



Internal Evaluation Report

of the

Swiss School Bangkok

To the Parents and the Students



Bangkok,
June 2013

Foreword

In this evaluation report the quality areas of the good and healthy school -**school as a living space / teaching and classroom environment / school culture and school atmosphere / participation and involvement**- are primarily presented and evaluated .

In terms of an internal 360° survey, students, parents, teachers and school committee were interviewed. The analysis of the survey will be used for determining our position, but in particular also for reviewing the effect of the measures initiated by the BLI. At the same time the information from this survey will be incorporated into future planning.

The overall results of the survey show a very pleasing satisfaction of the groups interviewed. In all of the mentioned quality areas, the theoretical mean (2.5) is clearly passed.

The completed internal evaluation thus confirms the quality experienced in many areas for our good and healthy school and the correctness of the specified measures. It provides at the same time important starting points for further quality assurance at the Swiss School Bangkok.

Evaluation reports are now prepared-on the one hand, to the attention of parents and students, on the other hand, to the attention of the SEA committee, the school management and the teachers-, which will transparently document the quality development works at the Swiss School Bangkok and make them traceable.

Members of the control group (Sabine Langrehr, Michael Gschnaidner, Matthias Stähli), Head of the Primary Level (Johanna Vänskä), PQM-Process Consultant Markus Pieper, who is stationed in Singapore and funded by the Central Office for Schools Abroad, Martin Wauligmann (IT) and Marianne Peters (translation) were significantly involved in the extensive preparation, implementation and evaluation of the survey.

My special thanks to all of you.

Also all the other stakeholders who support this work in many ways, I thank you cordially.

"If the ideas are great, the steps towards there may be small."

Hartmut von Hentig

Best regards,
Remo Nyffenegger
Head of Control Group PQM

Content

Foreword.....	2
Table of Contents.....	3
1. Most important results at a glance	4
1.1 Particular strengths	4
1.2 Detected areas of development	5
2. Respondents, participants and applied methods (incl. response rate)	5
3. Most important data.....	7
3.1 Overview of the overall evaluation of the quality areas	7
3.2 Students survey.....	8
3.3 Parents survey.....	8
3.4 Answers to the open questions (focal points)	9
4. Information on measures.....	9



1. Most important results at a glance

The result report was introduced and explained by the Head of the Control Group PQM in various subsystems: SEA-Committee (April 2013 at the strategy meeting), Class level teams (primary/secondary, at the conference of all teachers on May 9, 2013), Students (at the SMV meeting on May 16, 2013), Parents (PTA meeting on May 23, 2013), School management team (in May 2013). The **centrale question** of this reflection phase was: «**What does it mean (for us), that we have received exactly this result?**» (What makes us happy? What do we find positive? / Where do we see areas for development? / Where do we see high necessity for change?)

The Head of the Control Group PQM pointed out some specially interesting results (e.g on particular strengths, special need for optimization, great differences in the distribution of responses, discrepancies between the assessments of different respondent groups, etc). The key statements and first conclusions of the Control Group were also presented. He also clarified some questions.

Here is a summary of the most important results of the survey (incl. answers for the open questions) and the talking with responding groups:

1.1 Particular Strengths

The Students say ...

- We get along well with each other, even when we come from another country or have a different mother tongue.
- The teachers help us when we do not understand something.
- We learn to present our work to the class.
- The teachers are interested in our opinions and questions.
- The teachers make sure that the class rules are followed by everyone.

The Parents say ...

- The school is a friendly and welcoming place.
- It is clear for us, whom we can turn to when we have questions.
- Our children feel comfortable in the school playground.
- Our children are treated appropriately by the teachers.
- The teachers treat the students with respect and kindness.

The teachers say ...

- We are interested in the concerns and the needs of our students.
- In the classroom, we show respect, encouragement and positive reinforcement towards our students and aim for a relaxing and anxiety-free atmosphere.
- The school life is enriched with interesting and varied activities, which foster community building (celebrations, sport and cultural events, etc.).
- In case of violation or classroom disruptions, we take action in an appropriate and self-controlled manner.
- We aim to strengthen the sense of community in class and ensure the respectful interaction with each other.

The SEA-Committee says...

- Teachers meet the students with respect and benevolence.
- Students are fairly and appropriately treated by the teachers at school.
- Teachers are interested in the concerns and needs of our students.
- The communication of teachers towards parents is characterized by open information, reliability and respect.
- Students are well prepared for the next class, the secondary school or for further career respectively.

1.2 Detected areas of development

- Participation of the students on which topic to learn
- SMV participation in school matters
- Extracurricular activities (Secondary I and II)
- Internal differentiation
- *Systematic* student feedback system
- Consistent enforcing of school rules
- Afternoon courses
- Infrastructure (school layout, drinking water, IT, kiosk, air conditioning)
- Communication / Information flow between SEA-committee, school management team, teachers and other staffs
- Informations for parents on the objectives and work priorities throughout the school
- Safety / accident prevention, health-conscious behavior
- Participation of teachers in the processes of decision making, influencing on decisions / comprehensible decision-making processes
- Workload of school management team / teachers > targeted support and promotion
- Dealing with difficult situations
- Orientation of school development for medium and longer term goals

2. Respondents, participants and applied methods (incl. response rate)

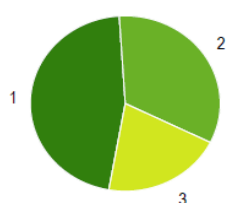
For this survey, evaluation instruments IQES online (www.iqesonline.net) were used. IQES online (Instruments for Quality Development and Evaluation in Schools) is a web platform for quality development and self-evaluation in schools. IQES online supports schools in the German-speaking world in the development and protection of school and teaching quality. We have adapted the online questionnaire created on the basis of scientific studies to the situation of the Swiss School Bangkok. All questions as well as accompanying texts and

Informations were prepared in English and also in German. The participating groups were divided as follow:

- Students (grade 3-6 / grade 7-9 / grade 10-12)
- Parents (LZ- grade 2 / grade 3-6 / grade 7-9 / grade 10-12)
- Teachers (primary level / secondary level)
- SEA-Committee.

