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SECTION I - PHILOSOPHY AND OBJECTIVES

Standard 1.1

The Statement of Philosophy and Objectives is a living blueprint which defines the School's ethos and maps the way forward.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Philosophy and Objectives	1.1 The Statement of Philosophy and Objectives is a living blueprint which defines the School's ethos and maps the way forward.	1.1.1	The Statement of Philosophy and Objectives is widely publicised.	Front page of website	Webmaster	01.09.08	Director of Marketing		
				Schoolwide Profile	Director of Marketing	01.10.08	Principal	Marketing 08 - 09	70000
				Admissions Documents	Registrar / Director of Marketing	01.09.08	Principal		
				In-School Documents	Vice-Principals	01.09.08	Principal		
				School Assemblies	Vice-Principals		Principal		
				Parent Gatherings	Year Team Leaders / Heads of Year	01.09.08	Vice-Principals		
				Tea and Topics	Principal	01.09.08	Principal		
			1.1.2	The Statement of Philosophy and Objectives informs school policy.	All school policies are rewritten and predicated upon The Statement of Philosophy and Objectives.	Vice-Principals	01.10.08	Principal	
Philosophy and Objectives				Job Descriptions are rewritten and refer to The Statement of Philosophy and Objectives.	Vice-Principals	01.10.08	Principal		
		1.1.3	The Statement of Philosophy and Objectives is reviewed, analysed and measured.	The Board of Governors annually reviews The Statement of Philosophy and Objectives.	Principal	22.10.08	Chair of Board of Governors		
				The Philosophy and Objectives Committee annually reviews The Statement of Philosophy and Objectives.	Principal	01.10.08			
		1.1.4	The Statement of Philosophy and Objectives is provided to all applicants to academic posts to the school.	At interview, attention is drawn to The Statement of Philosophy and Objectives and key features explained and discussed.	Vice-Principals	01.10.08	Principal		

Standard 1.2

The Admissions Policy is fully compliant with The Statement of Philosophy and Objectives.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Philosophy and Objectives	1.2 The Admissions Policy is fully compliant with the Statement of Philosophy and Objectives.	1.2.1	The Admissions Policy is rewritten to ensure full compliance with The Statement of Philosophy and Objectives.	Full consultation (including The Staff Committee) is undertaken to ensure that the Admissions Policy is fair, clear, properly aligned to The Statement of Philosophy and Objectives and fully understood.	Chair of Staff Committee	01.09.08	Principal		
		1.2.2	Assessment procedures are in place to ensure that students once admitted, are benefiting from the programme offered by The School.	Vice-Principals ensure that assessment procedures in both Junior and Senior Schools are able to track students with advanced skills and who are causes for concern.	Vice-Principals	01.09.08	Principal		
Philosophy and Objectives		1.2.3	Registrar, Director of Marketing, Marketing Officer are fully conversant with both Admissions Policy and The Statement of Philosophy and Objectives.	All applicants to the school are apprised of the Admissions Policy and requirements, and of the School's Philosophy and Objectives.	Principal	01.09.08	Principal		
				Testing procedures are reviewed annually to ensure full compliance with the Admissions Policy and The Statement of Philosophy and Objectives.	Director of Studies / Assistant Principal (Junior)	01.09.09	Principal		

## SECTION 2 - CURRICULUM

### Standard 2.1

Curriculum Design: The curriculum design, implementation and review is predicated upon The School's Philosophy and Objectives

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.1 The curriculum design, implementation and review is predicated upon The School's Philosophy and Objectives	2.1.1	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) reference all medium term planning documents and schemes of work to the Philosophy and Objectives.	Planning meetings utilize the Statement of Philosophy and Objectives as a foundation document.	Vice-Principals	01.09.09	Principal		
		2.1.2	The Statement of Philosophy and Objectives is used as a foundation document to provide cohesion and sequential whole school thinking in curriculum planning.		Vice Principals	01.09.09	Principal		
		2.1.3	Curriculum review is regular, coordinated and systematic.	A whole school Curriculum Executive Committee (CEC) is established to coordinate current educational thinking, examine core bodies of research and direct curriculum revision.	Vice-Principals	01.09.09	Principal		
		2.1.4	Curriculum innovations are piloted, reviewed and broadly implemented as appropriate.		Director of Studies Assistant Principal (Junior)	01.09.10	Principal		

## Standard 2.2

Curriculum Design: The curriculum's design, implementation and review has vertical (ie by subject) and horizontal (ie by year group) dimensions.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design.	2.2	The curriculum's design, implementation and review has vertical (ie by subject) and horizontal (ie by year group) dimensions.	2.2.1	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) reference all medium term planning documents and schemes of work both to Year Group and Subject targets.		Vive-Principals	01.09.09	Principal	
			2.2.2	Special attention is given to the curriculum planning (both vertical and horizontal) at the interface between Year 6 and Year 7.		Vive-Principals	01.09.09	Principal	
			2.2.3	There is excellent vertical and horizontal communication relating to assessments and setting decisions at the interface between Year 6 and Year 7.	Heads of Year, Year Team Leaders and Heads of Department coordinate the academic transition from Year 6 to Year 7.	Vive-Principals	01.09.09	Principal	
			2.2.4	The organizational model for Subject Specialists (Junior) is reviewed and a profile of appropriate staffing established.	Subject specialists in all areas of Junior School is established as a staffing goal.	Vice-Principal (Junior)	01.01.09	Principal	Staff Salaries
			2.2.5	Policy Documents for vertical subjects are designed, implemented and reviewed.	Policy and curriculum documents are standardized in form.	Vice-Principal (Junior)	01.09.09	Principal	
			2.2.6	Subject Coordinators (Junior) and Heads of Department (Senior) collaborate to ensure a curriculum continuity in Key Stages 2 and 3.	Regular meetings are scheduled to ensure continuity is designed into the curriculum, reviewed regularly and initiatives implemented.	Subject Coordinators (Junior) Heads of Department (Senior)	01.09.09	Vice-Principals	

### Standard 2.3

Curriculum Design: Cross-curricular opportunities are explored to encourage flexible and lateral thinking in The School.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design.	2.3 Curriculum Design: Cross-curricular opportunities are explored to encourage flexible and lateral thinking in The School.	2.2.1	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) look to explore every available opportunity for cross-curricular cooperation in curriculum design, implementation and review.		Year Team Leaders (Junior) Subject Coordinators (Junior) Heads of Department (Senior)	01.01.10	Director of Studies Assistant Principal (Junior)		

### Standard 2.4

Curriculum Design: The Curriculum is appropriate, relevant and exciting for students in an international school in the 21st Century.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.4 The Curriculum is appropriate, relevant and exciting for students in an international school in the 21st Century.	2.4.1	The range of subjects offered in The School is broad and appropriate to an international school.	The Curriculum Review 2008 ensures that a broad range of relevant subjects is offered to students.	Director of Studies	01.09.09	Senior Management Team		
		2.4.2	The school day is reviewed to ensure that the curriculum and teaching and learning are prioritized.	The Curriculum Review 2008 ensures that the school day is optimized for teaching and learning.	Director of Studies	01.09.09	Senior Management Team		
		2.4.3	The design of the curriculum pays attention to the culture and history of the host nation, internationalism and the environment.	School leaders with responsibility for curriculum design incorporate host nation culture and history, internationalism and the environment into short and medium term plans and schemes of work.	Vice-Principals	01.09.09	Principal		
		2.4.4	Staffing levels are reviewed annually to ensure that an appropriate and relevant curriculum can be offered.		Vice-Principals	01.02.09	Principal	Staff salaries	

