



# REDEEMER INTERNATIONAL SCHOOL THAILAND INTERIM PROGRESS REPORT TO WASC – June 2006

9 June 2006

## A. General School Data

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Chief Administrator: Fr. Wirach Amonpattana C.Ss.R.  
Enrollment: 161 students (1 June 2006)

## B. Brief Description

Redeemer is an international, private, coeducational, day school administered by the Redemptorist Fathers of Thailand. Located on a large suburban campus with its sister school Ruamrudee International School, the school serves the expatriate and host country business, professional and diplomatic community of Bangkok. In June 2006 the student breakdown by nationality is: Thai 50%, Japanese 21%, Korean 17%; Taiwanese 7%, Canadian 1%, German 1%, Vietnamese 1%, Cuban 1%.

The school currently employs 2 administrators, 1 counselor, 28 full-time and 4 part-time faculty. The majority of teachers hold Masters degrees with certification and have additional qualifications and/or experience in teaching English as a Second Language.

The school follows a modified American curriculum, grades 1-12. The curriculum has been collaboratively developed to meet the cultural and language needs of a predominantly Asian student body for whom English is a second or additional language. The school provides a standard curriculum that enables students to advance in their academic subjects at the same time as strengthening their English language skills. In the high school, students choose to specialize in one of three 'majors': Computer Science, Business Studies, or Art. Students may either transfer to Ruamrudee through annual entrance tests or remain at Redeemer and graduate with a high school diploma. The combined proportion of students transferring to Ruamrudee from all grade levels (for transfer in August 2006) is 25%. Students who remain at Redeemer require 28 credits and a minimum institutional TOEFL score of 500 in order to graduate.

The school was accredited in April 2005 grades 1-11 (interim). A substantive change visit occurred in March 2006 because of the addition of grade 12 through natural growth. Interim accreditation has since been extended to grade 12.

## C. Progress Report

***Recommendation 1:*** *That the governing body continues to review its purpose and mission so that the school's unique character is maintained, clearly articulated and understood by all stakeholders.*

The school's character and mission have been clarified and communicated to stakeholders during the 2005-6 academic year in the following ways: Parent-Student Orientation; Faculty Orientation; Parent Association Meetings; open houses for prospective students' families; involvement of parents in school development and other committees; RIST webpage with part-translation into Japanese and Traditional and Simplified Chinese; RIS/RIST Newsletter; translation of promotional materials (text and DVD soundtrack) into Japanese and traditional and simplified Chinese; and the appointment of part-time Japanese and Chinese Liaison Officers/Translators/Interpreters. The implementation of this recommendation is naturally ongoing and in the next academic year there are plans for extending translation and other services for the Thai and Korean communities.

***Recommendation 2:*** *That the school continues to revise action plans directed at school improvement in a way that ensures active participation of all stakeholders in development, implementation and evaluation.*

The third year (2005-6) of the three-year action plan was modified by the Leadership Team following receipt of the recommendations of the March 2005 Visiting Committee. This draft revision was submitted to the entire faculty in August 2005 and agreed adjustments were made and priorities established (***update attached***). School Development Committees representing all stakeholders have monitored the implementation and evaluated the results of the Action Plan. Getting more parent and student involvement in this process remains an objective since only one or two parents and students were actively engaged in each school development committee. Parents are very active in other aspects of school life but a major obstacle to greater parent involvement in committee work is the language issue. The results of the school-wide faculty survey conducted in May 2006 indicated that the majority of teachers feel that we are making significant progress in each of the Action Plan objectives.

***Recommendation 3:*** *That the school continues to develop its assessment practices and uses the results to inform and drive the development of curriculum and instruction.*

An annual school-wide testing schedule was established in November 2005. The results of the Stanford Reading Comprehension and Math Application norm-referenced tests show well above-average performance in math and below-average performance in reading comprehension, as may be expected from our community of second-language learners. The results were discussed in faculty and department meetings, and ways of strengthening and extending effective instruction in reading strategies across the curriculum are an ongoing priority. The testing battery included a writing prompt with the papers graded by our own English teachers (2 graders per anonymous paper) using the 6+1 Traits rubric. Completed rubrics were given to students' English teachers for individual diagnostic purposes. Since, along with reading comprehension, effective writing has been identified as crucial to academic success, this strategy will also help track writing progress longitudinally. The decision has been made to change to a criterion-referenced reading comprehension test in November 2006 in order to inform instruction with a detailed analysis of students' individual and group strengths and weaknesses. Among plans to further promote the use of assessment to inform and drive curriculum and instruction in the coming year are Six-Traits Instruction for teachers of all subjects (August 23 RIST Inservice), and assessing to the standards

(November 17-19 RIS/RIST Inservice and Weekend Workshop: Consultant Ken O'Connor). Next year's plans need also to include collaborative examination of student assessment work.

