



The International School Yangon

2018-19 Annual Report

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Director's Introduction

The 2018-19 school year has been a year of action as the school has come together to implement the guiding statements adopted in April 2018:

Mission

The International School Yangon is a community of compassionate global citizens.

Vision

We aim to develop lifelong learners who will be a force for positive change in the world.

Tagline

Global Learners, Lifelong Service

Our guiding statements have driven our strategic themes forward as we have worked in the eight thematic areas: Inclusion, Service Learning, Environmental Consciousness, Celebrating Culture and Diversity, Technology Integration, Marketing, Financial Stability, and Facilities, both new and existing.

We provided support for faculty as we sought to develop a more inclusive instructional model and explored technology as a resource for education. This included bringing in consultants to provide workshops and to work alongside our teachers. It also included book studies, meetings to explore new ideas, and visits to other schools to observe how they were implementing some of these ideas. We have continued to promote culture and diversity through celebrations such as our annual International Day, but have also begun to review this within our curriculum. As a result we will implement a Myanmar culture program in August 2019, and continue to develop ways to support our students' mother tongue language development. We have tried to ensure the work we do reflects the wishes of our community by soliciting input through surveys, focus groups, our annual SWOT analysis, and our annual climate survey.

During the course of this year, we explored new Service Learning opportunities. Whether it was a focus on animal welfare in the Elementary School music presentation, plans to partner with United World Schools (UWS) to build a school and train teachers in rural Myanmar, or new service-oriented Week Without Walls (WWW) trips, service became a major focus of who we are at ISY and what we do. Similarly, we made great strides in reducing our carbon footprint and educating ourselves about the environment. We also expanded our use of technology to support learning. Finally, our decision to open a campus in Nay Pyi Taw reflects our commitment to our host country and our desire to support the growth and future of Myanmar.

As we have coalesced around our mission and vision, our sense of community has become stronger. Nowhere was this more evident than in the work of our Parent Association (PA). Their leadership in events such as Halloween, the Winter Bazaar, and International Day made these events outstanding. Similarly, the school play, *Clue*, sport tournaments, service projects,

and Family Fun Night were further examples of the way our community comes together to support one another. Finally, participation by our students in Freedom Day, pep rallies, concerts, and similar activities reflect how coming together permeates everything we do. Our mission, vision, and strategic themes drive our school. It is evident, and we are proud of it!

Although this is only the first year of the implementation of our new guiding statements and goals, this report is a celebration of the progress we have made thus far and a commitment to continuing that progress in years to come.

Gregory A. Hedger, EdD
Director

Strategic Themes

Inclusion

Goal: ISY is committed to addressing the individual learning of each student. A program of [Inclusion](#) will ensure differentiated instruction for all of our students, de-emphasizing the need for additional tutoring.

Throughout the 2018-19 school year, ISY has demonstrated its commitment to inclusive practices that better address the individual needs of students.

Professional learning opportunities for our teachers focused on inclusive instructional practices and interventions, including workshops on essential components of *Response to Intervention* (RtI), Reggio Emilia, John Hattie's *Visible Learning*, and *Teaching ESL Students in Mainstream Classrooms*. Additionally, teachers participated in workshops delivered by inclusion consultant Belinda Karge and in guided reading groups. The Student Support Team (SST) completed training in *aimswebPlus*, an online curriculum-based measurement tool for monitoring and tracking student progress. All teaching faculty and staff will be trained in how to use this data tool next year.

A multi-tiered support system is now in place for in Grades 1-10. Within this framework, student needs are identified using data from Measure of Academic Progress (MAP) testing, Developmental Reading Assessment (DRA), and Language Proficiency assessments (LAS Links). Teachers identify targeted, instructional interventions that can be provided within the classroom, in small group settings, or on a one-to-one basis. Some of these interventions include *Freckle*, an online differentiation platform for math and language arts, *Newsela* and *ReadingWorks.org* for differentiated reading levels, and speech-to-text Chrome extensions.

This is the first year of ISY's scholarship program, which is comprised of two students recruited in the previous academic year. As these scholarship students have never experienced an international environment, special care was given to ensure they were successful academically and socially. After one year at ISY, both students are excelling inside and outside the classroom. Last year's inaugural application process saw nineteen applicants whereas this year ISY received fifty applications. Two excellent candidates have been selected from this group and we look forward to them joining the school next year.

Service Learning

Goal: Recognizing the opportunity to contribute to change in both our own, as well as the larger community around us, ISY strives to be a leader in [Service Learning](#) as a means to engage as global citizens.

In order to unify our program of Service Learning, we created a Service Learning committee with representatives from each section of the school. The new committee's goal is to promote professional development, student engagement, and school-wide Service Learning initiatives.

Professional development took the form of presentations, a book study group, and a delegation attending the International Service Learning conference. ISY faculty also visited an established UWS project in Cambodia, explored how to extend service components in WWW trips, and investigated potential projects in Myanmar.

The Secondary School Service Learning program, which previously consisted of community service projects, a small environmental group, and work with the Yangon Animal Shelter, was considerably extended this year through student-led initiatives. While maintaining these original projects, students initiated new groups such as Girl Up, *Global*, Mary Chapman School for the Deaf group, Gardening group, Blind School Books, and Community Kitchen which delivers meals weekly to disabled children.

Additionally, Secondary School teachers incorporated Service Learning into the curriculum through units on poverty and education. Grade 9 students discussed how education impacts decision making and issues of human trafficking, then engaged in interviews with local shopkeepers and created informational videos. They shared their findings with the ISY student body in a town hall meeting. Grades 6-7 students planned and led a day long event for approximately sixty students from Mary Chapman School of the Deaf. The event fostered an understanding and mutually beneficial relationship with this community partner and gave all students insight into the realities of differently-abled students.