Standard 2.5

Curriculum Design: Thailand's language, history, geography and culture are prominently positioned in curriculum design and planning to enhance the educational experience of all students.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.5	Curriculum Design: Thailand's language, history, geography and culture are prominently positioned in curriculum design and planning to enhance the educational experience of all students.	2.5.1	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) look to explore every available opportunity for to use Thailand's language, history, geography and culture in curriculum design and planning.	Performance Management focuses upon the integration of Thailand's educational resources into lessons.	Director of Studies Assistant Principal (Junior)	01.09.10	Senior Management Team	
					Thai Studies teachers are incorporated into planning tams wherever possible	Vice-Principals Director of Studies Assistant Principal (Junior)	01.09.09		
			2.5.2	The organizational model for Thai Studies and Language is reviewed.	Academic Heads of Thai Language and Studies (Junior and Senior) are considered.	Principal	01.01.09	The Executive Committee	Staff Salaries
			2.5.3	Thai Language and Studies is brought under the umbrella of The Language Faculty		The Language Faculty	10.09.08	Principal	
			2.5.3	Thai Language and Studies as a subject is granted a position of prominence in school Capital Development planning to ensure that its status and value are fully appreciated.		Principal	01.11.08	The Board of Governors The Executive Committee	

## Standard 2.6

Curriculum Design: The curriculum for Thai Language and Studies is appropriately differentiated, ambitious in its scope and continuous throughout The School.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.6	Curriculum Design: The curriculum for Thai Language and Studies is appropriately differentiated, ambitious in its scope and continuous throughout The School.	2.6.1	The School Leaders in Thai Language and Studies review the curriculum for Thai Language and Studies.	Thai Language and Studies teachers are trained in differentiation strategies and techniques.	Head of Thai Studies	01.09.09	Vice-Principals	
			2.6.2	The School Leaders in Thai Language and Studies ensure that ambitions and expectations for all students are high.	The curriculum for Thai Language and Studies ensures that there is vertical continuity.	Head of Thai Studies	01.09.09	Vice-Principals	
			2.6.3	The Thai Language and Studies Department works to The School Assessment Policy.	All members of the community are aware of achievement levels of all students in Thai Language and Studies.	Head of Thai Studies	01.09.10	Vice-Principals	
			2.6.4	The resources for Thai Language and Studies are of the highest available quality and appropriately differentiated for students of all proficiencies and aptitudes.	The text books and ICT resources available are reviewed.	Head of Thai Studies	01.09.10	Vice-Principals	
			2.6.5	The Performance Management of Thai Language and Studies teachers supports curriculum design, differentiation strategies and assessment.	School Leaders in Thai Language and Studies are trained in Performance Management to ensure that the standards embedded in the policy are achieved.	Principal Vice-Principals	01.09.09	The Board of Governors.	

### Standard 2.7

Curriculum Design: There is high awareness of the variety of local cultures in The School and efforts are made to ensure that these cultures are welcomed and supported.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.7 Curriculum Design: There is high awareness of the variety of local cultures in The School and efforts are made to ensure that these cultures are welcomed and supported.	2.7.1	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) look to explore every available opportunity for to use local cultures in curriculum design and planning.	The Performance Management of staff supports the integration of local cultures into planning and classroom practice.	Vice-Principals	01.09.10	Principal		

### Standard 2.8

Curriculum Design: The School provides ongoing Professional Development to ensure that there is continuous improvement in the implementation of the curriculum.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.8 Curriculum Design: The School provides ongoing Professional Development to ensure that there is continuous improvement in the implementation of the curriculum.	2.8.1	The School designs and implements a programme of CPD (short, medium and long term) which is referenced to schoolwide goals and curriculum implementation.	The CPD coordinator liaises closely with The Senior Management Team and reports annually to The Board of Governors on benefits to curriculum implementation.	CPD Coordinator	01.09.09	Principal	Professional Development	
		2.8.2	The School prioritizes and supports wherever possible individual teachers' requests for Professional Development with benefits to curricular implementation.		Vice-Principals	01.09.09	Principal	Professional Development	

### Standard 2.9

Curriculum Design: The School provides ongoing Professional Development in the diversity of learning styles and appropriate teaching strategies.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	Curriculum Design: The School provides ongoing Professional Development in the diversity of learning styles and appropriate teaching strategies.	2.9.1	The School designs and implements a programme of CPD (short, medium and long term) which is referenced to learning styles and appropriate teaching strategies.	The CPD coordinator liaises closely with The Senior Management Team and reports annually to The Board of Governors on benefits to teaching and learning.	CPD Coordinator	01.09.10	Principal	Professional Development	
		2.9.2	The School prioritizes and supports wherever possible individual teachers' requests for Professional Development with benefits related to learning styles and appropriate teaching strategies.		Vice-Principals	01.09.09	Principal	Professional Development	
		2.9.3	The Performance Management of staff supports and encourages an appreciation of the diversity of students' learning styles and teachers' responses to them.		The School Leadership Team	01.09.09	Principal		

### Standard 2.10

Curriculum Design: The School provides ongoing Professional Development in EAL strategies for teaching and learning.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	Curriculum Design: The School provides ongoing Professional Development in EAL strategies for teaching and learning.	2.10.1	The School designs and implements a programme of CPD (short, medium and long term) which is referenced to EAL strategies for teaching and learning.	The CPD coordinator liaises closely with The Senior Management Team and reports annually to The Board of Governors on EAL benefits.	CPD Coordinator	01.09.10	Principal	Professional Development	
		2.10.1	The Performance Management of staff supports and encourages an appreciation of EAL learners and teachers' responses to them.		The School Leadership Team	01.09.09	Principal		

### Standard 2.11

Curriculum Design: The School provides ongoing Professional Development in ICT to ensure full benefit is gained from the investment in technology as articulated in “The Future Is Now” project.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	Curriculum Design: The School provides ongoing Professional Development in ICT to ensure full benefit is gained from the investment in technology as articulated in “The Future Is Now” project.	2.11.1	The School designs and implements a programme of CPD (short, medium and long term) which is referenced to training in ICT.	General and subject specific training is provided for Interactive White Boards (IWB).	CPD Coordinator	01.09.10	Principal	Professional Development	
		2.11.2	The Performance Management of staff supports and encourages ICT innovation in the classroom.		The School Leadership Team	01.09.09	Principal		

### Standard 2.12

Curriculum Design: The School continues to invest in ICT and builds on the successes of “The Future is Now” project.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	Curriculum Design: The School continues to invest in ICT and builds on the successes of “The Future is Now” project.	2.12.1	The Director of ICT designs a three-year plan to support teaching and learning and curriculum design and implementation.		The Director of ICT	01.01.10	The Senior Management Team	ICT Development	
		2.12.2	The School ensures that the ICT department is highly skilled in current ICT innovation and practice.	The ICT Department takes the lead in modeling best practice for ICT classroom practice.	The Director of ICT	01.01.10	The Senior Management Team		
					The ICT Department is actively involved in In-Service (INSET) training programmes for staff in ICT innovations and strategies.				

