securing an extension of the lease for the main campus, policy review, ongoing facilities improvement and the transition of the new Head of School. The review of the By-Laws has resulted in a change to the composition of the Board to include both elected members and appointed members.

Throughout the 2017 – 2018 school year, VIS continued on the path of its Mission and Core Values– challenging, inspiring and empowering students– while simultaneously supporting 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 2017 – 2018 school year began with 459 students after a typical withdrawal rate of approximately 19% at the end of the previous year.
- 84 new students were enrolled for the first day of the school year. This was a decrease of 14% from the year prior.
- A total of 132 new students entered VIS during the school year.
- Approximately 100 students will leave VIS during the year, including 22 at the end of December and 64 in June (including graduates).
- Staff and students represented 47 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 consistent. There was a slight rise in number of students studying in their mother tongue in the DP program, but again, the numbers remain quite consistent.

Number of Languages Studied				
	PYP	MYP	DP	Total
2013 - 14	7	12	5	14
2014 - 15	10	10	9	13
2015 - 16	10	9	9	15
2016 - 17	11	11	6	13
2017 - 18	11	10	7	12

Students Studying a Mother Tongue Language				
	PYP	MYP	DP	Total
2013 - 14	57	81	35	173
2014 - 15	60	82	35	177
2015 - 16	59	69	35	163
2016 - 17	60	67	24	151
2017 - 18	66	76	28	170

### 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.

Grade	Chinese	French
Prep	12	13
1	15	9
2	9	11
3	9	20
4	13	9
5	9	10
6	5	7
7	6	11
8	5	13
9	3	10
10	4	10
11	2	2
12	2	7

\*No option for Language B

## Learning Support and EAL Programs

Aligned with our mission statement and core values, VIS follows a non-selective admissions policy and admits students who can meet their unique potential with the school support or resources in the local community. This includes students with mild learning challenges and also students whose first language is a language other than English. The school employs two and a half full-time learning support teachers and four 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.

Learning Support Services		
Area of Service	Primary	Secondary
SEN Services	15	17
Monitoring (SEN)	32	33
Extensions	6	1
Monitoring (Ext.)	9	37
In-School Therapy	5	0
External Therapy	0	0
Other Support	5	0

EAL Services		
Support	Primary	Secondary
High Level	36	16 (8*)
Low Level	35	24 (13*)

\* The number of students who advanced from High to Low Level Support

\*\* The number of students who advanced from Low Level Support to Language & Literature English

## STUDENT PERFORMANCE

### IBDP Results (2016 - 2017)

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 16 VIS IBDP candidates who attempted the full IB Diploma in May 2017. Of these, 100% were successful in gaining a full diploma. This compares with a global rate of just 78%.

The diversity of the VIS community and the support for Mother Tongue at VIS was shown in 56% 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 22%.

The following table shows the comparison of the VIS IB Diploma results for the past five years. The maximum possible score is 45 points. Students require at least 24 points if they are to be awarded the IB Diploma.

Year	# of Students	% Awarded the IB Diploma	Highest Total Points	Average Total Points	Average Global Points
2017	16	100%	43	31.8	29.9
2016	22	86%	35	29.5	30.0
2015	19	95%	37	30.6	30.2
2014	16	75%	36	28.6	30.0
2013	11	91%	40	29.6	29.9

### University Admissions (2016 - 2017)

Twenty-one students met the graduation requirements for VIS last year and were offered places at the colleges and universities listed below.

**ASIA**  
Enderun Colleges, The Philippines  
University of Hong Kong  
Stenden University, Bali

**SWITZERLAND**  
Les Roches International School of Hospitality Management

**CANADA**

Brock University  
 McGill University  
 McMaster University  
 Queens University  
 Redeemer University  
 Trent University  
 Trinity Western University  
 Tyndale University  
 University of Toronto

**SWEDEN**

Union at Jönköping University

**USA**

California State University (Long Beach)  
 Denver University  
 Hofstra University  
 Loyola University  
 Miami University  
 Santa Clara University  
 St Katherine University  
 The New School (Parsons)  
 The School of Art Institute Chicago (SAIC)  
 Tulane University  
 Washington University  
 University of Colorado (Boulder)  
 University of Minnesota (Moorhead)  
 University of San Francisco  
 University of Wisconsin (Superior)

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 – 4 once per year and in grades 5 – 9 twice per year and are used by the teaching staff to measure growth and to identify specific goals for individual students/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.