In Elementary School, projects were primarily teacher-driven through links within the curriculum. Students learned about connections between real world issues such as pollution, and how our actions can make a difference. The Elementary School musical performance focused on animal welfare with speeches from students and animal themed songs. Elementary School now has three active Service Learning groups—Roots and Shoots, Elementary School Student Council, and Gardening group.

We designated three projects as school-wide initiatives: Yangon Animal Shelter, UWS and the environmental group SEEDs. Diverse groups working together towards a common goal supports a key aspect of Service Learning, and school-wide fundraising campaigns, publicity through ISY social media sites, and awareness raising activities such as concerts, Sports-a-Thon, and Family Fun Night, have enhanced our community spirit as well as supported these projects.

For ISY's Service Learning program to develop, it is essential that we have wide and deep community involvement. Parent volunteers were instrumental in the success of fundraising events, and the PA's decision to support the UWS-ISY partnership was vital, particularly in their funding three parents to participate in the UWS Cambodia school visit.

Additionally, the PA initiated a small grant program for Service Learning activities. The PA disbursed four grants totaling \$1,000 to student initiatives such as Community Kitchen.

Environmental Consciousness

Goal: ISY will support the global sustainable development goals (SDGs) by developing [Environmental Consciousness](#) through programs, policies, and procedures, including a “greener” campus.

To support our strategic goal of Environmental Consciousness, ISY drafted a [Five Year Environmental Consciousness Plan](#), which included the following goals for the 2018-19 academic year: form a campus committee of students, teachers and parents; develop a common definition and understanding of Environmental Consciousness in the ISY community; create a baseline for our current carbon footprint; explore carbon offsetting; incorporate Environmental Consciousness into the curriculum; and, encourage leadership and any contractors working at ISY to make Environmental Consciousness a part of all facility planning and capital projects.

As a result, we developed the [ISY Sustainability Pledge](#) for all campus events. The pledge recognizes that human-induced climate change and environmental degradation are the greatest existential threats facing life on our planet. As such, ISY is committed to reducing our negative environmental impacts as much as possible, and in doing so, striving to become a force of positive change.

Student committee members introduced programs on reducing electrical consumption and printed materials used in the classroom, and are spearheading our campus-wide recycling efforts through partnerships with [Recyglo](#) and [Bokashi Myanmar](#). We are now composting all of our organic waste and have located collection bins for paper, plastic, and aluminium across campus. Furthermore, we established a team to explore a partnership with [Thor Heyerdahl Climate Park](#) with the goal of creating a carbon offsetting program by replanting mangrove trees in Myanmar.

ISY has become partners with the [Eco-Schools](#) initiative, which is an ideal way for us to embark on a path towards reducing the environmental footprint of a school. This year, Grade 9 science classes collected CO₂ emissions data and Grades 9-10 computer science classes looked at database architecture to house and track the environmental impact of the school.

Celebrate Culture and Diversity

Goal: The families of ISY constitute a wide variety of nationalities and cultures. We will [Celebrate Culture and Diversity](#) at ISY. In particular, we will promote greater awareness of our host country culture and expand host country language programs.

ISY's continued success is in large part derived from the diversity of our community. As home to fifty different nationalities, the school is committed to valuing and celebrating each and every one of them. Events such as International Day, Chinese New Year, and various celebrations of Myanmar culture such as the Thingyan Water Festival, are visible indicators of this commitment.

To truly achieve our goal, however, the multiple perspectives of our community must be incorporated into the curriculum. We have developed a Myanmar cultures class for Grades 1-5, covering the many ethnic groups that make up our host country. This class will be taught next year in a weekly class with a qualified Myanmar Studies teacher. In recognition of our host country, a Myanmar language teacher was hired to provide adult Myanmar language classes. An initial ten week course was avidly taken up by parents and teachers and then extended by popular demand.

To further recognize and celebrate the importance of the diverse cultures and languages of Myanmar throughout the school, curriculum reviews will explicitly consider how to include Myanmar perspectives into learning plans and experiences.

Additionally, as language is an important part of an individual's cultural identity, we are encouraging the development of more mother tongue language classes using ISY facilities. Currently, German and Dutch classes operate on campus after school, and we anticipate having three more mother tongue language classes operating from ISY facilities within the next academic year.

Technology Integration

Goal: Technology Integration will be a focus of our curriculum and program development, as well as our campus infrastructure development, with an emphasis on innovation.

Technology at ISY is used to support a culture of learning where teachers and students adeptly use digital technology and where they communicate, explore, evaluate, create, and collaborate both locally and globally. Students engage in authentic learning experiences that facilitate creative problem solving and the development of innovative products. In an ever-changing digital environment, students must also build an ethical base to their use of technology through learning to advocate and practice safe, legal, and responsible use of information and technology.

To implement our strategic goal of increased Technology Integration within this context, we have focused on the following goals: ensure all classes, PK-12, have the capacity to use technology to support learning; incorporate technology to support Inclusion and innovative instructional strategies, Service Learning, and Environmental Consciousness; develop the technology infrastructure to support current ISY population as well as anticipated growth; develop a PK-12 technology curriculum ensuring our graduates are at, or above, their peers in their use of technology to support learning when they go to university; ensure faculty and staff

are in place to adequately support the technology program.

We have supported these goals by first training facilitators who can then work with teachers and the Director of Teaching and Learning to create collaborative lesson and unit plans. Facilitators have used a push-in model and co-taught when necessary. The ISY technology team has developed a [PK-12 scope and sequence](#) for implementing the [International Society for Technology in Education standards](#) for all grade levels and subject areas. Students in Grades 1-5 are now using Google Drive, supported and monitored by their teachers, and ISY fulfilled the requirements for the [Common Sense Education Certification](#) for digital citizenship.