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design		2.12.3	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) look to explore every available opportunity for introducing ICT into the curriculum where there is clear benefit for teaching and learning..		Year Team Leaders (Junior) Subject Coordinators (Junior) Heads of Department (Senior)	01.01.10	Director of Studies Assistant Principal (Junior)		

### Standard 2.13

Curriculum Design: The Residential and Study Visits Programme is designed in coordination with the mainstream and PHSE curricula to provide enhanced learning opportunities and enriched life experiences for all students.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Curriculum Design	2.13 Curriculum Design: The Residential and Study Visits Programme is designed in coordination with the mainstream and PHSE curricula to provide enhanced learning opportunities and enriched life experiences for all students.	2.13.1	The School Leadership Team designs, reviews and implements the Residential and Study Visits programme in conjunction with the Educational Visits and Health and Safety Policies.	A coordinated programme with reference to horizontal curriculum goals, vertical subject needs and PHSE requirements is designed, reviewed and implemented.	The School Leadership Team The Educational Visits Coordinators	01.09.09	Principal	Professional Development	

Standard 2.14

Assessment for Learning: Assessment within The School is clearly understood by all and guides Teaching and Learning

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Assessment for Learning	2.14	Assessment within The School is clearly understood by all and guides Teaching and Learning	2.14.1	The School Assessment Policy is ratified, implemented and reviewed.	All constituencies (parents, staff, students) are aware of assessment within The School.	Vive-Principals	01.09.09	Principal	
					The School Assessment Policy is supportive of the Junior and Senior EAL policies.	Vice-Principals	01.09.09	Principal	
			2.14.2	Assessment within The School is presented to parents as a Tea and Topics theme.		Vive-Principals Director of Studies Assistant Principal (Junior)	01.09.09	Principal	
			2.14.3	Staff INSET is provided on assessment as part of the annual programme of CPD.		School CPD Coordinator EAL Coordinators	01.09.09	Vice-Principals	
			2.14.4	Staff are trained in a variety of assessment techniques and strategies to improve learning.		Vive-Principals Director of Studies Assistant Principal (Junior)	01.09.09	Principal	
			2.14.5	All Year Team Leaders (Junior), Subject Coordinators (Junior) and Heads of Department review assessment policies to ensure compliance with The School Assessment Policy and EAL Policies (Junior and Senior).	Performance Management focuses on assessment for learning.	Year Team Leaders (Junior) Subject Coordinators (Junior) Heads of Department (Senior)	01.01.10	Director of Studies Assistant Principal (Junior)	

### Standard 2.15

Assessment for Learning: The School provides ongoing Professional Development in Assessment for Learning.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Assessment for Learning	2.15. Assessment for Learning: The School provides ongoing Professional Development in Assessment for Learning.	2.15.1	The School designs and implements a programme of CPD (short, medium and long term) which is referenced to Assessment for Learning.	The CPD coordinator liaises closely with The Senior Management Team and reports annually to The Board of Governors on EAL benefits.	CPD Coordinator	01.09.10	Principal	Professional Development	
		2.15.2	The Performance Management of staff supports and encourages an appreciation of Assessment for Learning.		The School Leadership Team	01.09.09	Principal		

### Standard 2.16

Assessment for Learning: The academic tracking of students informs academic decision-making in The School.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Assessment for Learning	2.16. Assessment for Learning: The academic tracking of students informs academic decision-making in The School.	2.16.1	The School designs and implements a programme of CPD (short, medium and long term) which is referenced to Assessment for Learning.	The CPD coordinator liaises closely with The Senior Management Team and reports annually to The Board of Governors on EAL benefits.	CPD Coordinator	01.09.10	Principal	Professional Development	
		2.15.2	The Performance Management of staff supports and encourages an appreciation of Assessment for Learning.		The School Leadership Team	01.09.09	Principal		

### Standard 2.17

English as an Additional Language (EAL): The English as an Additional Language provision in The School is of an excellent quality.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)	
EAL	English as an Additional Language (EAL): The English as an Additional Language provision in The School is of an excellent quality.	2.17.1	The EAL curriculum policies for both Junior and Senior Schools are consistent, sequential and clear.	There is excellent cooperation between the EAL Coordinators (Junior and Senior) in curriculum planning, implementation and review.	EAL Coordinators (Junior and Senior)	01.09.09	Vice-Principals			
				The curricula (Junior and Senior) are predicated upon The Statement of Philosophy and Objectives, based upon an agreed body of research and cohesive.	EAL Coordinators (Junior and Senior)	01.09.09	Vice-Principals			
		2.17.2	All academic staff are aware of and fully committed to their responsibilities to EAL learners.	Career Professional Development (CPD) is provided regularly for all academic staff.	School CPD Coordinator	01.09.09	Principal	Professional Development		
					A programme of training for teachers in the mainstream on EAL strategies and techniques is designed and implemented.	EAL Coordinators (Junior and Senior)	01.09.09	Principal		
					Performance Management has the provision for EAL learners as a key focus.	Vice-Principals	01.09.08	Principal		
		2.17.3	Planning and preparation in all vertical and horizontal areas of The School takes account of EAL learners.	Time is protected for co-planning between classroom teachers, subject specialists and EAL support assistants.	EAL Coordinators (Junior and Senior)	01.09.09	Vice-Principals			
		2.17.4	Through its Assessment Policy, The School is able to quantify the success of its EAL policies.	There are whole school agreed assessments for EAL which generate data for review and analysis.	EAL Coordinators (Junior and Senior)	01.09.09	Principal			

Standard 2.18

English as an Additional Language (EAL): The structures within both Junior and Senior Schools (setting / streaming) take account of the agreed body of research on best practice for EAL learners.

Section	Standard		Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
EAL	2.18	English as an Additional Language (EAL): The structures within both Junior and Senior Schools (setting / streaming) take account of the agreed body of research on best practice for EAL learners.	2.18.1	The class and form structures in Junior and Senior Schools are reviewed to take account of EAL learners.	Consideration is given to structuring classes and forms on grade levels rather than EAL Levels.	Vice-Principals	01.07.09	Principal		
			2.18.2	EAL staff are trained to support EAL learners in reaching appropriately ambitious learning objectives within the mainstream curriculum..						

Standard 2.19

Special Educational Needs: (SEN): Within the parameters established by the Admissions and SEN policies, The School identifies and supports learners with SEN.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
SEN	Special Educational Needs: (SEN): Within the parameters established by the Admissions and SEN policies, The School identifies and supports learners with SEN.	2.19.1	The organizational model for SEN is reviewed and a profile of appropriate staffing established.	Consideration is given to SEN support both in Thai and English.	SEN Coordinator	01.09.09	Principal	Staff Salaries	
		2.19.2	Liaison with external agencies providing SEN support is strengthened.						
		2.19.3	Special Educational Needs Coordinator (SENCO) liaises with other practitioners at international schools and external agencies to ensure that there is a strong network of support for SEN support staff and learners with SEN.		SENCO	Vice-Principals			
		2.19.4	Liaison between the Junior and Senior Schools is strengthened to ensure continuity of provision to learners with SEN who progress for Year 6 to Year 7.	Training for Senior School staff in identifying and supporting learners with SEN is prioritized.	SENCO	Vice-Principals			

