



**International  
School  
of Beijing**

**2015-16**

**Annual  
Report**







IGNITING A PASSION  
FOR LEARNING

CARING  
FOR ALL

IMPACTING  
LIVES



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SECTION 1: PAST AND PRESENT





## 35 Years of Educational Excellence

The International School of Beijing (ISB) was established in 1980 with just eight students and two certified teachers in the hallway of a diplomatic compound. From these humble beginnings, our school has grown into a vibrant learning community where students are challenged and nurtured with the extraordinary care and support of parents and teachers.

In 2015-16, our 35th anniversary gave us the opportunity to reflect on how far we have come and the exciting future we are building together. As the first international school in Beijing, our transformation into a world-class learning community over the past 35 years has exemplified our host country's own dynamic growth and rise. Just as China's reform and opening-up was driven by ambition, unity, and strategic foresight, ISB's transition into a 21st century learning hub has been guided by our own unique vision, sound governance, and community-wide efforts.

Throughout our history, ISB has been strengthened by a series of successful partnerships that have contributed significantly to our identity and approach to learning. From our establishment under the auspices of the embassies of the US, Canada, UK, Australia, and New Zealand through to our ever-expanding network of partnerships that create local and global learning opportunities, ISB's success has been built on the principle that we are stronger together, especially in an increasingly connected world. While we have undergone dramatic changes over recent decades, including relocating to Shunyi and basing our teaching practices on changing realities of the 21st century, our commitment to igniting each child's passion for lifelong learning remains a proud, enduring legacy.







## 1980-2015 Timeline

- 1980** The US Embassy merges its school with those of the UK and Australian embassies amid growth of other diplomatic communities. The Canadian and New Zealand embassies subsequently join in, and the five nations together formally establish ISB. Located on the grounds of the US Embassy, the school provides education for the children of diplomatic staff of its five founding embassies.
- 1988** Under new regulations, China's Ministry of Foreign Affairs officially registers ISB as a "school for diplomatic children." The campus moves to the Lido complex of offices and housing units, and the school is permitted to enroll all expatriate residents of Beijing.
- 1991** ISB becomes the first school in Beijing to offer the full Diploma Programme of the International Baccalaureate Organization.
- 1993** ISB's inaugural graduating class of five seniors matriculates.
- 1997** ISB is accredited by the US-based Western Association of Schools and Colleges.
- 2002** ISB is accredited as an "independent school for foreign children" by the Beijing Municipal Education Bureau. ISB relocates its campus to a 33-acre, purpose-built facility in Beijing's northeast Shunyi district.
- 2003** ISB is accredited by China's National Centre for School Curriculum and Textbook Development.
- 2007** ISB is accredited by the Europe-based Council of International Schools and the US-based New England Association of Schools and Colleges.
- 2013** ISB completes construction of a detached sports facility, complete with two pressurized domes with advanced air filtration. These domes include tennis courts and a playing field area.

## 2015-2016 Timeline

- 2015**
- August 250 new students join ISB.
  - September ISB holds its annual Terry Fox Run on the occasion of the charity event's 35th anniversary.
  - October ISB celebrates International Day.
  - November Middle school play *The Seussification of Romeo and Juliet* enjoys a run of three sold-out shows.
  - December Head of School Tarek Razik discusses education beyond borders on China Central Television.
- 2016**
- January Hundreds of parents, faculty, staff, and students participate in group sessions (ISB Cafés) to share feedback on the school's future strategic direction.
  - February ISB hosts its annual Chinese New Year Parade to celebrate the Year of the Monkey.
  - March The ISB Ball, with a 1920s jazz theme, is held to celebrate the school's 35th anniversary.
  - April ISB launches its new news website with categorized stories and interactive multimedia content.
  - May 141 seniors graduate as part of ISB's 24th graduating class.
  - June ISB Futures Academy and Niulanshan School jointly host their "Project We Are One" exhibition.
  - July Summer break.







## SECTION 2: A VISION FOR LEARNING





## Message from the Head of School

### Tarek Razik, Ed.D.

The 2015-16 school year will be remembered fondly as the year we celebrated our 35th anniversary. It was also a year of great achievement characterized by tremendous learning and growth for our students and ISB as a whole. Since our school's establishment in 1980, one of the hallmarks of ISB has been our deep commitment to providing our students with the best educational experience possible. That commitment has only grown deeper through the years and continues to prepare students for success in college and their personal and professional lives.

All of our work in 2015-16 was completed in the context of our vision: to be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student's passion for lifelong learning.

Our campus teems with life at every grade level. Our students have the opportunity to truly explore their interests and develop their passions through experiential learning and innovative applications of knowledge and skills. With an abundance of extracurricular clubs, activities, and sports, students are able to connect with each other, serve their community, and pursue excellence outside the classroom. Over the last year, these opportunities all translated into the academic and personal success of our students.

ISB students continue to be successful by every measure. In 2015-16, our students' assessment scores were well above peer scores in the region and the United States; our graduates were accepted into outstanding colleges and universities around the world; and students found true meaning, purpose, and fun in their learning.

When we reflect on all the wonderful things happening at ISB and the success of our students, it is clear this can only happen when outstanding teachers are involved; teachers who take the time to understand their students and to work with them to achieve individual success.

At ISB, our reputation in international education enables us to attract and retain exceptional faculty and staff who share our values and beliefs about how to best

educate and work with students of all ages.

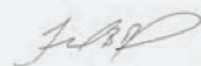
Another important element of the "ISB experience" is the strong partnership with supportive parents. The school continues to benefit from a remarkable community spirit that began 35 years ago, highlighted by the extent of volunteerism. This was shown time and time again during the year, from the glamor of the ISB Ball to the annual tradition of family fun at Spring Fair.

Much of our work in 2015-16 laid the platform for our new Strategic Plan that will guide us in the years to come. This plan will ensure we continue to deliver on our mission and vision while enhancing our culture of personalized learning.

Every day our community lives our mission to provide each student with an international education enriched by being in China. This annual report provides an opportunity to assess our progress in that pursuit. In the following pages, you can recount our school's journey throughout 2015-16 – a year that included many highlights including the ISB Futures Academy's further expansion, the laying of groundwork for our PreK Dual Language Program, the relaunch of our parent portal Dragons' Gate, and countless other achievements I am proud to share.

I sincerely thank ISB's Board of Trustees for their guidance, the parents for their support, our faculty and staff for their passion and professionalism, and most importantly our engaged students who are at the center of everything we do.

Warm regards,



Tarek Razik, Ed.D.  
Head of School





## Message from the Board Chair

### Marc Murphy, Ph.D.

This special anniversary year gave everyone at ISB the opportunity to celebrate our rich history, appreciate the wonderful community we are part of, and look to the future. We enjoyed a wide variety of events to mark the 35th year in our rich history, which brought together current and past students, faculty, staff, parents, and Board trustees. These events illustrated the camaraderie and connections that have made ISB the incredible school it is today.

For the Board of Trustees, an important focus for the year was also to review our strategic approach. Together with the Strategic Leadership Team, we created a strong framework to shape the school going forwards. In this ever-changing world, it is vital to combine a clear direction with the flexibility to react to circumstances as they arise.

Building on work in this area undertaken in recent years, in 2015-16 we hosted "ISB Cafés" to identify strengths and potential areas for improvement within our Strategic Plan. With the support of a consultancy agency, we analyzed this feedback and developed a four-pronged approach that puts learning at the center of everything we do at ISB. These areas, each underpinned by strategic goals, outline the areas of focus which will enable the school to better meet the individual learning needs of our students. These four pillars are:

- Unite as a community around our core purpose and future direction
- Optimize school systems that increase flexibility to achieve ISB's mission and vision
- Facilitate each student's growth through personalized, student-centered learning
- Advocate for and support each student's intellectual, physical, social, and emotional health in partnership with students and families

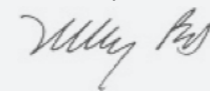
ISB continues to be financially sound with a healthy balance sheet, as outlined within this annual report. Through careful planning and diligent management, we successfully achieved solid admissions growth despite increased competition from local schools and other external factors.

In 2015-16, ISB bid farewell to outgoing chair Mara Warwick after three years of dedicated service to our Board. While Dr. Warwick's departure is a loss to our school community, we all deeply appreciate her invaluable contribution during her tenure as Chair and the excellent stead we are in for the future due to her tireless efforts. Furthermore, we welcomed new Trustees both elected and appointed whose passion for our school, students, and Strategic Plan ensure our bright future.

I would like to thank the many people who give freely of their time and expertise to support the school. Our students are incredibly fortunate to benefit from a wide range of activities and initiatives that are organized by our PTA volunteers and supported by faculty and staff. Behind the scenes, we have sound governance from a committed Board who share a common vision to continuously improve our school. Then, of course, there is our constantly growing global alumni network dedicated to supporting ISB by mentoring current students and deepening connections with graduates of all years.

Our community members make a huge impact on ISB and our students, helping to make it the special school that it is. We certainly have much to be proud of at ISB as the pages of this annual report reflect. As we look to the future, we do so secure in the knowledge that we have a strong foundation and a clear way forward. I know I speak for my fellow Board Trustees when I say thank you all for the privilege of serving ISB and continuing to build our community together for the benefit of our students.

Sincerely,



Marc Murphy, Ph.D.  
ISB Board Chair



### 2015-16 ISB Board of Trustees

Edie Chen  
Edward Grulich  
Emily Chan  
Saeri Yuk  
Jon Eichelberger  
Marc Murphy (Chair)

Mara Warwick (V. Chair)  
Philip Hu  
Marc de Beer  
Haitao Li  
Richard Robinson  
Sabine Rogge



## Overview of Learning at ISB

ISB is proud of the results that we achieve in academic terms, but academic achievement alone is not sufficient to classify ourselves as a great school. To prepare our students for academic, professional, and interpersonal success, a great school needs to go beyond traditional academics to expand its understanding of what is required in terms of skills and knowledge to achieve success in the 21st century. Through the process of developing our vision and desired student learning outcomes, ISB has identified five essential skill sets that form the core of our Learning21@ISB (hereafter referred to as L21) curriculum: inquiry, critical thinking, and problem solving; leadership and responsibility; creativity and innovation; communication and collaboration; and global thinking.