Technology Integration is also supporting ISY's strategic goals for Inclusion, Environmental Consciousness and Service Learning. Technology Integration facilitators and the Director of Teaching and Learning are collaborating so that technology supports teachers' differentiated learning practices. As previously mentioned, Grades 9-10 students are using technology to manage and track ISY's carbon footprint, and all Service Learning documentation has been digitized to avoid wasteful printing.

To make sure technology functions as seamlessly as possible, we have implemented a more robust firewall and expanded our wireless coverage throughout campus. We have increased our bandwidth from 500 Mbps to 600 Mbps and we have launched a Chromebook program in Elementary School consisting of seventy-five devices on mobile carts.

Finally, the technology team has both provided and participated in significant professional development opportunities throughout the year. In addition to the professional learning network now available to teachers through *Google Classroom*, facilitators have provided ongoing segments of tips and training during staff meetings. Teachers from both Elementary and Secondary Schools attended a [Google Summit and Bootcamp](#) which allowed them to become [Google Certified Educators](#). ISY plans to have all teachers certified by the end of the 2019-20 academic year. All teachers participated this year in an intensive three-day workshop lead by consultant [Kim Cofino](#). Additionally, Technology Integration facilitators attended the [21st Century Learning Conference](#), an annual event in Hong Kong where teachers, staff, and school leadership come together to learn, share, and discuss current and emerging topics in education with thought leaders, technology experts, learning experts, and their peers.

Marketing

Goal: We will promote the brand, reputation, and strategic objectives of ISY by developing [Marketing](#) strategies that include an inviting approach to admissions, community engagement, and an overall marketing plan.

The 2018-19 school year began with a restructuring of the communications team. Along with a change of the head of that team, a full time communications associate was hired. In addition, the Board established a Marketing task force to assist the communications team where

necessary. These groups worked together to lay out a detailed list of activities spanning a three year period with the aim of delivering four key objectives:

1. Maintain full capacity of admissions.
2. Recruit high quality staff.
3. Ensure there is an annual flow of donated funds to support the school's goals and programs.
4. Establish the reputation of ISY as one that aligns with the strategic themes agreed upon early in April 2018.

We reviewed all messaging on admissions, including the [Admissions Handbook](#) and website material. With the aim of enhancing our visibility to both potential and existing parents, we increased website and social media posts. As current parents of the school are one of our key marketing channels, the communications team focused on strengthening the sense of community among them.

Our marketing survey showed that the messages we have been promoting were transmitted through friends and family more than any other channel and that the opinion of friends and family was the key influencer in deciding to enroll at ISY. The admissions process for the 2019-20 school year is still ongoing, but we are seeing high numbers of applications and expect to exceed intake from the previous year.

To enhance recruitment, our first task was to overhaul the website messaging for potential new staff. We achieved this by first streamlining the application process and then directing potential hires to our social media channels where they could see our broader messaging around the strategic themes, as well as daily school life.

All hiring was completed to satisfaction by the end of February. Recognizing that new hires are also a marketing channel for future recruitment, we have taken steps to improve their overall recruitment process. A new website, which includes a faculty recommendations blog, has been developed to help with their transition to Yangon.

We had two targeted fundraising initiatives this year, the UWS project and the ISY Gala. Considering that the UWS project is entirely new, our fundraising efforts can be considered a significant step forward from previous years. Donations have come from a broad spectrum of the community, including NGO and diplomatic expat parents, staff, and students. The ISY Gala, highlighted with performances by students, faculty, and community members, was an enjoyable evening of community spirit as well as a successful fundraising event.

The five external strategic themes (excluding Marketing, Financial Sustainability and Facilities) have been constantly reiterated through ISY's reinvigorated social media channels, website and communications. We created a marketing survey to monitor the annual impact of marketing messaging and activities. The results show that we have strongly established the main external

strategic themes with the parent community. When asked whether they would recommend ISY— with a score of 1 being definitely would not and a score of 10 being definitely would—49.6% answered 10 while 86.3% in total gave a score of 7 or higher.

Our next goal is to overhaul the ISY website, moving from our current platform to *Wordpress*. Additional ISY websites and blogs will have a consistent look and feel and be under more central control to ensure messaging is consistent and that the user experience is optimized.

Financial Sustainability

Goal: We will provide the best service possible to our community by maintaining [Financial Sustainability](#) through improved operational efficiency, increased fundraising, and the development of new revenue sources.

As a non-profit organization, ISY uses all revenue for the betterment of students and student learning. Expenditure decisions regarding salaries and benefits, school facilities, and operations are always made with this primary goal in mind. The role of the Business Office is to manage school resources effectively and responsibly in order to maximize the resources available to support our students.

In alignment with the strategic goal of Financial Sustainability, the Board and ISY administration have continued to work to improve our overall financial health. The 2019-20 budget passed by the Board in December reduces costs in a number of key places and tightens controls on expenditures through continued professionalization of the school financial administration systems. The budget allocates appropriate levels of funding for long-term savings, future capital projects, and student programming. In short, the budget indicates that the school is in good financial health and aligns with the Board approved targets and benchmarks set up in the budget matrix adopted last year. The ISY budget matrix comprises fifteen different indicators in the categories of *Competitiveness*, *Reasonableness*, *Salaries and Benefits*, *Alternative Revenue*, and *Overall Financial Performance*.

As required by Board policy, ISY engages with a new auditor every five years. The audit of our 2017-18 financial records was the first audit to be completed by Deloitte Touche Tohmatsu, Limited. ISY received a positive review of our financial reports and accounting procedures. The audit compared favorably to the approved 2017-18 budget.