### Standard 2.20

Talented and Gifted (T & G): The School identifies and supports T & G learners.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
T & G	Talented and Gifted (T & G): The School identifies and supports T & G learners.	2.20.1	The organizational model for T & G is reviewed and a profile of appropriate staffing established.	Staff are trained in the identification of T & G learners.	Director of Studies Assistant Principal (Junior)	01.09.10	Principal	Staff Salaries	
		2.20.2	The school continues to develop links with external agencies to support T & G learners with the school.	The Stanford University (UAS) model is developed.	Principal	01.09.09	Principal		
		2.20.3	The School becomes a centre for T & G programmes in the region utilizing the Educational Conference / Residential facilities.		CPD Coordinator	10/91	Principal		
		2.20.4	The Guidance Faculty take the lead on supporting the emotional and social needs of T & G learners.		The Guidance Faculty	01.09.10	Principal		

### Standard 2.21

Personal, Health, Social Education (PHSE): There is a whole school programme for PHSE which supports the needs of the students whilst they are at school and prepares them for life beyond Shrewsbury.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
PHSE	Personal, Health, Social Education (PHSE): There is a whole school programme for PHSE which supports the needs of the students whilst they are at school and prepares them for life beyond Shrewsbury.	2.21.1	The organizational model for PHSE is reviewed and a profile of appropriate staffing established.	PHSE Coordinator appointments (Junior and Senior) are considered.	Senior Management Team	01.01.09	Principal	Staff Salaries	
		2.21.2	A curriculum for PHSE is designed, implemented and reviewed.	The PHSE curriculum ensures continuity of learning from Junior to Senior Schools.					
		2.21.3	A whole school policy for PHSE is designed, reviewed and implemented.		PHSE Coordinators	01.01.10	Vice-Principals		

## Standard 2.22

Personal, Health, Social Education (PHSE): PHSE is designed into subject curriculum design and subject planning to ensure that it has relevance for students.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
PHSE	2.22 Personal, Health, Social Education (PHSE): PHSE is designed into subject curriculum design and subject planning to ensure that it has relevance for students.	2.22.1	Year Team leaders (Junior), Subject Coordinators (Junior) and Heads of Department (Senior and Whole School) reference all medium term planning documents and schemes of work to the PHSE policy.		Director of Studies Assistant Principal (Junior)	01.09.09	Principal	Staff Salaries	
		2.22.2	The PHSE Policy and curriculum supports host, local and other cultures.		PHSE Coordinators	01.09.10	Vice-Principals		
		2.22.3	The PHSE Policy and Curriculum supports the development of lifelong learning throughout The School.		PHSE Coordinators	01.09.10	Vice-Principals		



SECTION 3 - GOVERNANCE AND MANAGEMENT

Standard 3.1

The Board of Governors sets the tone for high ambition, rigorous appraisal and achievement of targets.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Governance and Management	3.1 The Board of Governors sets the tone for high ambition, rigorous appraisal and achievement of targets.	3.1.1	The Board of Governors, in the first meeting of the Academic Year, establishes targets for its own performance.	This first meeting of the year is essentially strategic with The School's planning scrutinised.	Board of Governors	01.11.08	Chair of Board of Governors		
				The ways in which the targets are to be measured are also agreed.	Board of Governors	01.11.08	Chair of Board of Governors		
		3.1.2	The Board of Governors, in its Performance Management of The Principal provides a lead for the culture of appraisal throughout The School.	The Performance Management targets for The Principal are presented to the Board of Governors for discussion.	Governor responsible for the Performance Management of The Principal.	01.11.08	Chair of Board of Governors		
				The Board of Governors ensures that the Performance Management targets for The Principal are aligned with its own targets for the year ahead.	Board of Governors	01.11.08	Chair of Board of Governors		
		3.1.3	The Board of Governors receives an annual progress report from The Principal on Performance Management throughout the school and assesses financial, professional development, recruitment and standards issues.		Principal	01.11.08	Chair of Board of Governors		
		3.1.4	The Board of Governors reviews on an annual basis its own goal setting and achievement of targets.	The Board of Governors publishes to the school community an annual strategy paper which includes a review of the previous year and the goals for the year ahead.	Board of Governors	01.11.09	Chair of Board of Governors		

Standard 3.2

The Board of Governors oversees and ratifies school policy and ensures that The Policy Compendium supports the Philosophy and Objectives of The School.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Governance and Management	3.2 The Board of Governors oversees and ratifies school policy and ensures that The Policy Compendium supports the Philosophy and Objectives of The School.	3.2.1	The Board of Governors, in the second meeting of the Academic Year, reviews The Policy Compendium and assigns governors to areas of particular responsibility as appropriate.	The Policy Compendium is scrutinized to ensure currency and compliance with The Statement of Philosophy and Objectives.	Principal	01.11.08	Chair of Board of Governors		
				A programme of annual review is established in key areas (eg Health and Safety, Capital Development etc).	Board of Governors	01.11.08	Chair of Board of Governors		

Standard 3.3

The Board of Governors understands its obligations, inducts new members appropriately and sets the tone for professional development and career advancement within The School.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Governance and Management	3.3 The Board of Governors understands its obligations, inducts new members appropriately and sets the tone for professional development and career advancement within The School.	3.3.1	The Board of Governors is familiar with both The Instrument of Governance and The Standing Orders for Governance.	Both documents are available in hard copy and electronically via the school website to The Board of Governors.	Principal	01.11.08	Chair of Board of Governors		
		3.3.2	Induction of new members of The Board of Governors is referenced to The Governors' Information Pack and compliant with the "What Is Ep of a Governor" document.		Board of Governors	01.11.08	Chair of Board of Governors		
		3.3.3	Members of The Board of Governors take lead roles in training both at Board level and for members of The Senior Management Team and staff.	At the third meeting of the school year, a training programme for the year ahead is agreed.	Principal	01.07.09	Chair of Board of Governors	Professional Development	

Standard 3.4

The Board of Governors is open and transparent in its operation and promotes strong relationships with parents, staff and students through clear communication and full support of the school's events and operations.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Governance and Management	3.4 The Board of Governors is open and transparent in its operation and promotes strong relationships with parents, staff and students through clear communication and full support of the school's events and operations.	3.4.1	The Board of Governors meets annually with parents in an Open Forum organised by the Shrewsbury Parents Association.	Shrewsbury Parents Association works hard to ensure a strong turnout for this meeting with all constituencies of the school community represented.	SPA	01.06.09	Principal	SPA	
		3.4.2	The Board of Governors considers the publication of a briefing paper / newsletter after each meeting which updates the school community on developments as appropriate.		Board of Governors	01.11.08	Chair of Board of Governors		
		3.4.3	Members of The Board of Governors take an active interest in The School by attending events (Concerts, Speech Day, Drama Productions).	The Principal writes to The Board of Governors at the beginning of the school term with a calendar of events.	Principal	01.10.08	Chair of Board of Governors		
		3.4.4	The Board of Governors reviews the programme of annual financial planning.	Consideration is given to bringing forward to Term 2 decisions on staff salaries and tuition fees for the year ahead.	Board of Governors	01.03.09	Chair of Board of Governors		

SECTION 4 - STAFF

Standard 4.1

The staff are very well qualified and suitably experienced to ensure that The School's objectives are met.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Staff	4.1 The staff are very well qualified and suitably experienced to ensure that The School's objectives are met.	4.1.1	Recruitment practices and policies are targeted to ensure that the needs of The School are met.	The Senior Management Team works throughout the year to ensure that staffing needs for the year ahead are fully understood, in keeping with school improvement and fully resourced.	Senior Management Team	01.08.08	Principal	Staff Salaries	To be agreed by EXCO
		4.1.2	The Senior Management Team consults fully on the way in which school improvement and appropriate staffing requirements		Principal	01.11.08	Board of Governors	Staff Salaries	To be agreed by EXCO