ISB is committed to ensuring that all our students from PreK to Grade 12, acquire these critical skills. These 21st century skills are supported by our L21 Approaches, specifically project-based learning; technology infusion; integrated learning; experiential learning; social and emotional learning; Chinese integration; and comprehensive assessment.

Together they best replicate an environment that is similar to how we might envision the future world outside of school. These approaches serve as familiar "companions" in our students' future academic, professional, and interpersonal lives. Backed by research, these approaches are excellent vehicles for the development of 21st century skills. Our L21 curriculum is the catalyst for the type of learning that can take our students into the future with confidence. We also feel that it can have a dramatic impact on professional environment and culture of our school, moving us to share the characteristics of successful, 21st century organizations.





## Our Mission

The International School of Beijing offers an academically rigorous, balanced, and engaging learning environment, enriched by being in China and strengthened by collaboration with parents and external partnerships. We cultivate inspirational and creative opportunities to develop each student's unique potential. We nurture confidence and intellectual curiosity through experiential learning and innovative applications of knowledge and skills.

## Our Vision

The International School of Beijing aspires to be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student's passion for lifelong learning. We will nurture the intellectual, physical, social, and emotional development of each child. We will embrace change, inspire creativity and foster innovation. We will actively promote global understanding and respect within and between cultures. Our community will model integrity and seek opportunities to serve with compassion and conviction.

## Our Core Values

**Global-Mindedness** fosters diversity of thought among students who consider their role in an increasingly connected world.

**Integrity** is as highly valued as results, laying the platform by which we function.

**Respect** among our community is a fundamental attribute for learning together.

**Balance** in the lives of all our community members is promoted and supported.

**Service** prepares engaged global citizens committed to contributing to the world around them.

**Creativity** is a critical quality for future success, which along with innovation is valued and promoted.





# Research and Development

Our students face a future that is complex, competitive, and constantly changing. ISB has therefore embraced the challenge to ensure our graduates are prepared to flourish in such an environment. In 2014, ISB developed a research and development (R&D) strategy to plan for the future and broaden the possibilities of education.

ISB cultivates innovation through R&D opportunities within our school community. This is a place at the heart of ISB where faculty, students, staff, and visitors can come together to develop and investigate new modes of teaching and learning. R&D provides the pathway for new ideas to be realized, with lessons learned being documented along the way. A key function of this model will be to assess the value of new approaches to learning and to share our reflections.

ISB's R&D Grant is designed to support teachers (individuals or groups) in pursuit of innovative projects that support our Strategic Plan through:

- Increasing relevant learning through authentic, compelling local and global enhancements.
- Optimizing each student's capacity to learn through individualized experiences and opportunities.
- Nurturing the whole child, including social-emotional, academic and physical well-being.
- Invigorating ISB's practice based on best research, on teaching and learning methods, and the changing realities of the 21st Century.
- Increasing access to expertise and new learning opportunities through additional collaborative efforts and networks beyond ISB.

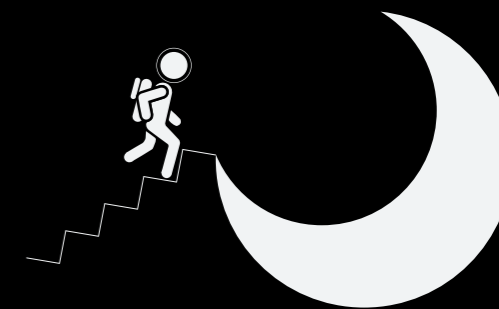
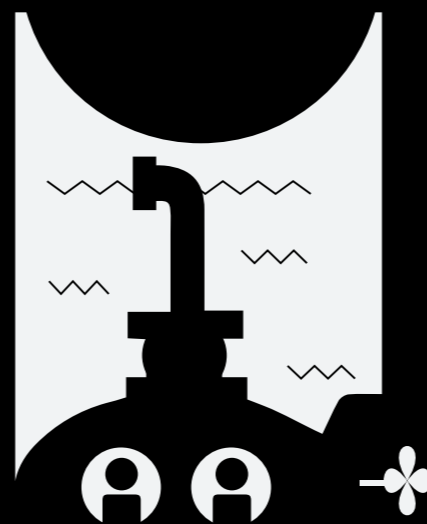
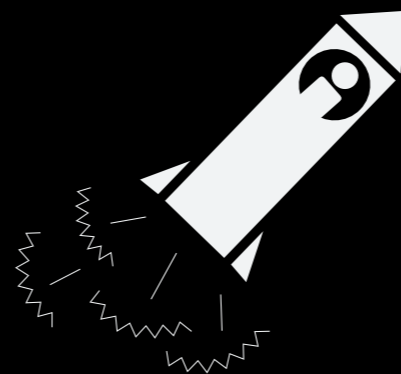
ISB R&D grants spur self-initiated, interest-based learning and innovative teaching connected to strategic initiatives. Past and upcoming projects funded by ISB R&D grants include:

**STEAM** creates greater opportunities for critical and creative thinking through the integration of math, science, engineering, technology, and arts. This offers powerful and integrated learning experiences for our students grounded in real-world learning opportunities.

**Futures Public Radio** is a project approved for ISB Futures Academy students in 2016-17. It will provide a platform for students to publish their work through a variety of media. Through real-world investigations, students will have the opportunity to master skills in journalism, sound engineering, and video editing, as well as develop their literacy skills.

**Middle School Gardening** is an enrichment that promotes global-mindedness through hands-on learning. Students learn the life cycle of plants through the cultivation of herbs, vegetables, and flowers. Food waste from ISB cafeterias will also be composted as part of this project.

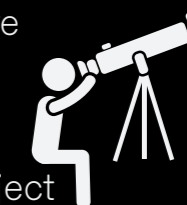
**ISB Graffiti Wall** gives students a giant brick-and-plaster canvas to showcase their spray paint art. Unveiled in 2014 and located centrally in one of ISB's courtyards, the wall is a permanent, evolving exhibition space that fosters creative exploration and large-scale visual problem solving.



**Mindfulness** is important for ISB counselors to "nurture the whole child, including social-emotional, academic and physical well-being," an initiative in the school's Strategic Plan. Counselors from each division participated in a six-day retreat for educators at the University of California's Berkeley campus in June and July 2016 to learn strategies related to the science of social-emotional learning and how these can be appropriately implemented school-wide.

**The World is a Stage** is a collaborative project-based learning experience involving middle school drama students and high school film students. Led by middle school dance and drama teacher Hannah Northcott, the project provides students with the knowledge and understanding of a wide range of communication and collaborative skills.

**The Great Animal Escape** was a book project developed by kindergarten teacher Cindy Martin-Curtis in 2014-15. The enchanting story, written by kindergarten children, was translated into Chinese by high school students and adapted as a play staged for children from local Chinese schools. The project's success was achieved through effective collaboration between students in ISB's elementary and high school divisions.



ISB R&D





**SECTION 3:** EXCELLENCE IN EDUCATION



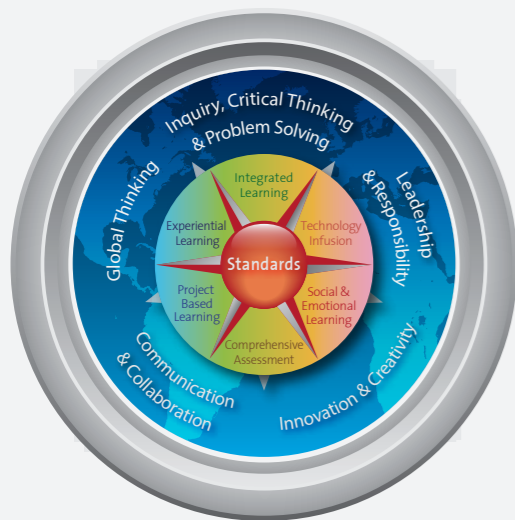


# Curriculum Overview

A summary of the curriculum review cycle as it pertains to other subjects is as follows:

2014-2015	2015-2016	2016-2017
Mathematics Physical Education Technology/ Library Media	Science English Visual Arts Counseling/ Learning Support	Social Studies Performing Arts World Language English as an Additional Language (EAL)

Our L21 curriculum for PreK through to Grade 12 is based on international standards. This curriculum is developed as part of a renewal cycle, with divisional curriculum area leaders (CAL) and curriculum and professional learning (CPL) coordinators guiding this process.



The following core subjects are based on the following standards:

- **English and Mathematics Common Core**
- **Social Studies** College, Career, and Civic Life (C3 Standards)
- **Science** Next Generation Science Standards (NGSS)

The establishment of a curriculum review cycle allows us to periodically reflect on our alignment to our adopted standards and benchmarks and the articulation of our program PreK 3-Grade 12. It is through the curriculum review cycle we take time to investigate and consider new research related to learning in our discipline.

It also provides a structured opportunity to consider areas for growth and implementation of Chinese integration, project-based learning, and L21 dispositions.

Within the context of our professional learning community, teachers ensure that all students are appropriately challenged and that suitable support is available to students when necessary.

ISB has implemented standards-based assessments throughout all divisions. This model ensures an equitable and consistent education for all students. It also allows teachers to receive feedback on formative assessments, while enhancing students' understanding of their expectations and performance criteria.

Through the collaboration of all faculty members, we have enhanced our L21 curriculum by pinpointing what we want students to know and how such learning can be achieved through authentic, engaging experiences.

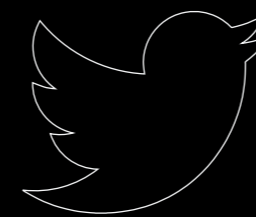
Rubrics defining performance levels are utilized across the school. In addition to clear guidelines regarding assessment and grading, common rubrics and scoring guides are used to ensure consistency of grading by teachers of the same subjects at the same grade level.

In 2015-16, CPLs developed philosophy statements in the following areas:

- **Dual Language Program**
- **Chinese Program**
- **Physical Education and Health**
- **ISB Futures Academy** (High School)
- **English Language Arts**
- **Mathematics**
- **Science**
- **Service Delivery Models** (PreK-Grade 12)

ISB marked its second year of Measures of Academic Progress (MAP®) in 2015-16. This assessment system has served as an important external data point for us. As we deepen our curriculum review cycle in 2016-17, we aspire to develop our own internal systems to measure academic achievement.