In 2018-19, steady enrollment figures allowed ISY to reach its revenue targets. The number of new students met projected numbers, allowing us to meet our capital budget targets. Expenditures associated with registration did not materialize this academic year, resulting in some operational savings. Operational savings were also realized in lower than expected utility costs and IT expenses. We continue to work towards reducing our long term liabilities within our salary and benefits structures. In conjunction with the Board, ISY developed a conservative investment strategy with our US held operational reserves. These investment strategies resulted

in an increase in revenue for the 2018-19 fiscal year.

This year we introduced electronic payment services with point of sale, credit card, and ACH payments. For the last six months of the fiscal year, the Business Office has been developing and implementing Odoo, a new Enterprise Resource Planning (ERP) software. Odoo is a business process management software that allows ISY to use a system of integrated applications to manage the business and automate many back office functions related to technology, services, and human resources. Once fully implemented, the ERP system should result in improvements in productivity and services.

The ISY administration is committed to continuing to work with the Board and Association members to improve the overall financial position of the school.

Facilities and Nay Pyi Taw Initiative

Goal: ISY will explore and develop facilities options, including the creation of a satellite campus in [Nay Pyi Taw](#), to support our host country in its growth and development, and to assist our international community to engage with the Myanmar government.

Following the 2017-18 Board decision to explore the opening of a satellite campus in Nay Pyi Taw, ISY obtained government approval in early 2019. The Board then approved the Shwe Taung Group's Junction Hotel as the site of the new campus and set the opening date for September 2, 2019. A key element of the ISY strategic plan, the Nay Pyi Taw campus not only signals our commitment to supporting the growth and development of Myanmar, but it also positions us to better serve the growing international community. With campuses in both centers of government and commerce, ISY will further cement its position as the leading provider of primary and secondary education for the international community in Myanmar. Student applications are currently being processed. Shwe Taung group will begin renovation work on the site at the end of April.

As Yangon grows and we become more enclosed by the city around us, it is important for us to use our space to the best advantage. In September 2018, a London based firm, Alan Higgs Architects, came to Yangon to look at ways the Yangon campus could be developed. The Board has worked with the school administration in reviewing proposed development plans, and this work is ongoing. In keeping with our goals for Technology Integration and Environmental Consciousness, we are focusing on ways to make these new structures both greener and more efficient.

Sports, Arts, and Music

This year, ISY competed in ten South East Asia Activities Conference (SEASAC) sports as well as SEASAC Arts and SEASAC Model United Nations. ISY also hosted two extremely successful SEASAC tournaments. In the fall, ISY hosted the girls volleyball tournament in which we took sixth place, retaining our Division 1 status. In the spring, ISY hosted the Division 1 girls softball tournament, our own team achieving second place. The girls touch rugby team was awarded the spirit of the tournament prize, just one example of ISY's great sense of fair play and spirit throughout all the competitions.

For the two tournaments we hosted, we built web pages and also streamed the volleyball tournament live on our YouTube channel. Visiting athletic directors provided excellent feedback and we have been awarded the hosting of the SEASAC Golf tournament for next year.

ISY also competed and hosted a number of Yangon Athletics Conference events, winning in almost all sports. Swimming at ISY went through some turbulence due to some unexpected turnover of coaching staff, but resurged in the latter part of the school year and won an inaugural meet against the British School Yangon.

Furthering the theme of Technology Integration, the visual arts took good advantage of the new Makerspace this year. Several IB students employed the new resources to create their art work, as well as many students in other grades. Technology was integrated into the High School Art show where a QR code was used to access sound recordings of students explaining their art.

Service Learning also benefited from the resources in the Arts Department. Elementary School students designed greeting cards to sell at a UWS fundraiser. High School student art works were sold in a silent auction during the Secondary School Art Show to benefit UWS. High school students also developed independent service projects promoting the arts, such as special display space at the Art Show and an ASA ballet class, which performed at the beginning of the school play. Finally, the ASA Arts Club painted a mural on the SAS building wall, bringing color to the third floor.

In addition to a wonderfully successful production of *Clue*, drama students in Grade 8 wrote and performed their own short play. This was live-streamed to our YouTube Channel.

ISY's music department had a great year with excellent attendance at all their events. For the first time, their performances were recorded and uploaded to our YouTube channel and enjoyed remarkable viewing numbers.

In addition to individual members' participation in various honors groups, ISY's Jazz Band took part in the Yangon Jazz Festival. A professional musician from that festival also provided students with a masterclass on campus.

Community

Parent Association

Operating under new bylaws, a reinvigorated Parent Association (PA) oversaw a successful series of events and lent its support to ISY's burgeoning Service Learning curriculum.

In addition to the Halloween, Chinese New Year and Thingyan celebrations, the PA introduced a Holiday Bazaar to complement the Secondary Winter Concert, in which a variety of vendors provided food, drinks, and holiday gifts to hundreds of parents and students. The PA also sponsored a Teacher Appreciation Lunch in May to thank ISY teachers and staff for their outstanding service to the school.

The PA's main annual event, International Day, was a huge success, raising a significant sum for the PA's ongoing activities. The event featured dozens of country booths, staffed by PA volunteers and designed to enrich students' understanding of the diverse cultures of ISY. The event concluded with a spectacular cultural show.

With a more efficient structure and a mandate to strategically support ISY's major activities, the PA looks forward to many productive years ahead.

Community Education

ISY campus is a hub for our entire community including parents and alumni as well as our students. This year we offered several new community education classes, such as the Myanmar language class, yoga, cooking, and Myanmar Culture. Master Swim attendance increased with our new upgrades at the pool such as a Pace Clock and competition lane lines, and many parents take advantage of the open Fitness Room hours. Finally, our weeknight sports, offering ultimate frisbee, soccer and basketball leagues, have been as popular as ever with up to thirty adults attending per session.