Standard 4.2

Professional Development and Career Advancement are prioritised to support staff fully and to meet school training needs.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Staff	4.2 Professional Development and Career Advancement are prioritised to support staff fully and to meet school training needs.	4.2.1	The Senior Management Team designs an annual programme of statutory and recommended staff training.	The School Leader with responsibility for Professional Development implements the programme.	Senior Management Team	01.05.09	Principal	Staff Salaries	To be agreed by EXCO
				The Principal works very closely with the Staff Committee to ensure its voice is heard in the design and contents of the whole school Professional Development programme.	Principal	01.01.09	Board of Governors		
Staff		4.2.2	The School Leader with responsibility for Professional Development actively promotes training opportunities.	A log is kept of staff training received.	School Leader with responsibility for Professional Development.	01.05.09	Principal		
				The School Leader with responsibility for Professional Development ensures that feedback from training is appropriate and initiatives implemented as appropriate.	School Leader with responsibility for Professional Development.	01.05.09	Principal		
		4.2.3	The Senior Management Team reviews the Professional Development budget annually to ensure that is appropriate to training needs.		Senior Management Team	01.01.09	Principal		
		4.2.4	The In-Service Training Programme (INSET) is well co-ordinated and appropriate to school needs.	The Senior Management Team designs an annual programme of INSET.	Senior Management Team	01.05.09	Principal		
				The School Leader with responsibility for Professional Development oversees the implementation of the programme.	School Leader with responsibility for Professional Development.	01.05.09	Principal		

Standard 4.3

Staff at Shrewsbury International School are committed to supporting the Schoolwide Goal of developing Language Acquisition.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Staff	4.3 Staff at Shrewsbury International School are committed to supporting the Schoolwide Goal of developing language acquisition.	4.3.1	Staff are fully committed to Professional Development in Language Acquisition best practice.	Staff prepare schemes of work, short and medium term plans which pay close attention to Language Acquisition as well as subject specialism and classroom teaching.	Vice-Principals	01.09.08	Principal		
		4.3.2	Staff expect Performance Management and Classroom observation to focus on Language Acquisition best practice.		Vice-Principals	01.09.08	Principal		
Staff		4.3.3	Staff can expect to be trained and supported in Language Acquisition strategies and best practice.	The annual programme of Career Professional Development (CPD) will provide regular training and support for Language Acquisition.	School CPD Co-ordinator	01.09.09	Principal		

## SECTION 5 - STUDENT SUPPORT

### Standard 5.1

The relationship between The School's Philosophy and Objectives and Admissions Policy is clearly defined and supportive of students in need of support.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.1 The relationship between The School's Philosophy and Objectives and Admissions Policy is clearly defined and supportive of students in need of support.	5.1.1	The Admissions Policy is reviewed by The Senior Management Team and ratified by The Board of Governance to ensure full compliance with The Statement of Philosophy and Objectives.		Principal	01.09.08	Board of Governors		

### Standard 5.2

Reporting systems within The School for pastoral, social and student support issues are easy to use for all, readily accessible at all times and contribute significantly to detailed, accurate and up-to-date, safely-stored welfare records.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.2 Reporting systems within The School for pastoral, social and student support issues are easy to use for all, readily accessible at all times and contribute significantly to detailed, accurate and up-to-date, safely-stored welfare records.	5.2.1	An in-house system is designed.	Vice-Principals and School Leaders ensure that the system supports the key objectives and needs of The School with regard to student support.	Vice-Principals	01.11.08	Principal		
				All staff are fully trained in using the system so that it operates effectively on all levels throughout the school.	Director of ICT	01.01.09	Principal		
Student Support		5.2.2	The information gathering on students from all quarters within the school is well coordinated and consistent with student support and guidance policies.	The Guidance Faculty is established bringing in expertise from all student support communities within The School.	Principal	01.01.09	Board of Governors		
		5.2.3	Student welfare records are safely stored and accessible within controlled protocols as appropriate.	Access to Student Records protocols are written and made known to all staff.	Principal	01.01.09	Board of Governors		

### Standard 5.3

Students in need of support within The School are identified and appropriately referred.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.3 Students in need of support within The School are identified.	5.3.1	The School Policies which apply to students in need of support are reviewed regularly.	The Admissions Policy, The Special Needs Policy, The Talented and Gifted Policy, Health and Safety Policy, Medical Policy are reviewed to ensure that students in need of support are being appropriately identified.	Principal	01.09.08	Chair of Board of Governors		
		5.3.2	School Leaders with responsibility for students in need of support have their identification as a clear priority.	School Leaders (Principal, Vice-Principal, Special Educational Needs Coordinator, Director of Studies, Registrar, Director of Marketing) actively promote the identification of students in need of support and make decisions which are	Vice-Principal (Head of Junior) / Vice-Principal (Head of Senior)	01.01.09	Principal	Special Educational Needs / Capital Development / Maintenance	
		5.3.3	The process of referral of students in need of support is clearly known and understood by all staff.	The Principal makes clear to all staff each term in Staff Briefings the processes of referral for students with Special Needs or in need of language or pastoral support. Proformas for referral are readily available and easily understood. Proformas / referrals are safely and confidentially filed.	School Leaders	01.09.08	Principal		
				Proformas for referral are readily available and easily understood.	School Leaders			Vice-Principals	
			Proformas / referrals are safely and confidentially filed.	School Leaders	01.09.08	Vice-Principals			

### Standard 5.4

Where students in need of support are admitted into The School or identified, lines of communication between all interested parties (parents, school leaders, support specialists, staff) as to strategies for support are clearly identified.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.4 Where students in need of support are admitted into The School or identified, communication between all interested parties (parents, school leaders, support specialists, staff) as to strategies for support is exemplary.	5.4.1	School Policies which refer to support of students in need identify lines of communication.	School Policies (Admissions, SEN, Talented and Gifted etc) are reviewed to ensure that lines of communication are clearly identified.	Vice-Principals	01.09.09	Principal		
		5.4.2	School Leaders with responsibility for implementation of such policies ensure compliance on lines of communication.		School Leaders	01.09.08	Vice-Principals		

### Standard 5.5

Staffing levels for students identified in need of support are appropriate.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.5 Staffing levels for students identified in need of support are appropriate.	5.5.1	Special Needs Coordinator (Whole School) is appointed.		Vice-Principals	01.09.08	Principal	Staff Salaries	Responsibility Allowance
		5.5.2	Special Needs TA (First Language - Thai) is appointed.		SENCO	01.09.08	Vice-Principals	TA Salaries	c20,000 THB per month
		5.5.3	Special Needs Assistant (First Language - English) is appointed.		SENCO	01.09.08	Vice-Principals	Staff Salaries	c 12,000 THB per month
		5.5.4	SENCO reviews staffing levels in response to identified needs and reports to SMT with recommendations.		SENCO	01.09.09	SMT		

### Standard 5.6

Students with exceptionally high ability, achievement and / or talent are fully supported.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.6 Students with exceptionally high ability, achievement and / or talent are fully supported.	5.6.1	Consideration is given to the appointment of a Talented / Gifted coordinator.		Vice-Principals	01.09.08	Principal	Staff Salaries	Responsibility Allowance
		5.6.2	Pilot schemes with outside agencies (ie Creative Writing / Maths courses with Stanford University USA) are analysed and, if appropriate, expanded to offer greater access to extension programmes to students of The School.		Senior Management Team	01.09.09	Principal	Marketing	THB100,000
		5.6.3	Talented and Gifted policies for both Junior and Senior Schools are drafted, consulted upon and, if appropriate, implemented.	Potential staffing implications to be assessed.	Vice-Principals	01.09.09	Principal		