ISB continues to undergo extensive research and development into curriculum, examining best practices around the world to ensure each student is provided an exceptional international education. This supports our vision to "be an adaptive, inspirational, forward-looking learning community, cultivating relationships that ignite each student's passion for lifelong-learning."



## #LearnISB

Twitter is an indispensable tool for educators around the world, and ISB has embraced this platform to promote the innovative teaching practices that are part of our fabric as a school. The #LearnISB hashtag provided our educators with a unique online space for sharing their great work in 2015-16. A search of posts using this hashtag reveals a treasure trove of text and multimedia content celebrating passion-driven learning and teaching.

As a useful professional learning tool, Twitter is an effective platform that gives parents and educators their own window into the "magic" of an ISB education. When we face institutional barriers to being more transparent and sharing learning milestones in our classrooms, social media can serve an important role in metaphorically opening up the doors of our classrooms. ISB's strategic use of Twitter was a key goal in 2015-16 for the Office of Learning supported by ed-tech facilitators. As we planned this work, we identified why we wanted to engage faculty and administration in the use of Twitter. Some of our objectives were to:

- Promote our teaching practices
- Highlight innovation
- Share resources
- Unite our community around ISB's core purpose
- Widen professional learning networks

In 2015-16, we ran our professional development initiative Teachers Teaching Teachers on Twitter. It has been very rewarding to see several posts a day showing all of the interesting activities our students and faculty are engaged in to impact student learning. Using text and multimedia content, our teachers used #LearnISB to show support and learn from each other.



## Elementary School



Elementary school students experienced another exceptional year of learning throughout 2015-16. Students achieved success in terms of academic achievement and personal growth through fun, engaging, and challenging learning activities. This building of knowledge and skills within our students has prepared them well for their next steps.

Our teachers in both the lower and upper elementary school continued to work cohesively in professional learning communities to effectively discuss the best possible methods for ensuring that students benefit from strong teaching practices.

Operating in communities provides teachers with opportunities to communicate, share, and build strong working relationships in teams between grade levels. This remains an important focus in which effective learning and grade level scaffolding of curriculum can occur.

In 2015-16, we appointed facilitators to each grade level who served as team leaders in our professional learning communities. These facilitators complemented curricular

review work and teamwork organization conducted by leaders in each specialist area. Homeroom teachers also share curricular responsibility, such as aligning report cards to units and ensuring unit planners are up to date. Curricular Area Leaders (CALs) in the elementary school focused on five subject areas in 2015-16: English language arts, English as an Additional Language (EAL), mathematics, science and social studies, and technology.

Our efforts to optimize these subject areas were supported by visits throughout the year from educational experts including Erma Anderson (math), Thomas Guskey (standards-based grading) and Jose Medina and Gini Rojas (both EAL), all of whom engaged with parents during their time at ISB to communicate the reasons and methods behind our teaching practices.

Significant groundwork was made in preparation of our Dual Language Program. Philosophy statements were developed and strong support was generated from our parent community, as reflected by full enrollment in the program for its

first year. Another step forward in personalized learning was the development of our “student as a learner” posters used for report cards. These encourage students to take personal responsibility, demonstrate positive attitudes toward learning, and contribute to our safe, collaborative community.

Finally, we further strengthened our home-school partnership to give parents an innovative window into their child’s learning. This was demonstrated through dozens of regularly updated blogs and use of the Seesaw mobile app, which allows students to share digital portfolios of their work, in addition to student-led Parent-Teacher Conferences.

Overall, we are very proud of our milestones in 2015-16 and the excellent stead it puts the elementary school in continuing to integrate each student’s educational experience so that they make natural connections and identify the relevance of their learning.



## Top 10 Elementary School Highlights

**World Air Toss Championships** In three hard-fought finals, 3TF, 4RB, and 5HD prevailed as this year’s champs.

**Spirit Week** This year’s theme was “global-mindedness,” which was highlighted through a stunning showcase of upcycled fashion and jewelry.

**CASTA** A weeklong colorful, creative celebration of the arts that combined fun with a passion for performance.

**PreK Woodwork** ISB’s youngest learners constructed wooden replicas of campus structures in a hands-on, collaborative learning experience.

**Parent-Teacher Conferences** Students took ownership over this year’s conferences by presenting their work in a dynamic display of personalized learning.

**The Rockin’ Tale of Snow White** A humorous adaptation of a Brothers Grimm classic that had parents laughing out loud.

**Grade 2 Circus** Parents who rolled up were treated to a fun-filled routine of flips, jumps, and all-round hijinks on March 18.

**Open House** The elementary school’s first-ever open house on March 7 attracted an impressive 150 parents.

**Jedi Jugglers** A proud ISB tradition, the Jedi Jugglers’ performance didn’t disappoint with another jaw-dropping show of incredible coordination.

**Choral Festival** Led by Anne Connolly-Potter and Helene Tassone, grade level and after-school choirs performed a series of concerts in partnership with local schools.



## Middle School



The middle school continues to be a vibrant center of learning at ISB, where we continually support the academic, physical, and social-emotional well-being of all our students. We recognize that the early adolescent years are not only critical for the “whole child” development, but also a special developmental period for lifelong learning. An effective way we ignite this passion for lifelong learning among our students is connecting their interests with learning.

In 2015-16, our enrichment program gave students a diverse range of opportunities to explore their interests and learn key L21 skills. The newly introduced Genius Hour built on many of the principles of our tremendously successful One Day, giving students an entire academic quarter to pursue independent projects that reflected high levels of creativity and innovation. Giving students “voice and choice” in their learning facilitates exploration of ac-

ademic and non-academic subjects. Whether it is coding, gardening, woodworking, knitting, or any of the many other hands-on opportunities offered in our enrichments program, the scope of our students’ learning passions is as diverse as they are.

Positive communication about learning was an area of focus for our faculty in 2015-16. To this end, the Principal’s List, circulated every second Monday, was introduced to recognize exemplary character by students who demonstrated ISB’s core values or showed a growth mindset.

Another way the middle school is facilitating useful feedback is through our continuation of standards-based grading, which complements personalized learning. By giving students personalized feedback on their specific strengths and areas for growth, we can allow them to progress better and lay a platform

for better conversations between parents and students.

The ISB Futures Academy was a focal point of change and consolidation for the middle school in 2015-16. Its year-on-year growth from 24 students to 70 was a testament to its success as an innovative learning program, while also laying a solid foundation for its expansion into high school.

In addition to its well-appointed flexible learning space, the program had many highlights in 2015-16 as evidenced by its many inspirational learning experiences; from Passion Projects to Identity Exhibition, there were countless examples of students reaching their unique potential through the support of meaningful partnerships and flexible use of resources.



## Top 10 Middle School Highlights

**One Day** Students pursue their passions while acquiring L21 skills including creativity and innovation.

**Mentoring Trips** Team building between students and teachers through authentic, real-world learning beyond the classroom.

**ISB Futures Academy** A new learning space expanded learning possibilities, while strong enrollment growth paved the way for an exciting future.

**Spirit Week** STUCO’s leadership and responsibility of this fun week in December boosted school spirit.

**Poetry Café** Fun, engaging performances of original works by students in April provided an entertaining backdrop to lunchtime in the MS/HS Cafeteria.

**Project We Are One** A joint project between the ISB Futures Academy and a local Shunyi middle school to promote environmental sustainability.

**Maker Basics** A new enrichment that attracted strong interest from hands-on students.

**The Seussification of Romeo and Juliet** A colorful collaboration of passion and performance under the direction of dance and drama teacher Hannah Northcott.

**Smile Week** A record 100,000 RMB was raised to give infants with cleft palates life-changing surgeries.

**Project Phoenix** Interdisciplinary project-based learning in action through the simulation of an intergovernmental summit.



## High School



The 2015-16 school year proved to be another immensely positive and productive year for the high school. In addition to the higher quantitative measures of success, we also reached new qualitative heights.

Our academic measures are many, but among the most noteworthy are our seniors' impressive Advanced Placement (AP), International Baccalaureate (IB), and ACT/SAT scores that allowed them to matriculate to many of the world's finest colleges and universities. In the IB Diploma Programme, we enjoyed one of our best years on record with 17 students scoring 40 or above and a further 89 exceeding the world average.

Our IB composite average score was 36, impressive by any standard and up 1 point from the previous two years. Our AP median scores were also strong, comparing favorably with worldwide averages, and our

SAT results improved year-on-year in all areas.

Of course, our strengths as a division go well beyond high academic scores. Our mentoring model showed consistent growth and improvement in preparation for its extension as a yearlong program. In addition to supporting our personalized learning and nurturing the whole child, our mentoring model ensures every student has direct access to a teacher whom they form a trusting, meaningful relationship with in a small group setting.

In 2015-16, we also enjoyed our first year of gold certification in the Duke of Edinburgh International Award program. Student clubs and service groups also made significant achievements in their work, contributing to the vitality of our school and local community. We also made preparations for the ISB Futures

Academy's expansion into the high school, developing its philosophy statement and exploring ways to replicate its success in the middle school by connecting students' learning to their interests.

The strong response we received from parents interested in this program, reflected by full enrollment, sets the tone for a positive year of learning ahead for high school students in the ISB Futures Academy.

Other developments in 2015-16 included our efforts to shift toward standards-based reporting through our Student as a Learner rubric that provides parents with useful feedback on how their children learn in respect to responsibility, attitude, time management and other important aspects.



## Top 10 High School Highlights

**Experiential Learning Week** More than 30 projects reflected high levels of student engagement and L21 skills.

**Return to the Forbidden Planet** A fun sci-fi musical that was truly out of this world.

**Fiji Cyclone Fundraising Banquet** ISB students co-organized a gala dinner that raised more than 1 million RMB for Fiji's recovery from Cyclone Winston.

**One-Act Festival** An entertaining lineup of plays acted, directed, and written by students highlighted creativity and innovation.