Alumni

ISY Alumni continue to remain an active and vital part of the ISY Community. A highlight of the past year included alumni from the Class of 2011 and Class of 2012 hosting an appreciation breakfast for the custodial, security, and maintenance staff at ISY. In the same spirit, alumni contributed goods or donations for the December Baskets gifted to ISY staff.

With more and more alumni returning and working in Yangon, ISY alumni are active in the community and interested in reconnecting with other alumni as well as the school. Alumni

attended school events on campus such as Family Fun Fair and International Day, as well as the ISY Gala for which two alumni-owned companies were sponsors.

The ISY Alumni Facebook group continues to be a platform for alumni news and a connection point with over two hundred members. After graduation, ISY will host an alumni gathering welcoming the most recent 2019 graduates to the ISY Alumni community.

School Health & Safety

ISY's Health, Safety, Security, and Environment department (HSSE) is comprised of the Facilities Maintenance, Housekeeping, Grounds, Security, and Medical sections. All four sections are committed to the ISY mission and goals and tirelessly work behind the scenes to ensure a safe, secure, and healthy learning environment not only for our ISY students but the ISY community as a whole.

The ISY Security team is dedicated to ensuring the safety and security of ISY students, faculty, staff, and visitors. During the 2018-19 school year, the ISY Security team conducted various campus emergency drills. These drills are an essential part of safety training. In addition, the Security department directs and regulates vehicular traffic onto the ISY Campus on a daily basis. In order to make this process safer, ISY Security again hosted driver training for the personal drivers. The ISY Security team members accompany all WWW trips as well as local field trips. ISY Security frequently receives compliments from visitors and parents for their attention to duty and professionalism.

The ISY Medical Unit is committed to the health and wellbeing of ISY students. In addition to routine activities, the ISY Medical Unit also provides support to SEASAC events, campus community events, and the WWW program. The ISY Medical Clinic hosts first aid training for local staff, monitors our food handlers, inspects our snack bar facilities, and monitors the safety of our drinking water. The ISY Medical Unit also proactively monitors local and regional health issues that might impact our community, relaying health notices as appropriate.

The ISY Facilities, Housekeeping, and Groundskeeping team works tirelessly in the background to ensure that the ISY Campus facilities are maintained and child friendly. In addition to their daily duties of routine and emergency maintenance, housekeeping, and grounds maintenance, they also work tirelessly to support all campus events prior to, during, and after the events. The ISY Facilities team also conducts, monitors, and supervises local subcontractors performing facilities work on campus. The entire team strives to ensure that the ISY Campus is a safe and pleasant learning environment.

In preparation for the 2019-20 academic year, HSSE has scheduled a number of summer projects that will enhance the ISY campus both from an aesthetic and safety perspective. These include the following four projects:

1. Install additional CCTV cameras.
2. Install a new, safer, more child friendly playground.
3. Replace A building air conditioners with energy efficient air conditioners that also filter particulate matter and bacteria.
4. Replace the front entrance decking.

Message from the Board of Trustees

In conclusion to this annual report, the Board of Trustees congratulates the administration, teachers and staff, parents, and students on the achievements of the 2018-19 school year. The school community has truly embraced the new mission and vision as all have worked together to create a community of compassionate global learners.

As a Board of Trustees, our mandate is to look toward the future of the school. As Dr. Hedger stated in the opening, this first year in the implementation of our new guiding statements and strategic plan has been one of strong momentum and advancement. The Board has carefully monitored actions in financial management and budgeting, audit, and facilities, and we feel confident that the school is in good health.

It has also been our goal to ensure continued best practices in governance. Thus, in addition to our other actions, the Board revised and approved an expanded Governance Procedures & Policy Guidelines Manual this year, outlining the procedures that the Board follows in executing its governance responsibilities. This newly revised manual represents the final stage in an extensive overhaul of ISY's governing documents, which included updating the original Articles of Association and By-laws in 2015-16 and drafting a new Governance Policy Framework in 2016-17.

It is a privilege for each of us to serve as a trustee for ISY. We appreciate the commitment shown by all members of the ISY community, comprising the school administration, faculty, staff, parents, and students. We look forward to watching over the continued progress and development of the school.

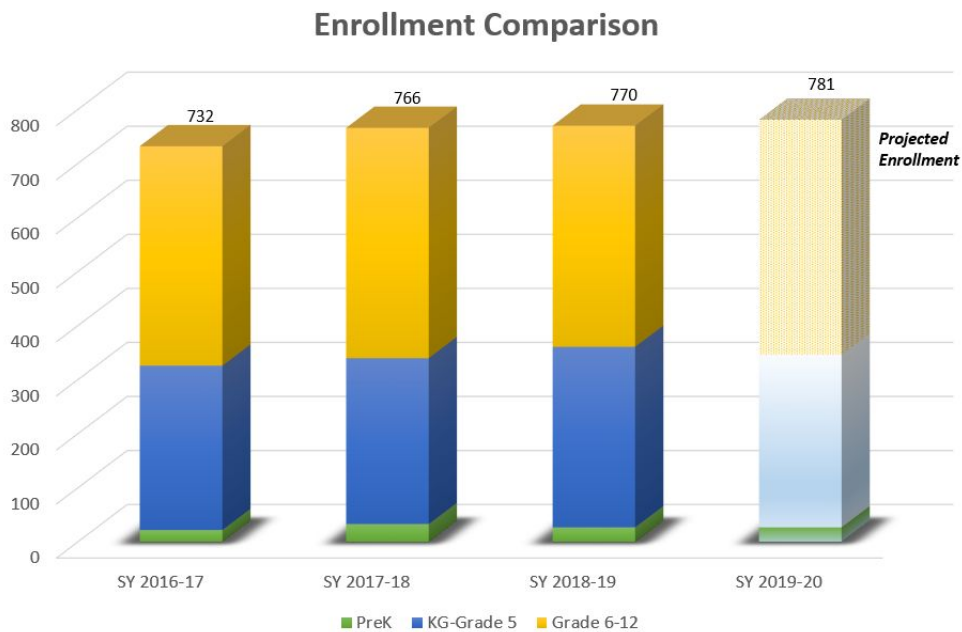
Annexes

Annex 1: Admissions

Updated [Admissions Guidelines](#) and procedures were implemented in January 2019. The online application form, the only way to apply to ISY, was further streamlined this year and adapted for accepting applications to the new ISY Nay Pyi Taw campus. The admissions office also took part in the initial outreach to diplomatic missions, UN organizations and businesses to gauge interest in the Nay Pyi Taw campus.