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

**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 2017-18 school year are provided below:

**ISA Results (Grades 3 - 10)**

	3	4	5	6	7	8	9	10
Math	-	-	-	=	=	=	=	=
Reading	-	-	=	=	=	=	=	+
Writing N	-	-	=	=	=	=	=	=
Writing E	=	=	+	=	+	+	=	=

“+” 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.

Writing N – Writing (Narrative)  
 Writing E – Writing (Expository)

**Measure of Academic Progress (MAP)**

The Measure of Academic Progress (MAP) tests are a computer-based assessment for Language Usage, Mathematics and Reading. The

**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.

**SERVICE (MYP AND DP)**

Community service in the secondary continues to be a vibrant and essential aspect of the educational experience at VIS. At the IB Diploma level, each 11<sup>th</sup> and 12<sup>th</sup> grade student is required to maintain a balance of community service in their lives as an aspect of their Creativity, Activity, and 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:

- Repairing and donating computers and providing training to local Laos Schools
- Pink Ribbon Campaign to promote awareness of breast cancer
- Youth Educating Youth School (YEYS): secondary students teach primary students from Ban Saphathong Tai Primary School once a month.
- Local Laos School Project: 11th grade students visited 10 Lao schools in Sisattanak district to identify needs and determine partnership ideas.
- Partnership with Village Focus: secondary female students meet up with females from the shelter monthly for a friendship exchange. Cooking, games, dance and theatre have been explored.
- World Concern “Stories from the Villages” project; VIS students transcribe, craft and write stories from the Laos villages that will be published in World Concern’s newsletters.
- Lifeguard and Emergency medical training that can be used to support swimming programs in our community.
- Collaboration, coordinating and leading the One World Day program for the different secondary classes.
- Providing sexual education workshops for students in the VIS secondary school.
- Plastic free School initiatives with GIN
- Creation of the 2017-18 School 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 Global Issues Network, Student Council, Cultural Activities Committee and the very active Youth

Educating Youth School (YEYS) 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 grade level projects demonstrate how our MYP teachers are striving to create greater MYP curricular links to service projects and experiential learning.

## **SPORTS, EVENTS & CO-CURRICULAR ACTIVITIES**

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Vientiane International School is proud to be a founding member of the Mekong River International Schools Association (MRISA). This association of 8 schools meets for regular sporting, artistic, and social interactions. This year, the International School of Ho Chi Minh (ISHCMC) hosted the first MRISA STEAM (Science Technology Engineering and Mathematics) Fair. We sent 6 students to represent our Senior team and 4 students to represent our Junior team. While the event was in part collaborative and explorative, there was a competitive element to it as well and both our teams did well.

The MRISA sporting tournaments included volleyball, basketball and football for girls and boys at the Junior (grade 6-8) and Senior (grades 9-12) levels. This year, we were well represented at all tournaments.

VIS hosted the Senior Volleyball Tournament in early November 2017, a true community effort

with contributions from teachers, admin, IT, communications, the P&F, VIS families who hosted, and a large group of student volunteers. We welcomed over 185 visitors from the 8 schools.

A major highlight for our MRISA teams is that we have earned six Sportsmanship Awards. This achievement is a testament to the philosophical focus of our athletic program that is rooted in our mission statement and perpetuated by our coaches and community - to challenge and empower our student athletes to inspire in themselves and others a sense of pride, respect, commitment, and responsibility.

The results for VIS participation in MRISA competitive events for 2017-2018 are below.