### Standard 5.7

The EAL provision is appropriate to the needs of the students and given high priority.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.7 The EAL provision is appropriate to the needs of the students and given high priority.	5.7.1	EAL policies (linked to Statement of Philosophy and Objectives) are drafted, consulted upon and implemented.	EAL policies include programmes of assessment in EAL, the results of which are analysed with regard to student placement, progression through the school and curriculum adaptation.	EAL Coordinators (Junior and Senior)	01.01.09	Principal		

### Standard 5.8

Staff are highly aware of the EAL issues within the school, understand their roles as subject specialists / classroom teachers, are skilled in strategies to support students and trained to a high level in EAL techniques.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.8 Staff are highly aware of the EAL issues within the school, understand their roles as subject specialists / classroom teachers, are skilled in strategies to support students and trained to a high level in EAL techniques.	5.8.1	The Principal establishes Language Acquisition (with special emphasis on EAL) as a Schoolwide Goal.		Principal	01.09.08	Board of Governors		
		5.8.2	The Language Faculty is established to play a lead role in policy design and implementation.	Chair: Principal; Members: Assistant Principal (Junior) / Heads of English / Modern Foreign Languages / Mandarin / Thai / Drama / EAL Coordinators (Junior / Senior)					
		5.8.3	Performance Management and Classroom Observation establish EAL issues within the Teaching and Learning environment as a success criterion for all lessons.		Vice-Principals / Performance Managers	01.09.08	Principal		
		5.8.4	EAL issues are established as a clear priority for training.	EAL 3-Day programme of training with Dr Virginia Rojas established as a catalyst to the EAL ongoing training programme.	The Language Faculty	01.11.08	Principal	Professional Development Budget	4,000 USD
		5.8.5	English Speaking Environment Policy is fully implemented through staff training and student workshops.		The Language Faculty	01.01.09	Principal		

### Standard 5.9

The School and parents work very closely together with regard to the academic and social development of students.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student Support	5.9 The School and parents work very closely together with regard to the academic and social development of students.	5.9.1	The school assessment and reporting policies provide the framework for parental involvement in academic progress.		Vice-Principals	01.09.08	Principal		
		5.9.2	The parent / teacher consultations provide both specific and age-appropriate schoolwide information to parents.		Vice-Principals	01.09.08	Principal		
		5.9.3	Parents are invited to curriculum / academic workshops.		Vice-Principals / Performance Managers	01.09.08	Principal		
		5.9.4	Shrewsbury Parents Association Tea and Topics events are themed upon academic / social development of students	Term 1 2008 / 09: Statement of Philosophy and Objectives Language Acquisition	SPA	01.09.08	Principal		

SECTION 6 - RESOURCES

Standard 6.1

The School's non-academic staff support the safe and healthy functioning of the school and are fully supported in their roles.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.1 The School's non-academic staff support the safe and healthy functioning of the school and are fully supported in their roles.	6.1.1	Job Descriptions for all non-academic positions are written consulted upon and implemented.		Director of Business Services	01.09.09	Chair of Board of Governors		
		6.1.1	The Health and Safety Committee drafts, consults upon and implements an annual programme of training for non-academic staff.		Director of Business Services	01.09.08	Chair of Board of Governors	Professional Development	

Standard 6.2

Emergency evacuation procedures are exemplary.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.2 Emergency evacuation procedures are exemplary.	6.2.1	Emergency evacuation practices take place termly.	The first evacuation practice of the new school year takes place within three weeks to ensure that all new students and staff are familiar with procedures.	Director of Business Services	01.09.09	Principal		
				Each evacuation procedure is fully reviewed at Health and Safety Committee level with a briefing report provided to the Senior Management Team.	Director of Business Services	01.09.08	Senior Management Team		
		6.2.2	New members are of The School community are made aware of Emergency Evacuation procedures.	An Emergency Evacuation briefing paper is provided to all members of School community upon arrival.	Director of Business Services	01.01.09	Chair of Board of Governors		
Resources	6.2.3		Emergency Evacuation procedures are well publicised and promoted throughout The School.	A termly review of the publication of the Emergency Evacuation procedures is made by the Health and Safety Committee and a report provided to the Senior Management Team.	Director of Business Services	01.01.09	Senior Management Team		
				All signage related to Emergency Evacuation procedures is clear and language appropriate.	Director of Business Services	01.09.09	Senior Management Team		
		6.2.4	Emergency Evacuation procedures are benchmarked against UK Health and Safety Standards.						

Standard 6.3

The availability of The School's facilities and resources to the wider community is in line with the Statement of Philosophy and Objectives and clearly documented.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.3 The availability of The School's facilities and resources to the wider community is in line with the Statement of Philosophy and Objectives and clearly documented.	6.3.1	School Policies relating to the availability of facilities and resources are drafted, consulted upon and implemented.		Director of Business Services	01.05.09	Chair of Board of Governors		
		6.3.2	The availability of The School's resources, in line with the above policies, is actively promoted to the wider community.		Director of Marketing	01.05.09	Principal		

Standard 6.4

The School's buildings and facilities are of the highest standard and support its ambitions, philosophy and objectives.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.4 The School's buildings and facilities are of the highest standard and support its ambitions, philosophy and objectives.	6.4.1	The annual, medium and long-term Capital Development planning of the school includes a review and appraisal of the fitness for purpose of the buildings and facilities.		Director of Business Services	01.05.09	Senior Management Team	Capital Development / Maintenance	
		6.4.2	An annual review of noise pollution is made and appropriate remedial action taken.	All constituencies of The School Community (parents, teachers, students - via school council) re consulted.	Director of Business Services	01.05.09	Chair of Board of Governors	Capital Development / Maintenance	
		6.4.3	Capital Development plans respond to school enrolment and support agreed aspirations of The School.		Senior Management Team	01.10.08	Chair of Board of Governors	Capital Development	
		6.4.4	The School buildings and facilities are easily accessible to disabled people.	The buildings and facilities are annually reviewed in line with the Equal Opportunities Policy and appropriate remedial action taken.	Health and Safety Committee	01.05.09	Director of Business Services	Maintenance	
				Emergency Evacuation procedures are reviewed in line with the Equal Opportunities policy and appropriate remedial action taken.	Health and Safety Committee	01.05.09	Director of Business Services	Maintenance	
		6.4.5	The Sports and Play Space for students is annually reviewed.		Senior Management Team	01.10.08	Chair of Board of Governors	Capital Development	
		6.4.6	The facilities for parents, visitors and guests is annually reviewed.	School Reception facilities are appropriately and safely positioned.	Senior Management Team	01.10.08	Chair of Board of Governors	Capital Development	

Standard 6.5

The Information and Communication hardware, systems and logistics support The School's aspirations, philosophy and objectives.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.5 The Information and Communication hardware, systems and logistics support The School's aspirations, philosophy and objectives.	6.5.1	Preparations are made to ensure that the momentum established through the "Future is Now" project is sustained in the medium term.		Director of ICT	01.09.09	Principal	Capital Development	