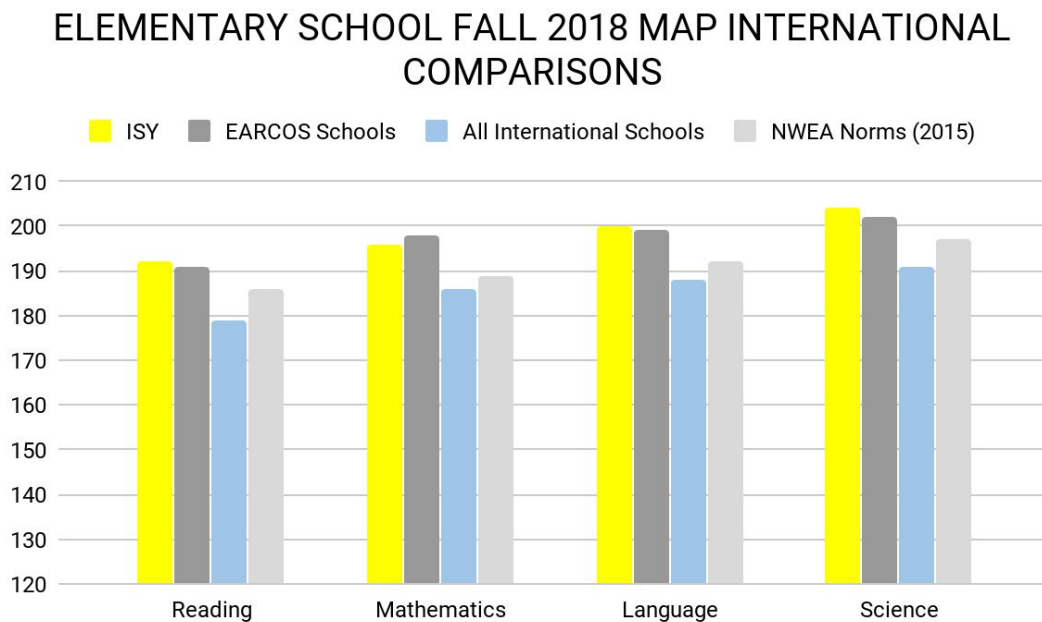
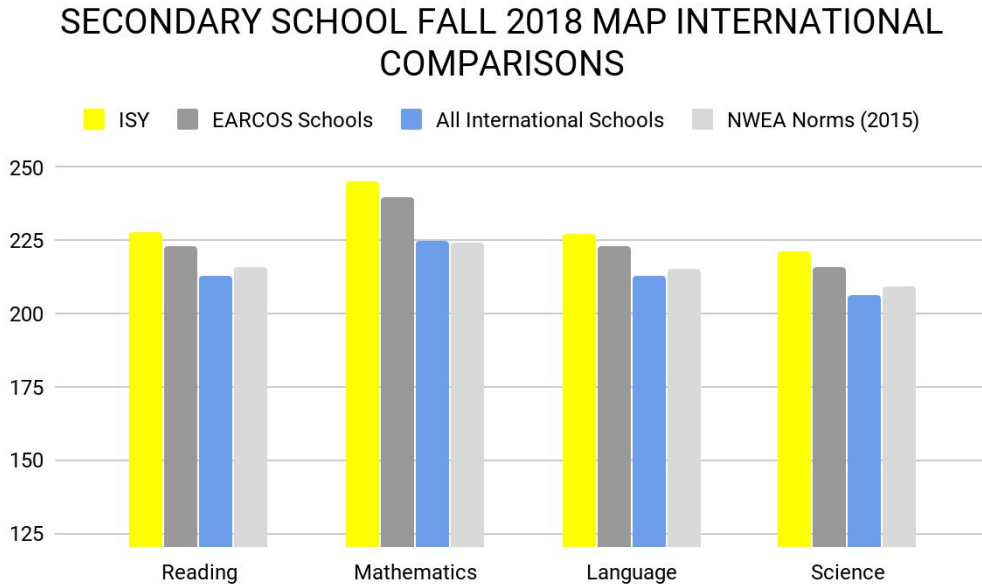
ISY continues to consistently maintain a high admissions yield. Or percentage of applicants who accept ISY's admissions offer. This year, yield stands at 92%. Attrition in 2017-18 was low at 8%. It is expected to be around 10% for the current academic year.