<b>Event</b>	<b>Girls</b>	<b>Boys</b>
Senior Football	5th	7th
Junior Football	5th	8th
Senior Basketball	5th	2nd
Junior Basketball	4th	4th
Senior Volleyball	4th	5th
Junior Volleyball	TBD	TBD
Junior STEAM	2nd	
Senior STEAM	2nd	

This year, training time for all MRISA teams was increased to continue to support our students athletic skills.

Sporting competitions for football, volleyball and basketball for our Junior and Senior squads were also held within the Vientiane Schools Sports Association (VSSA). Despite the complexity of this league, the feedback from students is nearly unanimous in that they appreciate the experience and excitement that playing in VSSA provides. Our Junior Girls Football and Senior Boys Basketball teams finished their respective seasons as league

champions and the Senior Girls Football team looks to be on track to do the same.

Students also participated in Model United Nations in Hanoi, Global Issues Network in Ho Chi Minh and the MRISA Arts Exchange.

The VIS swim team maintained a solid membership of over 75 students over two-15 week seasons. VIS hosted swim meets in October and April with invited guests from local schools. A representative VIS team participated in swim meets in Phnom Penh and Phuket. This year, we added 5 Junior Coaches (older students) to provide additional support to our Primary swimmers.

To assist with the continuing development of our swim program, next year, a 3-prong program will be implemented: learn to swim (including physical education classes and co-curricular activities), swim development (stroke technique and swim team intro), and competitive swim team.

Lifeguard and Emergency First Response training was conducted in August for new physical education teachers, swim coaches, and seven students (grades 10-12). Our student lifeguards have been utilized fully, not only within VIS, but in the greater Vientiane community.

The Co-Curricular Program has continued to be highly successful. Participation in the Primary Co-Curricular Activities continues to be very high across all activities, although numbers in the Secondary remain linked to specific activities. Sports teams and theatre draw the most students throughout the school, although an increasing number of students are participating in the service group Youth Educating Youth School (YEYS) and in our music program.

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

- Secondary performing arts musical and theatre productions
- Spring Music Concert
- Grade 12 Art Exhibition
- Grade 10 Personal Project Exhibition
- PiiMai Lao Assembly & Water Celebration
- VIS' Got Talent
- Francophone Day
- Mother Tongue Day Celebration
- Athletic and Swimming Events

We have also added a Primary musical theatre production "Dragon Girl", and an evening of music, further showcasing our community's artistic talents.

Lastly, we have established a new platform for online signups that will be rolled out in 2018 - 2019. Key features of this new system are:

- Register all students in one family at one time instead of multiple forms.
- Lists activities with days/times that available by gender and age group as appropriate for the individual student being registered in the moment.
- Indicates the length of the waitlist and provides a confirmation to join the waitlist if the user so chooses.
- Ability to manage registration at any time through the system without having to contact the CCP Coordinator directly, again saving time and resources.

Next year, there will be some changes to the MRISA league:

- MRISA will involve 6 schools.
- Tournaments will be a round robin format.
- Games will take place over 3 days