Standard 6.6

The Library is at the heart of The School is every sense and resourced fully to promote a love of reading and a delight in finding things out for all members of the community.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.6 The Library is at the heart of The School is every sense and resourced fully to promote a love of reading and a delight in finding things out for all members of the community.	6.6.1	The Library is a welcoming environment for all members of the community.	A review of The Library's rooming, facilities and resources is carried out and plans submitted to ensure that all members of the community are made to feel welcome.	Director of Business Services	01.01.09	Principal	Capital Development	
		6.6.2	A staffing audit is carried out to ensure that staffing provisions are appropriate to The School's needs, philosophy and objectives.	Year Teams and Departments are surveyed to provide detailed feedback.	Vice-Principals	01.05.09	Principal	Staff Salaries	
		6.6.3	An ICT audit is carried out to ensure that access to computers and multi-media resources is in line with The School's needs, philosophy and objectives.		Director of ICT	01.09.09	Principal	ICT	

Standard 6.7

The liaison between The Library and the teaching staff ensures that the curriculum is enhanced at all levels in The School through reading, research and independent learning.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Resources	6.7 The liaison between The Library and the teaching staff ensures that the curriculum is enhanced at all levels in The School through reading, research and independent learning.	6.7.1	Planning in both Junior and Senior Schools is developed with the resources of The Library in mind.		Director of Studies / Assistant Principal (Junior)	01.09.09	Vice-Principals		
		6.7.2	The Library's resources are continuously refreshed in line with staff, parent and student expectations.		Vice-Principals	01.09.09	Principal		
		6.7.3	The Librarian actively promotes The Library's opportunities, resources and facilities						

## SECTION 7 - STUDENT AND COMMUNITY LIFE

### Standard 7.1

The School's expectations for its students are clearly presented, widely known and fully implemented.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student and Community Life	7.1 The School's expectations for its students are clearly presented, widely known and fully implemented.	7.1.1	The School's Policy Compendium contains a family of policies that clearly present its expectations for students.	These statements are also presented in appropriate ways in other school documentation - ie Pupil Planners / Homework Diaries.	Principal	01.09.08	Chair of Board of Governors		
		7.1.2	The training programme for staff systematically promotes areas of school policy relating to student behaviour and expectations.	The start-of-term Staff Meetings identify key themes of student behaviour and expectations.	Principal	01.09.08	Chair of Board of Governors		
				The Staff Weekly Briefings identify and clarify on a topical basis key themes of student behaviour and expectation.	Senior Management Team	01.09.08	Principal		

### Standard 7.2

The School's pastoral systems are well led, clearly documented, fully staffed and convergent with the academic systems.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student and Community Life	7.2 The School's pastoral systems are well led, clearly documented, fully staffed and convergent with the academic systems.	7.2.1	The School's Senior Management is reviewed to ensure that pastoral systems in the school are well led and fully implemented.	Senior Management Team reviews the Organisational Chart to ensure full compliance with this standard.	Senior Management Team	01.09.08	Executive Committee	Staff Salaries	
		7.2.2	The School's pastoral policies are reviewed, current and fully implemented.		Vice-Principals	01.10.08	Principal		
Student and Community Life		7.2.3	The School's staffing model is reviewed on an annual basis to ensure full compliance with this standard.	Consideration is given to a whole school pastoral faculty working to implement school policy and ensure convergence between academic and pastoral aspirations.	Senior Management Team	01.10.08	Executive Committee	Staff Salaries	

### Standard 7.3

The School's curriculum reinforces, enhances and extends the students' awareness of pastoral, cultural, health and social issues.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student and Community Life	7.3 The School's curriculum reinforces, enhances and extends the students' awareness of pastoral, cultural, health and social issues.	7.3.1	The School's Senior Management Team reviews the PHSE provision in the light of the Curriculum Review.	Senior Management Team reviews the Organisational Chart to ensure full compliance with this standard.	Senior Management Team	01.09.08	Principal	Staff Salaries	
		7.3.2	A whole school PHSE curriculum is drafted.		Vice-Principals	01.10.08	Principal		
		7.3.3	The School's staffing model is reviewed on an annual basis to ensure full compliance with this standard.	Consideration is given to a whole school pastoral faculty working to implement school policy and ensure convergence between academic and pastoral aspirations.	Senior Management Team	01.10.08	Executive Committee	Staff Salaries	

### Standard 7.4

The School's curriculum reinforces, enhances and extends the students' awareness of pastoral, cultural, health and social issues.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Student and Community Life	7.4 School Leaders embrace views from all constituencies in decision-making.	7.4.1	Parents are widely consulted on the agenda for school improvement.	SPA is an organisation which promotes positive communication between parents and School Leaders.	Senior Management Team	01.09.09	Principal		
				Parents are invited to participate in review of school policy where appropriate.	Senior Management Team	01.09.09	Principal		
Student and Community Life				Focus Groups of Parents are established to support and promote school development.	Senior Management Team	01.09.09	Principal		
		7.4.2	A schoolwide survey of parents is undertaken on an annual basis.		Director of Marketing	01.04.09	Principal		
		7.4.3	Students are widely consulted on the agenda for school improvement.	The Principal meets once a week with the Student Executive Team (Head of School, Deputy Head of School, Vice-Principal (Head of Senior), Head of Sixth Form	Vice-Principal (Head of Senior) / Head of Sixth Form	01.08.09	Principal		
		7.4.4	The School Councils provide the student perspective on schoolwide decisions.	The "You-Time!" School Council activities are expanded to provide a voice for students from a greater range of school constituencies.	Vice- Principals	01.09.09	Principal		
			The mechanisms for ensuring School Council views are heard are reviewed to ensure good feedback to students.	Vice- Principals	01.09.09	Principal			

## SECTION 8 - MARKETING

### Standard 8.1

The School's Philosophy and Objectives and Marketing Strategy are in complete alignment.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Marketing	8.1 The School's Philosophy and Objectives and Marketing Strategy are in complete alignment.	8.1.1	The School's Marketing Strategy is designed with the Statement of Philosophy and Objectives as the core document.		Director of Marketing	01.01.09	Principal		
		8.1.2	The School's Marketing Strategy is as ambitious for The School's future as the Statement of Philosophy and Objectives.		Director of Marketing	01.10.08	Principal	Marketing 08 - 09	70000

### Standard 8.2

The School's Marketing Strategy has clearly defined goals and targets which are fully understood and regularly reviewed.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Marketing	8.2 The School's Marketing Strategy has clearly defined goals and targets which are fully understood and regularly reviewed.	8.2.1	The School's Marketing Strategy focuses upon the following core goals: 1. Enrollment 2. Academic Standards 3. University Admissions 4. First Impressions 5. Event Management 6. The link with Shrewsbury UK	The Director of Marketing, in consultation with The Marketing Officer and The Marketing Committee, draws up the annual Marketing Strategy with agreed targets assigned to the defined goals.	Director of Marketing	01.01.09	Principal		
				These goals are reviewed at each of The Marketing Committee meetings.	Director of Marketing	01.01.09	Principal		

### Standard 8.3

The organizational model for Marketing and International Admissions fully meets the needs of The School.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Marketing	8.3 The organizational model for Marketing and International Admissions fully meets the needs of The School.	8.3.1	The Senior Management Team reviews the current organizational model when reviewing enrollment and The School's public relations.	The organizational model is taken to The Executive Committee for financial scrutiny.	Senior Management Team	01.01.09	Executive Committee		