The expected intake for the 2019-20 school year is expected to increase again year on year:

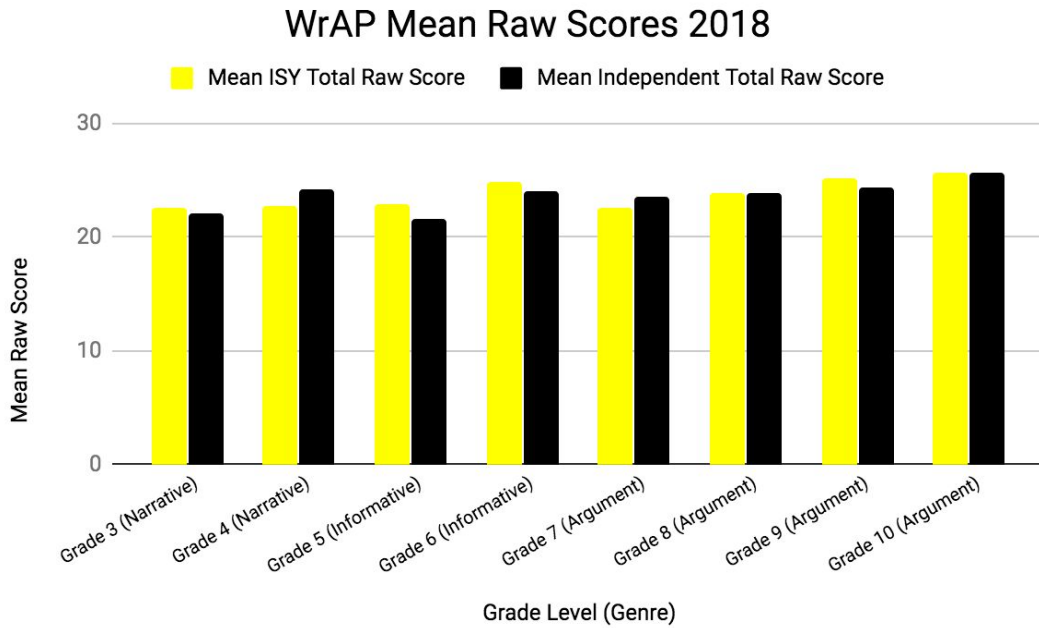


Annex 2: Test Results

ISY continues to use the Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) tests and performs well against all standards.



This is the second year our students in Grades 3-10 have participated in the Writing Assessment Program (WrAP) assessment.



ISY Grade 12 students again performed above the world average in International Baccalaureate Diploma Programme (IBDP) examinations for May 2018.

ISY IBDP Results 2018					
Diploma Points Awarded		IB Subject Grade		Diploma Pass Rate	
ISY Average Points	33	ISY Average Grade	5.24	ISY Pass Rate	96%
IB World Average	29.76	IB World Average	4.79	IB World Average	78.18%

ISY students perform well above world averages on the Scholastic Aptitude Test (SAT) in Critical Reading and Writing, and Mathematics.

SAT 2017-2018	ISY Average Score	World Average Score
Critical Reading and Writing	649	536
Mathematics	678	531

Annex 3: Matriculation

ISY also continues to do well with University matriculation:

College Acceptances for the classes of 2017 and 2018

- **Academy of Medical Arts and Business**
- American University
- Amsterdam University College
- Arcadia University
- Babson College
- Bard College
- Baruch College of the CUNY
- Beloit College
- Bentley University
- **Boston University**
- **Brown University**
- Bryn Mawr College
- California College of the Arts (San Francisco)
- California Lutheran University
- **California Polytechnic State University, San Luis Obispo**
- California State Polytechnic University – Pomona
- California State University, Fullerton
- California State University, Long Beach
- California State University, Los Angeles
- **Carnegie Mellon University**
- **Chapman University**
- Chinese University of Hong Kong, The
- City University of Hong Kong
- Clark University
- **Cornell University**
- Dartmouth College
- DePaul University
- **DigiPen Institute of Technology**
- Durham University
- Earlham College
- Eckerd College
- **Embry-Riddle Aeronautical University, Asia**
- Emerson College
- Emory University
- **Fairleigh Dickinson University - Metropolitan Campus**
- Florida International University
- Florida State University
- Fordham University
- Georgia State University
- **Hampshire College**
- Harvey Mudd College
- Haverford College
- **Hofstra University**
- Hult International Business School - San Francisco
- Hunter College of the CUNY
- Indiana University at Bloomington
- International Christian University
- **Ithaca College**
- Jacobs University
- **King's College London**
- Lehigh University
- **Loyola Marymount University**
- **Lynn University**
- Macalester College
- **Marist College**
- Marymount Manhattan College
- Michigan State University
- Middlebury College
- **Muhlenberg College**
- **New York University**
- **Newcastle University**
- **Northeastern University**
- Otis College of Art and Design
- **Pace University, New York City**
- **Palacky University**
- Pennsylvania State University
- **Pepperdine University**
- Portland State University
- **Pratt Institute**
- **Purdue University**
- **Reed College**
- Rensselaer Polytechnic Institute
- RMIT University
- **Rochester Institute of Technology**
- Santa Clara University
- **Savannah College of Art and Design**
- School of Oriental and African Studies, University of London
- Seattle University
- **Southern California Institute of Architecture**
- George's, University of London
- **Swarthmore College**
- Syracuse University
- Technische Universiteit Eindhoven
- Texas A&M University
- The American University of Paris
- **The George Washington University**
- **The London School of Economics and Political Science**
- The Ohio State University
- **The University of Iowa**
- **The University of Manchester**
- The University of North Carolina at Chapel Hill
- The University of Nottingham
- The University of Sheffield
- The University of Tampa
- The University of Texas, Austin
- The University of Warwick
- Tufts University
- **Universita Bocconi**
- Universita Cattolica del Sacro Cuore
- **Universiteit van Amsterdam**
- **University College London**
- University College Maastricht
- University of Bath
- University of Birmingham
- University of Bridgeport
- **University of Bristol**
- **University of California, Berkeley**
- **University of California, Davis**
- University of California, Irvine
- **University of California, Los Angeles**
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, San Francisco
- University of California, Santa Barbara
- **University of California, Santa Cruz**
- University of Cincinnati
- University of Glasgow
- **University of Hong Kong, The**
- **University of Houston**
- **University of Illinois at Urbana-Champaign**
- University of Kent
- University of La Verne
- University of Leeds
- University of Leicester
- University of Maryland, Baltimore County
- **University of Maryland, College Park**
- University of Massachusetts, Amherst
- University of Miami
- **University of Michigan**
- **University of Minnesota, Twin Cities**
- University of Notre Dame
- **University of Pennsylvania**
- University of Portland
- **University of Puget Sound**
- **University of San Francisco**
- **University of Southampton**
- **University of Southern California**
- University of Sussex
- University of the West of England
- University of Tokyo
- **University of Toronto Undergraduate Only**
- University of Virginia
- University of Washington
- University of Waterloo
- University of Westminster
- University of Wisconsin, Madison
- **Vassar College**
- Villanova University
- Virginia Tech
- Western Washington University
- Worcester Polytechnic Institute
- Xavier University
- Yale-NUS College