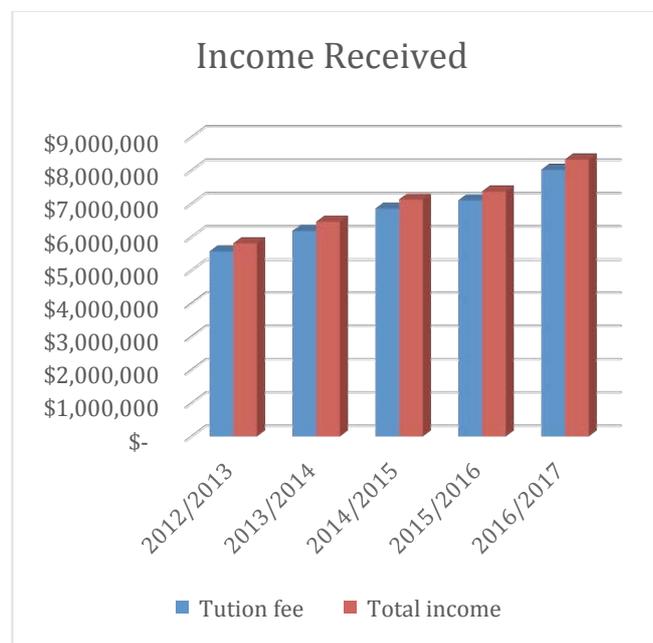
## FINANCIAL OUTCOMES

A financial forecast for the 2017 – 2018 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 financial results for 2016 – 2017:

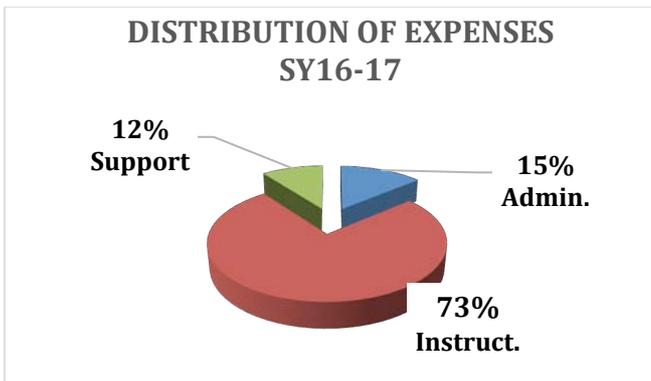
The 2016 – 2017 year resulted in a US\$649,162 surplus. The school experienced a 4% increase in student growth compared to the last school year and exceeded the enrollment budget by 6% for the year.

### Operational Finances

*Total Tuition Income* for the year was US \$8,019,713. For the past few years, the school has experienced an average of 14% growth in income.



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



*Total Operational Expenditure* for the year was US \$7,639,611. 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 \$5,568,838 in 2016-2017*

Administrative Expenses

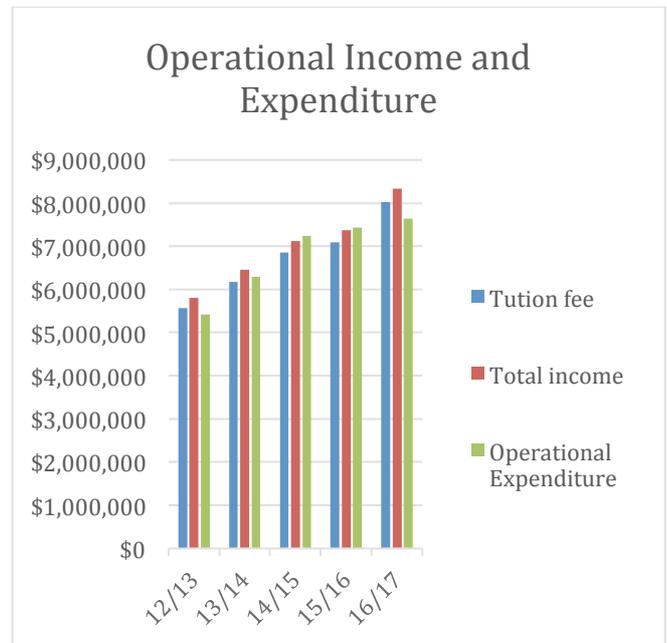
This includes administrative staff salaries and benefits, accreditation memberships, accounting and auditing, printing, software licenses and other administrative costs.