**Outstanding IB Results** Seventeen members of the Class of 2016 scored 40 or higher out of a maximum 45 points, while ISB's average score as a school was 36 compared to the global average of 30.

**BEAD Math** A project-based learning module that combines business, engineering, art, and design.

**Showtime Jazz Gala** ISB's annual jazz charity gala in support of Habitat for Humanity.

**Super APAC Badminton** The biggest ever tournament of its kind brought together 12 schools in the name of sportsmanship and friendship.

**BEIMUN** The 24th session of the annual Beijing Model United Nations attracted 526 students from 32 schools.

**APAC Theater** Under the instruction of talented theater professionals, students from six schools shared their passion for performance in a caring, collaborative festival.



# Assessing the Results

## Measures of Academic Progress

Measures of Academic Progress (MAP) assessments are given to students in grades three through eight in the areas of language skills, math, and reading. MAP assessments are criterion-referenced, meaning they generate a score that is based on a level of knowledge and skill that is not dependent on grade level. Since MAP assessments are given twice each year, growth is also calculated.

The charts on pages 36 and 37 show the statistics for 2015-16. The ISB average represents the average score of all our students in that grade who took the test. The US average represents the average score of all students in that grade who took the test worldwide. The East Asia Regional Council of Schools (EARCOS) average represents the average score of all students in that grade who took the test at EARCOS schools. The school percentile represents how the average score of a grade level at ISB compares to the average score of a grade level in all other schools who administered the test.

As reflected by the results, our average scores are significantly higher than the average scores of the US and EARCOS comparison groups.

## International Baccalaureate

ISB offers students the opportunity to earn a second diploma, the International Baccalaureate (IB) Diploma. The IB Diploma Programme is a challenging two-year pre-university education. It involves rigorous academic studies and promotes international-mindedness and critical thinking.

ISB's Class of 2016 secured their place among the best students in the world in the International Baccalaureate (IB) Diploma. Seventeen ISB students scored 40 or higher out of a maximum of 45 points, nearly double the figure from last year. ISB's average score as a school was 36 points, well above the global average of 30 points.

A total of 91 students from ISB's Class of 2016 completed the IB Diploma, 26 of whom took the bilingual diploma. English was one of the standout subjects for ISB's IB Diploma students, with our seniors topping the world average in all five categories for language and literature. Similar success was achieved among other languages, with ISB's average scores for French and Spanish in the higher and standard levels, far exceeding global means.

One of the strongest subjects for ISB was Film: our students' average score was 6.13 compared to the world average of 4.32.

## Advanced Placement

Advanced Placement (AP) exams are standardized criterion-referenced summative assessments. AP scores range from one to five, with scores of three or higher considered passing and eligible for waiving the equivalent college course at most US universities.

## College Admissions by Region for Classes of 2014-16



US: 131

UK: 17

Canada: 9

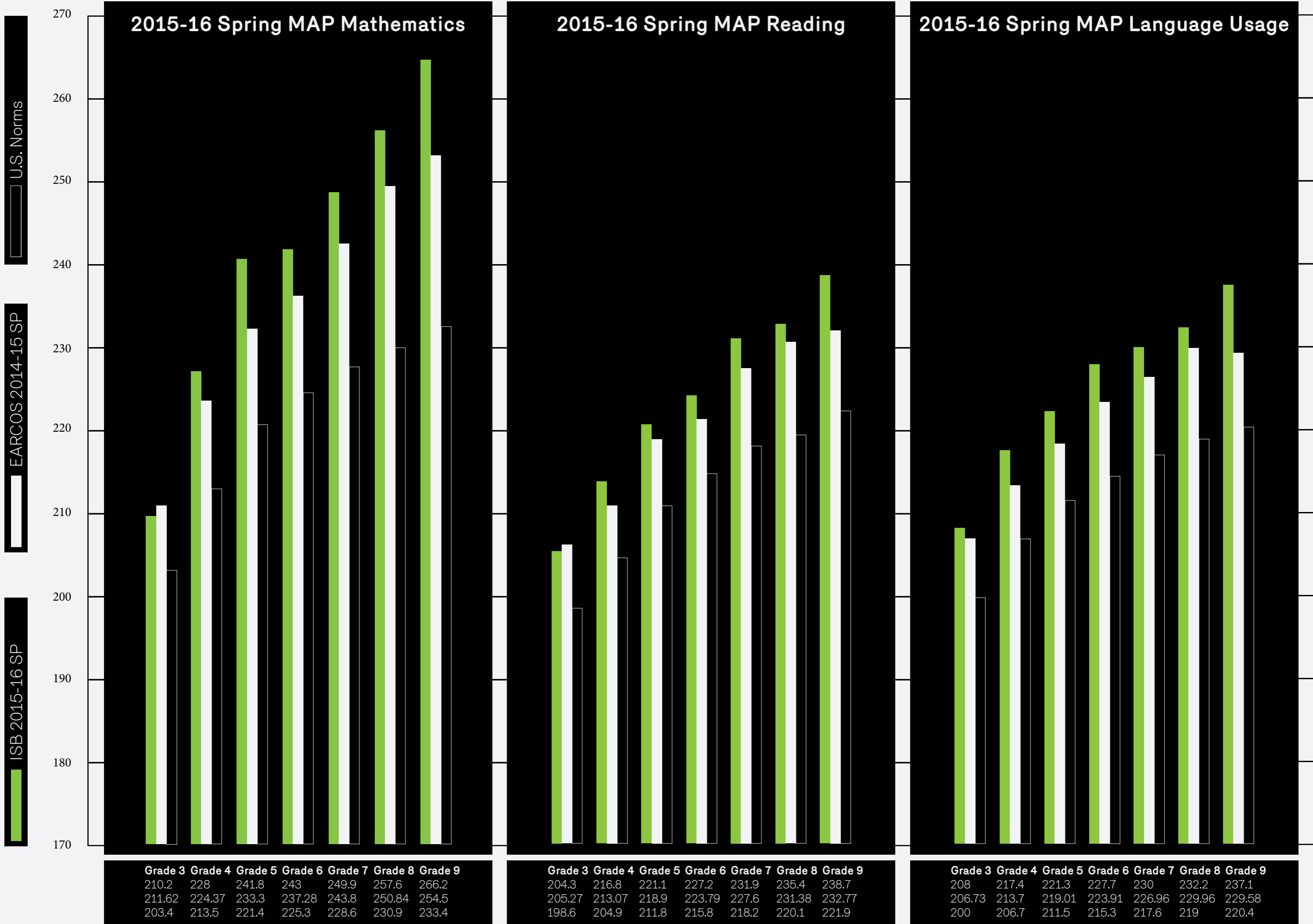
Asia: 9

Europe: 7

## Top 10 College and University Destinations for Classes of 2014-16

- |  |   |
|--|---|
| 1) University of Southern California   | 5) University of California, Los Angeles    |
| 2) University of Toronto               | 6) University of California, Berkeley       |
| 3) New York University                 | 7) University of Illinois, Urbana-Champaign |
| 3) University of California, San Diego | 8) Boston University                        |
| 4) Northwestern University             | 9) Carnegie Mellon University               |







## Support Services

ISB offers a continuum of support services for students with unique learning profiles from PreK through to Grade 12. We are committed to providing a range of intellectual, social, and emotional services for students who are in need of assistance or enrichment in their learning journey. The 2015-16 school year was an exciting year of reflection, renewal, and action for support services at ISB. We boosted professional collaboration across divisions, while simultaneously delivering exemplary academic interventions, remediation, extension, and social-emotional support for students. ISB's support services program comprises three key areas: language support, learning support, and counseling.

ISB promotes an ethos of inclusion. We recognize that all learners benefit from a safe and supportive environment, that understanding and supporting each child's academic, social and personal growth is imperative to their success. ISB is committed to implementing and improving viable programs to accept, support, include, and celebrate diversity in our learning community.

## Language Support

ISB's English as an additional language (EAL) program is a "sheltered immersion" program that aims to develop students' English language skills in the context of our L21 curriculum. Supported by classroom teachers, ISB's 11 EAL specialists nurture their students' language proficiency through work in regular classrooms in grades 1-8 along with additional pull-out sessions and teacher consultation as needed. In the High School, EAL students are supported through an additional support class and teacher consultation as needed.

Many ISB teachers have received training through the Teaching EAL Students in Mainstream Classrooms (TESMC) program. More recently, ISB is transitioning to the Sheltered Instruction Observation Protocol (SIOP), a research-based model advocated by the Center of Applied Linguistics. ISB teachers receive SIOP training twice annually to give them strategies for making English more explicit in the context of individualized instruction. Moving forward, we are in the process of developing an inclusive language policy that supports one of ISB's greatest assets: students' linguistic and cultural diversity.

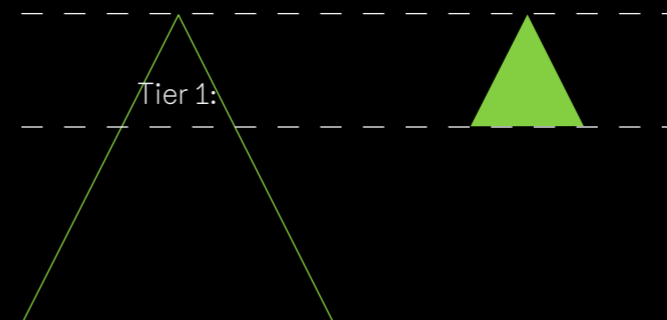
## Looking Ahead

During the 2016-17 school year, specific areas of support services will go through further review to assess effectiveness in each area. Support services will continue reviewing current practice through research and self-audits to ensure that we are continuing to support and best serve our vibrant, diverse student population. Preliminary results of an external audit identified room for improvement in communication. Efforts will be made to produce materials, such as guidelines and policies, to strengthen the framework of our support services and deepen relevant connections with personalized learning. Collaboration with ISB's communications department will also be enhanced to ensure we raise awareness and celebrate the success of our services in our school community.