**Bold is matriculated*

Annex 4: Professional Development

- John Hattie's *Visible Learning* with Gilbert Halcrow: As a continuation of ISY's commitment to the practices of John Hattie's research, Halcrow facilitated workshops on feedback, developing assessment capable learners, and mindframes for impact. This was subsidized by the East Asia Regional Council of Schools (EARCOS) as part of an EARCOS Professional Learning Weekend. At ISY's invitation, teachers from around the EARCOS region and local Yangon schools attended the weekend workshops.
- *Inclusive Teaching and Learning Practices* with Dr. Belinda Karge: Dr. Karge worked with ISY's Inclusion committee to review the progress made in inclusive teaching and learning practices since her visit last academic year. Dr. Karge also facilitated a faculty-wide workshop on differentiating to meet the needs of all learners and worked with grade level and subject teams to provide advice and guidance specific to the successes and challenges of those teams.
- *Progressive Literacy (Reading) Practices* with Joneen Walker: Ms. Walker worked with Elementary teachers to explore the integration of reading into other parts of the curriculum and the most effective ways to meet the reading needs of every student.
- Technology Integration with Kim Cofino: Ms. Cofino facilitated a faculty-wide, one day workshop on integrating technology into units of study. She then provided two days of follow up sessions with grade level and subject teams to assist them in the planning units.
- *Teachers Teaching Teachers (TTT)*: Two TTT sessions were organized for teachers to share ideas with their colleagues around general education practices and technology integration. Teachers presented workshops based on what they had learned from workshops and conferences or their own experimentation.
- Professional Book Groups: The following titles were studied in small faculty groups:
 - *Service Learning and Social Justice: Engaging Students in Social Change*
 - *The Innovator's Mindset*
 - *The OIQ Factor: Raising your school's organizational intelligence*
 - *Becoming an Emotionally Intelligent Teacher*
 - *More Working in the Reggio Way*
- Professional Development Survey: Teachers were surveyed on what they considered to be effective professional development, what their professional development interests are, and what professional development would have the most impact on students and in meeting strategic objectives. The professional development interests of teachers are diverse, and these will be used to foster innovative teaching and learning practices. Faculty identified professional development around Inclusion, Service Learning, and twenty-first century skills such as communication, creativity, collaboration, and critical thinking as being of most relevance to the needs of ISY students. In response to this survey, and to build upon the progress made this year in these areas, professional development will be provided in the teaching of English language learners in mainstream classrooms, integrating service learning into the curriculum, and integrating twenty-first

century skills into the curriculum. Professional development on collaborative and adaptive planning and teaching practices will also be provided so as to ensure that administrators and teachers are working as purposefully and efficiently as possible in meeting the needs of ISY students.

Online and international courses, workshops, conferences, and school visits:

- Eight International Baccalaureate Diploma (IBDP) teachers attended international IBDP workshops to receive up-to-date training on new and existing courses.
- Two teachers attended a workshop in London to qualify as trainers in *Teaching ESL Students in Mainstream Classrooms*. These teachers will train ISY teachers in this pedagogy.
- Two teachers attended a *Google Apps Summit* in Bangkok and three technicians attended a *Google Cloud Summit* in Bangkok. The Director of Technology, a Technology Integration facilitator, and librarian attended the *21CL Conference* in Hong Kong. These workshops and conferences provided opportunities for attendees to learn and collaborate around new educational technologies.
- The Communication coordinator and a teacher attended the *TedEd* conference in Kuala Lumpur with a view to setting up a similar event in Yangon.
- In support of EARCOS, delegations were sent to the EARCOS Leadership Conference in Kuala Lumpur and the EARCOS Teachers' Conference in Bangkok. An ISY teacher presented at the teachers' conference.
- The Secondary School principal, Service Learning coordinator, and five teachers attended the Near East South Asia Council of Overseas Schools (NESA) Educators' conference *Integrating Service Learning into the Curriculum*. The Elementary School principal attended the NESA Educators' conference: *Coaching and Coachability* in Bangkok.
- Two elementary teachers attended the *Nurturing Agency Through Inquiry* workshop with Kath Murdoch in Singapore.
- Elementary teachers were provided access to *Singapore Math in Focus* training via live webinar.
- One teacher attended a language assessment workshop in the United States with a view to becoming a qualified assessor of the proficiencies ISY students are working towards.
- The Elementary and Secondary School counsellors attended workshops on child protection and college counselling respectively.
- Seven members of the ISY security team received online training in security practices.
- ISY Early Childhood Section teachers began implementing Reggio Emilia inspired practices. Teachers visited a school in Vietnam to observe the program first hand. A Reggio Emilia book study promoted conversations on our approach and through this, the team created a philosophy statement that will drive future planning. Teachers focused on creating new environments in the Early Childhood Section and are very proud of the wonderful environments that have been established to promote student centered learning. So far, we have seen investigations on numbers, flight, boats, animals, and insects.