***Recommendation 4:*** *That the school explores viable and meaningful ways in which to provide for the academic and extra-curricular needs of all its students.*

In response to stated needs, a number of changes that will enhance the school's academic program have been planned this year and will be introduced in August 2006:

- The introduction of Japanese as a native language for all Japanese students in grades 9-12
- The introduction of Advanced Placement Studio Art (our 2 Art teachers attended an AP workshop in Japan to prepare for this development)
- The improvement of the Thai Studies program (required by Thai law for non-Thais) to include instruction in Thai language
- The Introduction of Writing for College in grades 11 and 12
- The extension of Physical Education into a year-long program for grades 2-10

During the current academic year there has been significant progress in providing for the extra-curricular needs of students, including:

- Student Council has been extended from HS-only, to grades 6-12
- Almost all HS and MS students spent 3-5 days on extended field-trips (Chiang Rai and Phang Nga) with ES conducting day-trips (Chao Phraya Barge Program and Chokchai Farm)
- RIST students have participated in RIS varsity and junior varsity teams in local and regional competitions, including basketball, volleyball, softball, swimming and golf.
- 30 RIST students have enrolled in the new campus-wide Extended Day Program attending study hall, Tae Kwon Do, gymnastics, ballet, French, chess, cooking, computer skills, and other options, with several RIST teachers offering courses
- Other special events this year have included ongoing Community Service; SEASAC Arts Festival, International Week, the Cultural Show, the Christmas Program, On-Line Math Competition, In-School Thai Museum, and the Science Fair.

We continue to explore ways of extending the academic and extra-curricula program. In particular, offering native Korean and Chinese would be desirable developments.

***Recommendation 5:*** *That the school put in place the necessary policies and practices to ensure clear communication and school decision-making by all stakeholders.*

Efforts have been throughout the year to improve communication as mentioned in recommendation 1 above. In particular, this year we have focused on the Japanese community that comprises over 20% of our student body, provided translation of school documents and the webpage, and interpretation at school events like the Parent-Student Orientation (4 language groups catered for: Thai, Japanese, Korean and Chinese). The Daily Bulletin is available on-line for parents and the community and the RIS/RIST impressive quarterly newsletter is distributed to all stakeholders. Each edition this school year has included features and photographs from the RIST community. In addition to faculty, students and parents are represented on the Curriculum Council, the School Development Committees, and the campus-wide Anti-Bullying Committee. The Faculty Manual, Orientation Handbook for New Faculty, Professional Development Handbook, Professional Growth and Appraisal System Manual, High School Program of Studies, and Parent-Student Handbook are all updated annually. A Procedural Manual is the process of development. A majority of teachers reported in the Faculty Survey (May 2006) that significant progress has been made in the area of communication and decision-making.

***Recommendation 6:*** *That the school continues to develop and refine its written curriculum so that is clear, well-articulated, and aligned, with well-defined standards and benchmarks.*

Faculty have continued to work collaboratively, especially during monthly Early-Release Inservice Days, to develop the curriculum using Atlas Rubicon software. The emphasis this school year has been on completing the entering of all data into unit plans especially language functions, aligning units with the standards and benchmarks, and refining culminating assessments. Department Heads have been made responsible for creating and maintaining *Master Maps* that will be updated annually and contain the ongoing written curriculum. Overall, maps are about 80% complete, and the process will be completed in the first semester of 2006-2007. Work will also begin on aligning with the ESLRs, vertical articulation, and improving unit assessments. Even so, the documented curriculum will be continually reviewed and revised.

The progress made this year owes much to a dedicated faculty. As members of a professional learning community, along with our colleagues from RIS, teachers and administrators have engaged in a wide range of professional development activities to keep their knowledge and skills up-to-date. On-site opportunities have included ESL in the Mainstream, Six Plus One Traits of Writing, and Essential Skills for Teacher Leaders. In addition, fourteen RIST teachers attended the annual EARCOS Conference in Manila, with four presenting workshops. Two exciting developments for next year are the establishment of the Bangkok International School Teachers' Network for professional sharing, and the hosting of our first EARCOS weekend workshop, "Character Education for Global Learners" with U.S. consultant Dr. David Wangaard