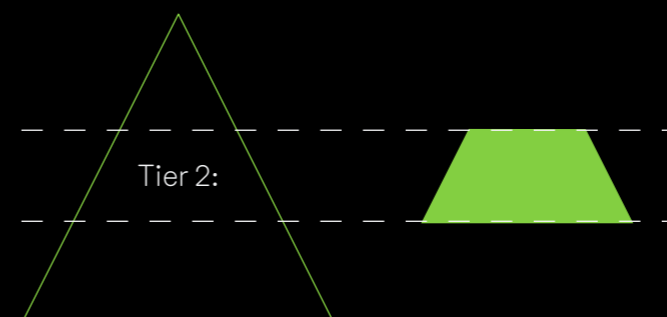
## Response to Intervention

ISB has a multi-tiered system of support (MTSS), which includes a response to intervention (RTI), problem-solving approach school-wide. We are in the process of developing tighter progress monitoring processes. For example, we have just begun our second year using AIMSweb, a screening and progress monitoring system based on direct, frequent and continuous student assessment for students in grades 1, 2 and 3. We place a strong emphasis on early intervention through tier 1 and 2 supports in the early grades. In grades 3 to 9, we use the Measures of Academic Progress (MAP) testing as a school wide screening twice per year (fall and spring). Students scoring below a designated level are identified for further data collection. In addition to using an RTI approach, ISB conducts psych-ed assessments when necessary to inform instruction.

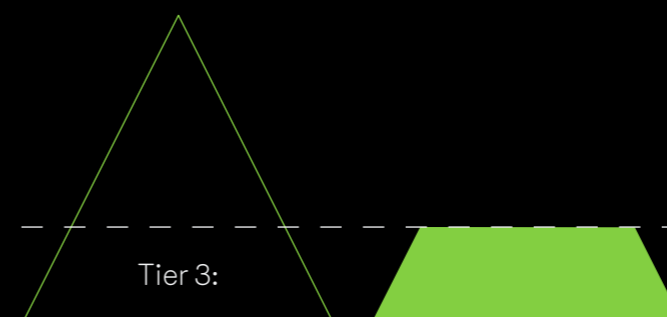
Implementing our MTSS model requires collaboration between classroom teachers and student support services teachers and strong partnership with parents. Page 39 has a brief description of the model.



**Tier 1:** All students receive high quality, research-based instruction. Classroom teachers focus on differentiating their instruction to meet the diverse learning needs of students. Teachers design and administer on-going formative assessment and periodic summative assessments to gauge student growth and progress in relation to curricular goals and objectives.



**Tier 2:** Students who are not making sufficient progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. The intervention is provided in small group settings in addition to instruction of the general curriculum. The instruction is targeted on identified skills and the intervention usually is temporary. However, sometimes it is determined that a student needs a Tier 2 level of support for an extended period of time. Tier 2 placement is reviewed quarterly in grades K-8 and semesterly in high school.



**Tier 3:** At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions in Tier 2 are considered for Tier 3. The data collected during Tiers 1 and 2 are included and used to make the eligibility decision.

Implementing the MTSS Model will help ISB continue to build capacity to meet the diverse needs and interests of students.

## Mindfulness

ISB's Strategic Plan commits us to nurturing the whole child including intellectual, physical, and social-emotional well-being. In 2015-16, a mindfulness project backed by the school's Research and Development program gave counselors across all divisions valuable training at The Greater Good Science Center Summer Institute for Education. The weeklong retreat, run by the center at the University of California Berkeley campus in summer 2016, was rooted on the science of social-emotional learning. In addition to obvious benefits related to nurturing social-emotional well-being, mindfulness can also support personalized learning at ISB through:

- Increased attention
- Increased working memory, planning, organization, and impulse control
- Decreased hyperactivity and impulsivity
- Increased sense of calmness and self-acceptance
- Increased self-esteem
- Increased quality of sleep

In addition to counselors teaching and using mindfulness with individual and small groups, our counselors identified ways to implement mindfulness within their relative divisions including through classroom education sessions (elementary school), mentoring time (middle school), and freshman sessions and senior retreats (high school).



## Experts in Residence

Stephen Palumbi  
**Marine Biologist**

Alan Gibbons  
**Children's Author**

Erma Anderson  
**Math Consultant**

Gini Rojas  
**EAL Consultant**

Jacqueline Harvey  
**Children's Author**

Du Yufang  
**Historian**

Kenn Nesbitt  
**Children's Poet**

Nick Bland  
**Children's Author**

John Robinson  
**Motivational Speaker**

Lü Siqing  
**Violinist**

Linda Ragsdale  
**Peace Activist**

Richard Blanco  
**Inaugural Poet**

Kim Gevaert &  
Tia Hellebaut  
**Belgian Olympians**

Thomas Guskey  
**Assessment  
Consultant**

Jose Medina  
**Dual Language  
Consultant**

Seung Chan Lim  
**Alumnus and  
TEDx Speaker**

Zhong Man  
**Olympic Gold  
Medalist**

Jared Backstead  
**Alumnus and  
Jazz Musician**

Ash Moniz  
**Artist**

Harry Baker  
**Slam Poet**



ISB's high-performing faculty are not the only teachers who give our students new knowledge, skills, and understandings of the world around them. Increasing access to expertise and new learning opportunities through collaborative efforts and networks beyond ISB allows us to broaden our horizons both as educators and students. In 2015-16, we were fortunate to attract a talented cohort of experts from a diverse range of fields. From scientists to musicians, Olympians to education experts, ISB served as a hub for many types of partnerships that enriched our scholastic relationships and complemented our core values.

### Dragon Dialogue Series



ISB's Dragon Dialogue Series represents our Strategic Plan in action by increasing our access to expertise and new learning opportunities through collaborative efforts and networks beyond ISB. Speakers from a broad range of fields share diverse opinions and profound insights at these engaging discussions, which optimize real-world learning through authentic, compelling local and global engagements. Dragon Dialogues are held throughout each school year at ISB, and are open to both our school and wider communities.





## Activities

Our programs help students to grow as individuals, scholars, and contributing members of the community. ISB's co-curricular program gives students opportunities to explore their passions and experience new activities through after-school activities and our enrichment and service programs. We offer competitive and non-competitive sports, performing arts groups and ensembles, and service opportunities to help prepare students to enjoy and be successful in life. We encourage students to engage in a variety of activities to foster their desire to learn about and from a variety of disciplines. The success of our program is dependent upon the creativity, expertise and dedication of our educators, coaches, parents and students. ISB fosters an inclusive environment and is committed to student involvement.

## Athletics

Our after-school sports program caters to students of all grade levels. Our sports program not only aids our students' physical development by improving their coordination and developing their skills in a variety of sports, but also helps students learn to work as a team.

Elementary school students take part in many exciting intramural sports events throughout the academic year and have the opportunity to join a variety of sporting after-school activities. These activities are complemented by opportunities for competition at invitational tournaments with the International Schools Athletic Conference (ISAC) member schools in Beijing and Tianjin.

Middle school students have the opportunity to take up sports they have not tried before and develop their skills. Regardless of their ability, middle school students who train with a sports team are given the opportunity to compete against other international schools in Beijing and further afield including tournaments with the International Schools Athletic Conference (ISAC).

High school students participate in a number of prestigious sporting events against international schools from across Asia and have the opportunity to travel with their team to compete. ISB hosts a number of these large-scale sporting competitions, including the China Cup, Association of China and Mongolia International Schools (ACAMIS) tournaments and the Asia-Pacific Activities Conference (APAC).

### Activities Office Partnerships

Club Football  
Sports Beijing  
On Pointe Dance Studio  
Renee Dance Studio  
NBA Yao School  
AMIS



## 2015-16 Tournaments Hosted at ISB

### Great Wall Shootout

### APAC

### China Cup

### ISAC MS/HS

Tennis  
Badminton  
Theater

Rugby  
Tennis  
Softball  
Swimming

U13 boys soccer  
U14 boys volleyball  
U14 girls basketball  
Swimming

### AMIS

### ACAMIS

### ISB APAC Champions

Boys Choir

Golf  
Basketball  
Track and Field

Swimming (boys)  
Track and Field (boys)  
Tennis (boys and girls)

## After-School Activities

Music Swap, Grade 2 choir, ballet, guitar, Latin dance, Chinese singing, hip-hop and jazz dance

Sketchbook School, clay molding, wood crafting, air modeling club, crystal flower making, studio express

ISB Wushu Warriors, rock climbing, gymnastics, tennis, table tennis, karate, archery, magic show, fantastic chess and card room, NBA Yao School, Lego, taekwondo, rollerblading

Habitat for Humanity, Roots & Shoots, cooking club, Greenkeepers, healthy snacks for children

MS Chinese Newspaper Club, Spanish and Korean mother tongue program, math support, smart computing, Science Knights, Chinese Book Club

### Life Skills and Service

### Extension of Class

### Movement & Games

Habitat for Humanity, Roots & Shoots, cooking club, Greenkeepers, healthy snack for children to make and eat

MS Chinese Newspaper Club, Spanish & Korean Mother Tongue, Math support, Smart Computing, Science Knights, Chinese book club

Wushu warriors, Rock climbing, Gymnastics, Tennis, Table Tennis, Karate, Archery, Magic Show, fantastic Chess and Card room, NBA Yao Basketball, Lego, Taekwondo, Rollerblading

### Performing Arts

### Arts and Crafts

Music swap, Grade 2 Choir, ballet, guitar, Latin dance, Chinese singing, hip-hop and jazz dance

Sketchbook School, fun with clay, wood crafting, Air Modeling Club, crystal flower making, studio express



**5 Activities  
Highlights  
in 2015-16**

First annual Activities  
Awards Ceremony

Creation of a third  
girls volleyball team

1,339 students  
involved in 217 ASAs

Establishment of On  
Pointe dance school

70%+ participation  
rate of middle school  
students in sports  
and activities







SECTION 4: THE ISB FAMILY





## Admissions

Families are attracted to ISB for many different reasons; they see our proven record of academic excellence, our inspirational learning opportunities enhanced by being in China; and our warm community where parents, teachers, and students form lifelong friendships. In 2015-16, we welcomed more than 400 new students to ISB and provided 551 tours, an average of three per school day. Of these newcomers, 250 students enrolled in August 2015 and 159 in January 2016. Our school-wide enrollment for 2015-16 totaled 1,697 students.