### Standard 8.4

The annual performance of The School is audited by a Schoolwide Survey designed, implemented and analysed by The Marketing Committee.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Marketing	8.4 The annual performance of The School is audited by a Schoolwide Survey designed, implemented and analysed by The Marketing Committee.	8.4.1	The Director of Marketing designs the Schoolwide Survey in Term 1 of each academic year.	The Schoolwide Survey is presented for review to the Senior Management Team and The Marketing Committee.	Director of Marketing	01.12.08	Senior Management Team Marketing Committee		

### Standard 8.5

The international dimension of The School is fully and actively promoted at every opportunity.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Marketing	8.5 The international dimension of The School is fully and actively promoted at every opportunity.	8.5.1	The Director of Marketing actively places the internationalism of The School at the forefront of the Marketing Strategy.	The Director of Marketing reviews each section of the Marketing Strategy to ensure that the international dimension of The School is actively and consistently presented.	Director of Marketing	01.01.09	Senior Management Team Marketing Committee		
		8.5.2	The webmaster constantly monitors the website to ensure that the internationalism of The School is actively and consistently presented.		Webmaster	01.01.09	Director of Marketing		

### Standard 8.6

The Alumni of The School are considered to be lifelong friends.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
Marketing	8.6 The Alumni of The School are considered to be lifelong friends.	8.6.1	The organization of The Shrewsbury International School Alumni Society (SISAS) is reviewed.	The organizational model takes account of the need to support and nurture alumni of The School.	Senior Management Team	01.01.09	The Executive Committee		
		8.6.2	Communication between The School and members of SISAS is committed and regular to ensure that the community continues to strengthen.		Director of Marketing	01.01.09	Senior Management Team		
		8.6.3	Links are developed between SISAC and the Old Salopian Club (UK).		Director of Marketing	01.01.09	Senior Management Team		

SECTION 9 - THE LINK WITH SHREWSBURY SCHOOL UK

Standard 9.1

The School ensures that its link with Shrewsbury School UK provides substantial and lasting benefits to both institutions.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
The Link	9.1 The School ensures that its link with Shrewsbury School UK provides substantial and lasting benefits to both institutions.	9.1.1	The Board of Governors audits the strength and success of the link on an annual basis.		Principal	01.11.08	The Board of Governors		
		9.1.2	The Board of Governors considers the succession planning for new UK governors to be brought onto the board.		Board of Governors	01.10.08	Chair of Board of Governors		

Standard 9.2

The nature of the link between the two schools is a marketing priority.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
The Link	9.2 The nature of the link between the two schools is a marketing priority.	9.2.1	The link is built into the annual Marketing strategy.		Principal	01.11.08	The Board of Governors		
		9.2.2	The link is actively promoted through a prominent position on the school website.		Board of Governors	01.10.08	Chair of Board of Governors		

Standard 9.3

The exchange programme between the two schools is developed to ensure that the link is constantly refreshed by governors, staff and students.

Section	Standard	Action Point Number	Action Point	Detailed Recommendations	Responsibility	Time Frame	Accountability	Budget	Cost (Est THB)
The Link	9.3 The exchange programme between the two schools is developed to ensure that the link is constantly refreshed by governors, staff and students.	9.3.1	The School works with the SHB Liaison Officer (Mr Chris Conway) to plan a three-year programme of exchange visits at staff and (possibly) student level.	Key requirements are identified and goals set for each of the exchange visits with reports written for and audited by The Board of Governors.	Principal	01.02.10	The Board of Governors		
		9.3.2	A feasibility study for student visits is undertaken.	The Principal and the SHB Liaison Officer work together to develop an exchange programme for students.	Principal	01.02.10	The Board of Governors		

## SECTION 10 - CAPITAL DEVELOPMENT

School	Department	Project Title	Project Outline	Initial Assigned Priority	Academic Year	Costing	Funding Source
Whole School	Thai	Suite of Classrooms / Offices	1. Thai Sala; 2. Classrooms; 3. Office; 4. Resources room.	1	AY 08 - 09		
Whole School	PE	Renovation of The Chatrium Field	1. Dig out foundations; 2. New drainage system; 3. Re-lay pitch	1	AY 08 - 09		
Whole School	PE	Spectator Seating	1. Permanent seating for spectators on both Chatrium and Canterbury Fields;	1	AY 08 - 09		
Junior		Play Space	1. Year 1 and 2 modular play system; 2. Year 3 and 4 play area;	1	AY 08 - 09		
Senior	Art	Art Centre	1. Move venue to provide a more appropriate space for an Art Centre; 2. Access to outdoor	1	AY 08 - 09		
Senior	MFL	Suite of Classrooms / Offices	1. Redesign of classroom spaces; 2. Redesign of office space;	1	AY 08 - 09		
Whole School	Admin	Reception / School Shop	1. Relocation to perimeter of Reception; 2. Relocation to perimeter of School Shop.	1	AY 08 - 09		
Whole School	Catering	Dining Arrangements	1. Sixth Form dining; 2. Extension to Dining Hall; 3. New serveries.	1	AY 08 - 09		
Whole School	Drama	Infrastructure	1. Extension to current office space; 2. Mirror the Condo DT concept including	1	AY 08 - 09		
Whole School	Drama	Memorial Hall	1. Projection; 2. Lighting; 3. Amplification; 4. Backdrop / cyclorama	1	AY 08 - 09		

School	Department	Project Title	Project Outline	Initial Assigned Priority	Academic Year	Costing	Funding Source
Whole School	Library	Foyers	1. Entrances on both sides; 2. Security system; 3. Exhibition space.	2	AY 09 - 10		
Whole School	Music / Drama	Performing Arts Centre	1. Music ensemble space; 2. Music practice rooms; 3. Drama studios; 4. Dance studio.	2	AY 09 - 10		
Whole School	PE	Roofing the Gym	1. Cantilever roof for gymnasium	2	AY 09 - 10		
Junior		Science Lab	1. Creation of 2 labs; 2. Space currently occupied by music;	2	AY 09 - 10		
Junior		Early Years Studio	1. Fit out to performance standard; 2. Musical instruments (including piano); 3. Amplification;	2	AY 09 - 10		
Junior		Art Studio	1. Move to ground floor; 2. Entrance onto outside space; 3. Link through to Junior Design Technology.	2	AY 09 - 10		
Senior	DT	Natural Light	1. Classrooms to be provided with natural light; 2. Curved glass frontage; 3. Glass to floor.	2	AY 09 - 10		
Senior	ICT	Sixth Form ICT Suite	1. Sixth Form centre room set aside for ICT; 2. Electricity logistics; 3. Network / wireless;	2	AY 09 - 10		

School	Department	Project Title	Project Outline	Initial Assigned Priority	Academic Year	Costing	Funding Source
Whole School	PE	Swimming Pool Extension	Either 1. 50m pool; or 2. 8 lane 25m pool	3	AY 10 - 11		
Whole School	PE	Climbing Wall	1. Junior School climbing wall on entrance to Early Years; 2. Senior School climbing wall;	3	AY 10 - 11		
Senior	DT	Ventilated Room	1. New build for resin work.	3	AY 10 - 11		
Senior	DT	Exhibition Space	1. Completion of exhibition space; 2. Musical instruments (including piano); 3. Amplification;	3	AY 10 - 11		
Senior	Science	Science Lab	1. Dependant upon need;	3	AY 10 - 11		
Whole School	Admin	Meeting Room	1. Private non-assigned meeting room; 2. ICT facilities; 3. Projection facilities.	3	AY 10 - 11		