*Approximately US \$1,150,582 in 2016-2017*

Support Expenses

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

*Approximately US \$920,191 in 2016-2017*



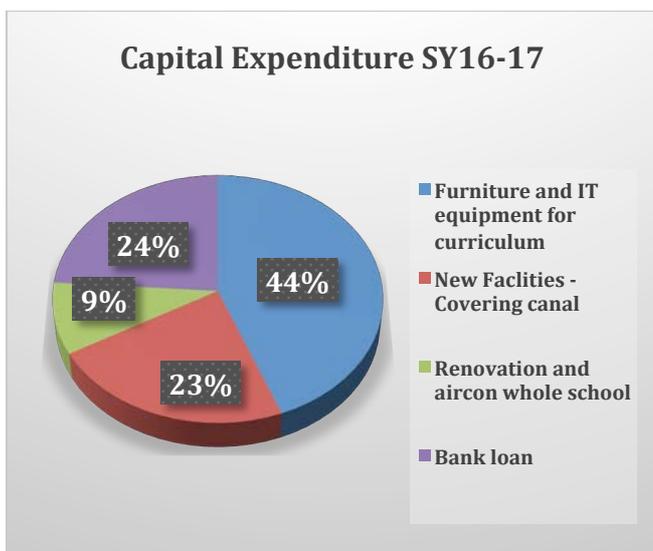
Capital Finances

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 \$1,146,874.

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

- Furniture, air-conditioners and ICT for curriculum use: US \$368,706.
- Covering of the canal: US \$190,000.
- Scheduled renovation work on existing buildings: US \$77,820.
- Principal payment of bank loan: US \$200,000.



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 has engaged KPMG as their Independent Auditors. The annual audit will be conducted early in September 2018 for the financial year ended 31 July 2018.

## **FACILITIES AND INFRASTRUCTURE**

The focus in 2017 – 2018 has remained on health and safety as well as improving the

learning spaces for our students. This aligns well with our international accreditation standards.

The 2017 – 2018 capital funds supported significant upgrades throughout the school including new carpets in the Secondary building, new flooring in Primary School, campus perimeter drainage and new fire escapes in the Secondary building,

Primary classrooms were renovated to create more flexible learning spaces and to allow for more meaningful collaboration within grades. This has allowed for an increase in differentiation to enhance individual student growth. Similarly, moveable walls were installed in the secondary to optimize the use of space and allow rooms to be used for multiple purposes.

Updating and replacing technology hardware continues to be supported by the capital fees. This year, with the culmination of the lease agreement, the school has moved to a model in which the school owns student and staff computers. Furthermore, to support the seamless integration of technology in the classroom and the continuing use of ipads throughout the primary division, TV’s have been added to classrooms. These are replacing LCD projectors as they are more cost effective and also provide a better tool for teachers to utilize in their practice.

Additionally, new seating for the black box and instruments to support the music program were purchased, two school vans were replaced and CCTV surveillance was enhanced to provide better security on the campus.

## 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, core values and the International Baccalaureate programs.

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

Leaving Staff 2016 - 2017	
Niklas Ageros	Secondary Design
Margit Anzlinger	Primary German MT
Bounmy Bounyavath	Gardener
Missy Cahill	Librarian
Brian Chanen	Secondary Language & Literature/MT Coordinator
Jo-Anne Cruckshank	Library Assistant
Mary Harrington	Secondary Counselor/Science
Tan Huynh	Secondary EAL/English B
Caroline Jesuthasan	Secondary Science/IB Biology
Vanvisa (Da) Khiewsavath	Instructional Assistant
Julie Ladner	Primary Performing Arts Teacher
Markkeo-Oudone Lamone	Driver
Indigo Anne McCollum	Secondary HPE
Jane McGee	Director
Susan Shuford	Secondary Counselor
Kittavong (Lah) Soumountha	CCP Coordinator
Senethavilay (Ting) Souphalak	Assistant to Secondary Principal
Lara Stuart	Secondary SEN

## 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:

- P&F Fun Fair
- On-going support of cultural activities and events
- Garage sale
- Career Tasting
- MRISA and VSSA sporting events

Once again, this year, parent volunteers facilitated the celebration of cultural days throughout the year. These events were very successful and support the development of a deeper understanding throughout our community of the customs and cultures amongst us.

Furthermore, community members supported our students through participation in our Career Tasting program and as spectators at our MRISA and VSSA events.