In a year of growing competition among local international schools, we successfully increased enrollment and decreased withdrawals. We explored more innovative internal and external advertising opportunities to increase our exposure and stand out in a crowded marketplace. We also created new outreach opportunities by engaging with embassies and companies to learn more about family expectations and how we can accommodate these needs.

Our inaugural Elementary School Open House in March was an enormous success, attracting more than 150 parents who showed great interest in our innovative programs. Among our many unique learning opportunities, there was fantastic support for our new Dual Language Program as reflected by full enrollment and growing interest in the Futures Academy amid its expansion into the high school.

The 2015-16 school year was also one of change and consolidation for the Admissions Office. In addition to working closely with ISB's Communications and Marketing department on an integrated marketing campaign, we also collaborated with

ICT to remodel our re-enrollment process to enhance its user-friendliness and simplify the feedback process. Other innovations included improving our orientation procedures for new families, both in summer and winter, to ensure their smoother transition into life at ISB and Beijing. With 159 students joining us mid-year, our additional Orientation Day was warmly received by our new families as reflected by their positive feedback.

Just as personalized learning is a key part of ISB's strategic plan, personalized service is at the core of the Admissions Office. Our three admissions officers are committed to guiding each family through the application process through a friendly, personalized approach. Our ability to understand students and families is critical to all we do, which is why we seek to admit each student into their unique learning zone: a place where personal learning and growth are maximized in caring, fun, and appropriately challenging environment. This kind of placement is obviously a large and a sensitive task, as we must work with the best information we have at any time.

ISB's Admissions team, with the support of our administrators and Board, developed and piloted an optimal admissions approach in 2014-15. This approach aims to help us attract, welcome, know, review, and make optimal learning placements for each applicant to ISB. Earning a place at ISB means a lot. It always has, and it always will. We are proud that ISB wants to ensure that all students are high achievers, experiencing maximum growth and learning from their first day as Dragons.







Withdrawals Year-on-Year	
2013-14:	335
2014-15:	258
2015-16:	236

2015-16 At a Glance	
Family Tours:	551
New Enrollment:	250
Mid-Year Enrollment:	159
Student Body:	1,697
Number of Families:	1,162
Nationalities:	49

Nationalities	
Albania	1
Australia	55
Austria	4
Belgium	3
Brazil	5
Bulgaria	1
Cambodia	1
Canada	170
China (HK, Macau, TW)	265
Colombia	1
Denmark	6
Estonia	1
Ethiopia	1
Finland	4
France	15
Germany	14
Greece	2
Hungary	2
India	29
Indonesia	3
Ireland	3
Israel	3
Italy	9
Japan	23
South Korea	249

Lesotho	1
Luxembourg	2
Malaysia	22
Mexico	4
Mongolia	1
Netherlands	7
New Zealand	8
Norway	3
Pakistan	1
Philippines	7
Russian Federation	1
Rwanda	1
Saudi Arabia	2
Singapore	40
South Africa	1
Spain	5
Sweden	16
Switzerland	7
Tajikistan	2
Thailand	1
Turkey	1
United Kingdom	20
USA	672
Venezuela	2
<b>Total</b>	<b>1,697</b>



# Faculty Demographics

We know from research and experience that the quality of teaching is directly linked to student achievement. We are proud of our talented multinational faculty who bring passion, professionalism, and a strong commitment to ensure that each student is appropriately challenged and supported. Representing more than a dozen different nationalities, the ISB faculty brings rich and diverse experiences and perspectives to their students on a daily basis.

All members of the ISB administration and faculty have qualifications in their respective fields from externally recognized authorities. ISB's continuous professional development program supports faculty attendance at a wide variety of workshops and online training sessions sponsored by the International Baccalaureate Organization and other reputable educational institutions around the world. Furthermore, ISB faculty members benefit from a variety of educational consultants who provide workshops on campus throughout the course of the year.

## Student to Faculty Ratio

9.6:1

## Staff Demographics

Administration: 22  
Faculty: 193  
Support: 125

## Educational Qualification

**Administration**  
Doctorate (4)  
Master's (13)  
Bachelor's (5)  
**Faculty**  
Doctorate (1)  
Master's (136)  
Bachelor's (55)

## Nationality

US: 115  
Canada: 34  
Australia/NZ: 30  
Greater China: 107  
Other: 54

## Years of Service

	0-2 years	3-5 years	6-8 years	9-10 years	12+ years
Admin	8	9	2	0	3
Faculty	55	54	25	3	56
Support	33	30	11	22	29





# Booster Club



The ISB Booster Club is a parent-led organization whose goal is to promote school spirit through the ongoing support of athletics, visual and performing arts, and academic programs. From providing banners and spirit items at home games, to special event T-shirts, to hosting the refreshment concession at school events, our purpose is to support and encourage students to participate in co-curricular activities so they can become well rounded individuals.

We work with administration, PTA, and faculty to help enrich our students' experiences at ISB. To achieve our goal, the Booster Club raises funds through the sale of school supplies, school spirit merchandise, and community social fundraising events. The ISB Dragons' Den is staffed by parent volunteers. With the strong support of parents and the ISB community, the Booster Club was able to contribute 109,861 RMB for athletic and performing arts activities in 2015-16. The Booster Club supports ISB students in the following sporting tournaments, arts and music festivals, and other internal school events:



The Booster Club supports ISB students in the following sporting tournaments, arts and music festivals, and other internal school events:

Association of China and Mongolia International Schools (ACAMIS): basketball, volleyball, soccer

Asia-Pacific Activities Conference (APAC) sports: basketball, volleyball, tennis, soccer, baseball, rugby

APAC festivals: drama, choir, orchestra, band

China Cup: volleyball, basketball, tennis, soccer,

swimming, forensics

International Schools Activities Conference (ISAC): soccer, basketball, volleyball, tennis, swimming, track and field

Model United Nations

ISB ensembles and drama productions (dance, jazz band, plays, musicals)

Graduation ceremony

# Parent Teacher Association



The PTA is an active, all-volunteer organization whose mission is to foster a sense of community, build school spirit, promote enthusiasm for learning, and encourage students to contribute positively to society. Over the past 35 years, it has been the relationships between staff, faculty, and parents in support of our students' learning that has made ISB such an extraordinary community. For many of us, living in Beijing is a once-in-a-lifetime experience enriched by the friendships and shared passion for our children's personal growth and development. The PTA builds on these friendships and shared interests by encouraging parents to contribute their time, efforts, and expertise to the many events and activities that make ISB such a special school.

Of course, fulfilling the PTA's mission is only possible due to the tireless efforts of our parent volunteers, supportive faculty, staff, contractors, and of course, our students. In 2015-16, we benefited enormously from these collective efforts and can be very proud.



## 2015-16 Executive Board

- President: **Joycelyn Diong**
- Vice President: **Nadine Pettman**
- 2nd Vice President (co-chaired): **Angela Chen, Purcy Lai**
- Secretary: **Sue Wang**
- Treasurer: **Leslie Wang**

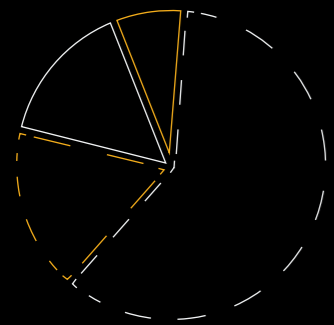
## PTA by the Numbers

- 16 elected executive members
- 20+ associate members
- 45+ PTA Store volunteers
- 36,000 ice creams sold
- 815,984 RMB raised for student and community activities



## 2015-16 Expenses

Total: 515,984 RMB



Community events:  
279,806 RMB



Student activities:  
96,650 RMB



Student charities:  
96,486 RMB



Student enrichments:  
46,042 RMB



## 2015-16 Income

Total: 580,297 RMB



Ice cream sale:  
33,349 RMB



PTA Store:  
106,000 RMB



Spring Fair:  
346,148 RMB



Spring Fair 2015:  
94,800 RMB



## Events



**Spring Fair** attracted more than 5,000 people in one of the biggest expat fairs of the year. Children of all ages enjoyed a wide variety of games and activities, while adults browsed wares of more than 200 vendors and tried their luck at raffles and the ever-popular tombola.

**International Day** featured an impressive school-wide parade of students proudly wearing their countries' traditional dress and national colors. Families embarked on a whirlwind tour of sights, tastes, sounds, and activities at parent-run showcase booths representing a wide variety of countries, continents, and cultures. Audiences were also dazzled by energetic student performances of songs and dances from different corners of the globe.

**Parent social events** ranged from Japanese and steamed bun cooking classes to salsa dance lessons and photography workshops. These fun events gave ISB parents opportunities to learn some new skills and bond over shared interests.



## Events

**Mini Bazaars** were held allowing vendors, including charities, to sell unique gifts before our winter and summer breaks.

**Family outings** were held at Jingdong Grand Canyon in September and Gubei Water Town in May, attracting nearly 200 people. The PTA provided transportation and entry tickets for both outings.

**Author visits** by Kenn Nesbitt, Alan Gibbons, and Nick Bland were sponsored by the PTA as part of our support for student enrichments.

**A Spring Festival tea ceremony** was held to celebrate Chinese New Year for 250 attendees who were treated to a buffet lunch and more than a dozen performances at the new Yosemite D clubhouse.

**ISB's 35th anniversary** was celebrated through the PTA's sponsorship of travel towels for all students, faculty, staff, and contractors. Construction of a black granite fountain in the courtyard outside the theater was also funded by the PTA.

**Teacher and Staff Appreciation Day** included a lunch for faculty and staff and special ceremony for contract workers to express thanks and appreciation for their effort and passion.



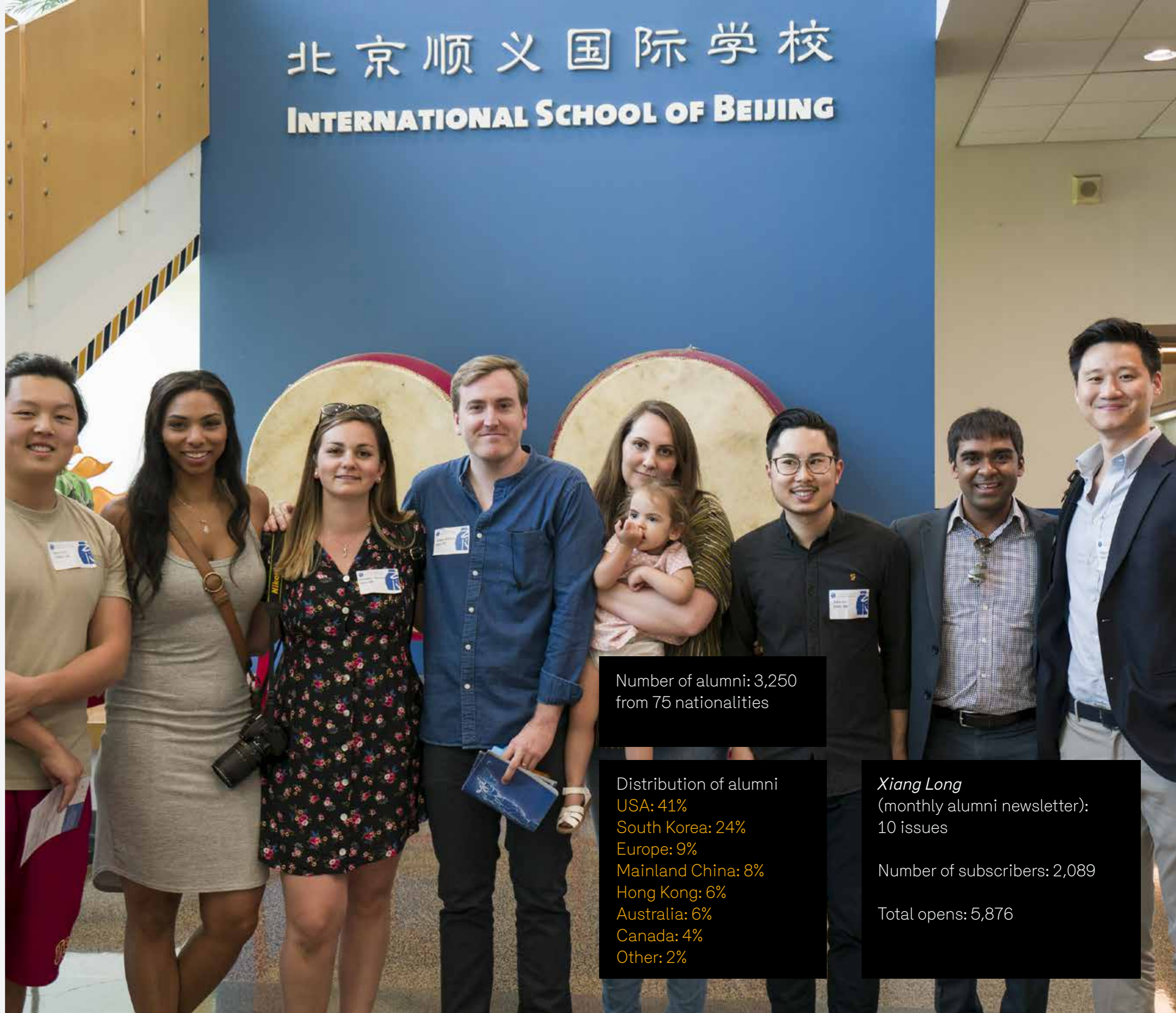
## Alumni Relations

Relationships are fostered at every step in a student's academic career and last far beyond their time on campus. Every graduate remains an integral member of the ISB family, a vast network that grows bigger each year.

With the help of the ISB Alumni Association, our graduates can share in the success of each other's personal and professional achievements, reminisce over old Beijing memories, and network with more than 3,000 alumni in our community.

The ISB Alumni Association provides our graduates with a number of ways to stay connected with each other and the school. Each year we publish our e-magazine *Rui Long*, featuring profiles and individual highlights throughout the year. We also distribute a monthly e-newsletter, *Xiang Long*, that includes current news on campus and alumni profiles. We have also built a vibrant presence online through social media channels and Graduway, a newly launched website and app that gives our alumni their own space to share news, photos, job postings, and other updates.

Of course, there is no substitute for reconnecting with old friends and making new ones than getting together in person. In 2015-16, we sponsored alumni reunions in Boston, Toronto, San Francisco, and Beijing, while many more informal gatherings were organized by our dedicated team of alumni representatives throughout the world.



Number of alumni: 3,250  
from 75 nationalities

Distribution of alumni  
USA: 41%  
South Korea: 24%  
Europe: 9%  
Mainland China: 8%  
Hong Kong: 6%  
Australia: 6%  
Canada: 4%  
Other: 2%

*Xiang Long*  
(monthly alumni newsletter):  
10 issues

Number of subscribers: 2,089

Total opens: 5,876





**SECTION 5: FACILITIES AND TRANSPORT**





# A 21st Century Campus

## Overview

In reflecting upon ISB's incredible changes over the past 35 years, one only needs to glance at how far our learning environment has progressed since the days of the "Little Red Schoolhouse" in the hallway of a downtown diplomatic compound. Our campus today is an extension of our learning philosophy and was designed to realize our vision: to nurture the intellectual, physical, social and emotional development of our students.

ISB has 12 science labs, dedicated visual arts wings and art studios, a student cooking lab, a 600-seat theater, black box theater, rehearsal space and studio stage. Our school building is equipped with two library media centers, four gymnasiums (one with a climbing wall), baseball and softball diamonds, two soccer fields, a stadium with a running track, and a 25-meter pool with diving boards. We also have two purpose-built sports and recreation domes enclosing six tennis courts and a wide range of indoor/outdoor sports and fitness areas. Both domes are situated side-by-side over 8,500 square meters. Throughout our campus, the highest standards of air quality are provided by a state-of-the-art air-filtration system. This includes our pressurized domes, which are also equipped with heat recovery systems to maintain an ambient temperature.





## Summary of Projects

The 2015-16 school year was another period of high productivity, exceptional safety, and overall continuous improvement for the Facilities Office. All of the hundreds of requests and projects were carried out on time, on budget, and without incident.

One of our strengths of the Facilities Office has always been its maturity as a department. Our nine full-time personnel have a combined 113 years of experience of working at ISB – that's an average of 12.6 years per staff member.

One of ISB's strategic initiatives, to optimize school systems that increase flexibility to achieve our mission and vision, is most evident during the major construction period that takes place during the ISB summer holidays.

More than 30 approved projects were completed during the summer 2016. The Facilities Office handles more than 300 work requests per week throughout the school year, with an average of 6 to 10 set-up requests per day excluding major events including International Day, Spring Fair, and the year-end Graduation Ceremony.

### Just Some of the Things We Operate and Maintain

4 2,000kVA Transformers

2 Diesel engine generators

317 Electrical sub-boards and distribution boards

65 Air-handling units

3 Harmonic filters

1,090 Fan coil units

3 Chillers

40 Split air-conditioners

50 Exhaust fans

25 Sewerage pump units

4 Septic tanks

8,807 Indoor lights and 658 outdoor lights

### Major projects in 2015-16 included:

Monitoring and evaluation systems maintenance

ISB Futures Academy (MS learning space)

MS/HS Library renovation

Swimming pool: lighting and circulation system upgrades

New shelves and barista bar for MS/HS Library

New bleachers in Gyms 1 & 2

Renovation of 20 restrooms

Drinking fountains

Backup air-handling unit for Fitness and Tennis Center

New speaker system for stadium

New lockers school-wide

Repainting HS classrooms and hallways

Renovation of 4 learning support classrooms

Repainting and recarpeting all offices

Bulletin boards in hallways

Heating, ventilation and air conditioning (HVAC) water treatment

35th anniversary water fountain

5 Elevators

Renovated offices for:

- Admissions
- Communications & Marketing
- Office of Learning
- ISB Futures Academy (HS)
- Main reception
- ICT
- Human Resources



## School Bus Service

ISB's Bus Office is operated by Safe Kids Transportation Service (SaKTran), which is responsible for school transportation management services, bus monitors, vehicle maintenance, and safety training to ensure students and staff enjoy a safe, efficient commute to and from school throughout the year. SaKTran also provides transport for off-campus experiential learning opportunities and solves problems caused by traffic jams and road closures to ensure minimal disruption to transportation services.

The safety of our students and staff is our top priority. To ensure drivers and buses operate at the highest standards, ISB's Bus Office implements the following safety measures:

- Strict rules for bus travel, including mandatory use of seatbelts by all passengers
- Regular bus reports to identify any potential safety concerns or transportation issues
- Weekly English training for bus drivers and monitors
- Monthly training on work duties, culture, and etiquette
- Annual first-aid training, including CPR, by the Red Cross

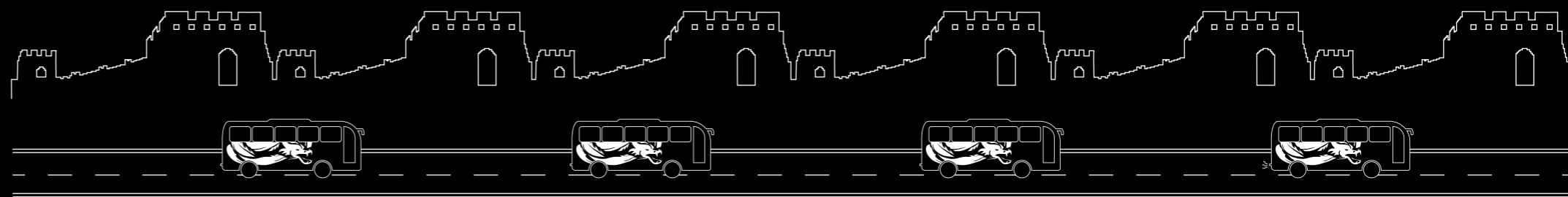


Buses: 50  
Student passengers: 978  
Staff passengers: 184  
Bus stops: 110

Off-campus experiential learning trips: 605

Total distance traveled by ISB buses in 2015-16:  
Approx. 1 million km, or almost 50 lengths of the Great Wall of China!

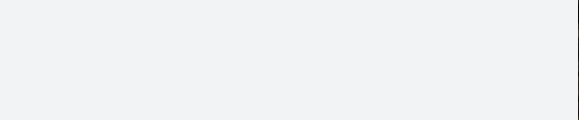
Bus drivers: 52  
Bus monitors: 62  
Taxi drivers: 10







SECTION 6: FINANCES





## Financial Review

ISB is a not-for-profit institution, meaning that all revenue is invested in our school to further our mission and vision and provide an excellent education for our students. This requires attracting and retaining highly qualified administrators, faculty, and staff, investing in quality instructional resources, providing excellent equipment and world-class technology, and constructing, renovating, and maintaining top-tier facilities.

Our Board of Trustees are voluntary members who receive no financial compensation for their commitment of time or effort; as a non-owned, not-for-profit entity, ISB has no shareholders or investors to which a return is paid.

ISB budgets and manages its finances in alignment with the school year cycle, such that financial results are based on the period from July 1 to June 30. Note also that due to ISB's legal status conversion process, the functional currency is required to be the Chinese renminbi (RMB), thus all amounts are stated as such.

## Revenues, Expenses, & Operating Reserves

ISB received a total income of 384.4 million RMB to support our operational and capital expenditure requirements for the 2015-16 school year. Ninety-five percent of ISB's income was derived from tuition and capital fees, with the remaining income generated from bus fees, interest income, and grants.

ISB's expenses for the 2015-16 school year adequately supported our personnel and operational needs. Most of ISB's operating expenses (65 percent) are used to support personnel expenses. Salary adjustments in 2015-16 included an average 2 percent increase in employee salary schedules, while school fees increased 5 percent year-on-year.

The remaining portion of the school's operational expense is dedicated to support instruction, student activities, facilities, and technology needs. Board policy targets that ISB maintain operating reserves of 25 percent of its operating budget. These reserves are earmarked for use if there is any sudden emergency closure or a sudden reduction in enrollment brought about by external forces. These reserves provide the resources for ISB to wind up the business of the school or to carry through any protracted period of adversity in an orderly manner. At the end of the 2015-16 school year, ISB's operating reserves as detailed in Board policy amounted to 85 million RMB, which satisfied our 25 percent target.

## Capital Fee Income and Expenses

The capital fee is used to fund major capital expenditures and the annual debt service of the school's construction loans. In 2015-16, our capital fee income was 57.7 million RMB. This was around 7 percent higher than projected due to increased enrollment in the second semester. Capital fee income was used to address needs for construction and renovation projects throughout the school, furniture replacement, fixture upgrades, and the purchase of computers and other equipment for educational use.

Major capital expenditures for 2015-16 were:

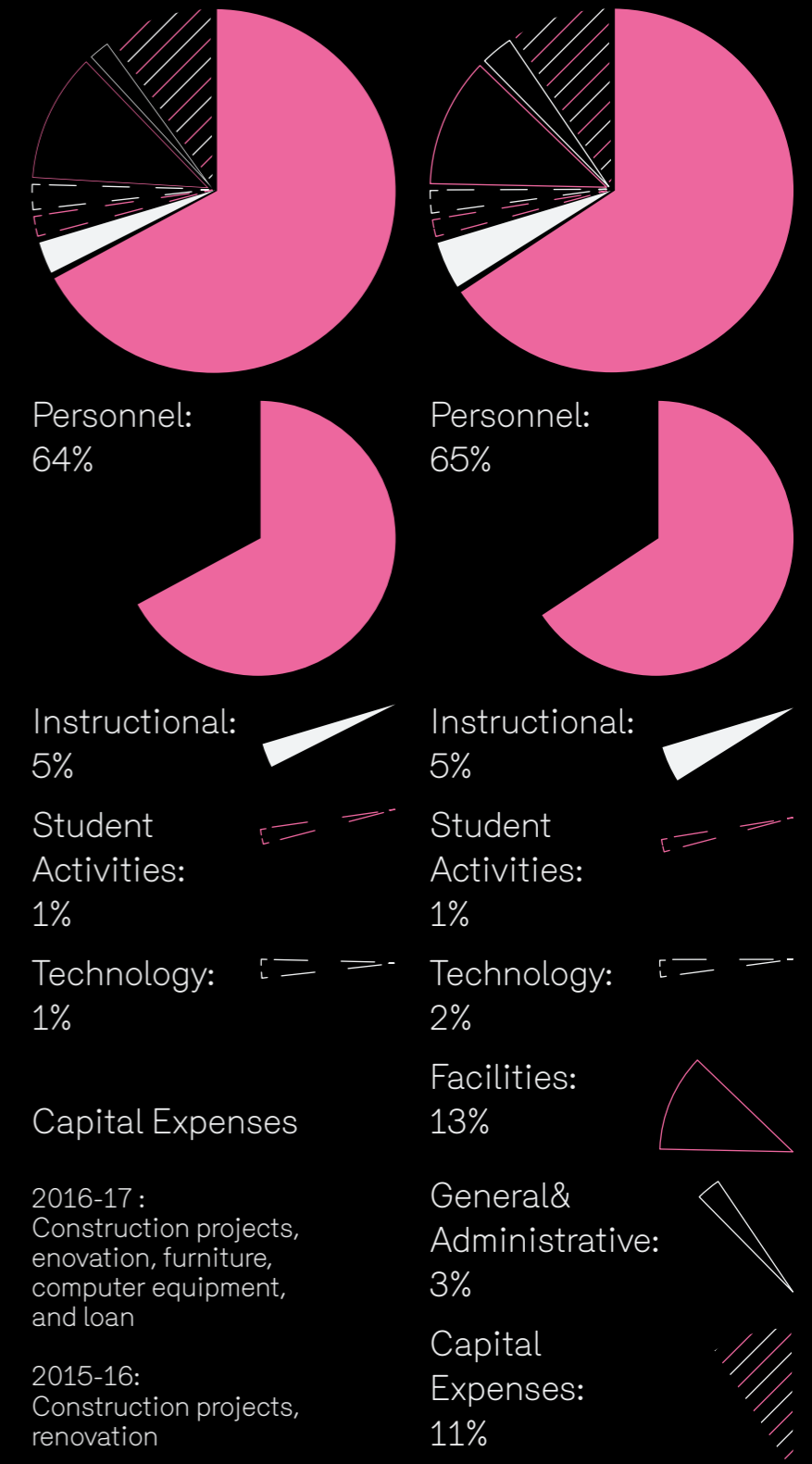
- Restroom renovations
- HVAC and electrical projects
- Furniture, paint, and carpet refresh
- IT network replacement
- Continued renewal of MacBooks for students, staff
- New middle school learning space
- MS/HS Library renovation
- Campus security upgrades
- Gym bleacher replacement

## Looking Ahead

In summary, ISB is in a financially sound position as reflected by positive audit results. We will continue to analyze trends to financially plan for the best interests of educating our students. The Board approved a budget based on 1,609 students for the 2016-17 school year. We will continue to assess trends and when needed we will re-align our budget at the start of the new school year. In preparing the 2016-17 budget, the Board took a conservative approach to enrollment numbers and ensured that salary and benefits remain competitive.

**2016-17  
Total Budget:  
394.5 M**

**2015-16  
Total Budget:  
384.4 M**







**SECTION 7: COMMUNICATIONS AND MARKETING**





## Telling the ISB Story

With a community of more than 1,700 engaged students and more than 200 high-performing faculty members, there are countless stories to tell at ISB on any given day. In 2015-16, our 35th anniversary created even more stories as we shared memories from our vast international alumni network and past faculty, administrators, parents, and trustees who have shaped our proud history.

Our communications and marketing team has no shortage of content in its pursuit to tell the “ISB story.” While keeping our community informed and engaged is one of our key purposes, our department also worked to update the ISB brand to reflect our forward-thinking work and increase our presence in an increasingly competitive landscape.

In celebrating our 35th anniversary, our communications and marketing team designed a logo; produced a video featuring interviews with past and present faculty, administrators, trustees, and alumni; and organized the ISB Ball to unite the community. The video was launched to the community during our Chinese New Year celebrations, and has been shared widely at numerous school events as well as alumni reunions around the world.

We continued to publish articles and videos showcasing implementation of our Strategic Plan. The ongoing review and updates to our school website ensures that con-

tent remains current and engaging, bringing our internal and external audiences the latest news and events at ISB. A redesign of our home and news pages has made the website more accessible and interactive, reflecting our status as an exceptional international school.

After the successful launch of ISB’s new website during the 2014-15 school year, our biggest undertaking in 2015-16 was to review, redesign and relaunch Dragons’ Gate, ISB’s online community portal. Based on feedback from the community, we developed a new streamlined design that is mobile and tablet-friendly, displaying content in an easy-to-navigate format.

Building on our 2014-15 social media achievements, we have increased our engagement with both ISB and wider communities through various channels: Facebook, Twitter, Instagram, YouTube, Vimeo, and LinkedIn, as well as launching our WeChat channel. Our regular postings on these platforms highlight current activities, engage our alumni by featuring old photos and memories, as well as highlight upcoming events at ISB.

We refreshed our digital publications in 2015-16, specifically *The Bulletin*, published each semester, and the annual alumni magazine, *Rui Long*. We have maintained communication with our alumni community through the monthly newsletter *Xiang Long*, which highlights

the latest school news and alumni profiles. In May, we launched a new online alumni network through the Graduway platform. This online community allows us to gather information on ISB’s alumni, share stories, photos and profiles, organize reunions and much more. We hope to utilize this platform to grow our alumni network and ensure continued engagement.

We have made many advancements in ensuring that our marketing and advertising reaches a wider audience. Ongoing work with a third-party company to increase our search engine optimization strengthens our online presence, forging valuable connections with prospective parents and other stakeholders. We have also reviewed our advertising content marketing plan to create a strategic, integrated campaign utilizing local expat publications.

This is a very exciting time as we continue to further explore dynamic ways to tell the “ISB story” across a variety of platforms to a diverse global audience.



### Channel

### Posts

### Followers

Facebook: ISB	273	1,103
Facebook: Alumni	188	2,012
Twitter	273	296
Instagram	101	253
LinkedIn	22	1,967
YouTube	52	138
WeChat	36	2,355
Graduway	35	3,268





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