It was found that the response rate from the parents was around **46%** (Fig. 1). From the students the response rate in the mentioned grades was around **92%** (Fig. 2), from the teachers at **91%** (Fig. 3) and from the SEA Committee at **90%**. 107 students and 53 parents answered the open-ended questions at the end of the questionnaire. All answers were carefully analyzed, summarized, and taken into consideration in this internal evaluation report.

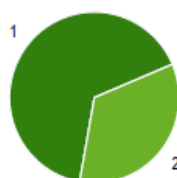
Fig.1



Gesamt

1	3.- 6. Klasse / grade 3 - 6	46%	61
2	7.- 9. Klasse / grade 7 - 9	33%	44
3	10.-12 Klasse / grade 10 - 12	20%	27
Nennungen (N)			132

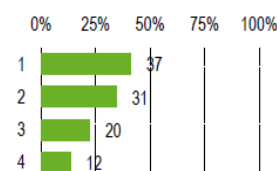
Fig.2.



Gesamt

1	Primarstufe (LZ - 6. Klasse) Primary level (LZ - grade 6)	66%	27
2	Sekundarstufe (7.-12. Klasse) / Secondary level (grade 7 - 12)	34%	14
Nennungen (N)			41

Fig. 3



Gesamt

1	LZ - 2. Klasse / LZ - grade 2	41%
2	3.- 6. Klasse / grade 3 - 6	34%
3	7.- 9. Klasse / grade 7 - 9	22%
4	10.-12 Klasse / grade 10 - 12	13%
Nennungen (N)		90



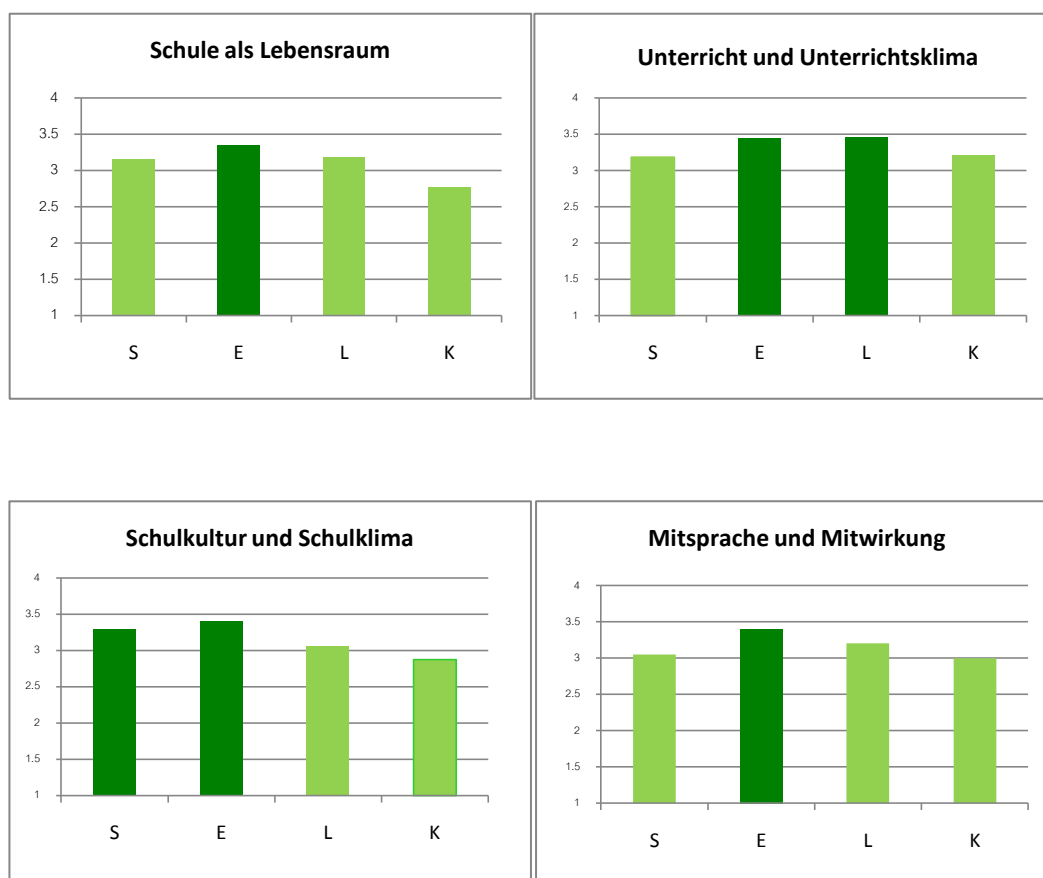
3. Most important Data

Interpretation tool:

Quality assessment : for the average values, the 2.5 mean indicates the neutrality point. In the quality assessment, values above 2.5 are interpreted in the positive range and those below 2.5 in the negative.

3.1 Overview of the overall evaluation of the quality areas (without values of the necessity for change):

S= Students / E=Parents / L= Teachers / K= SEA-Committee



3.2 Students survey

Auf einen Blick: Die Fragen mit den höchsten und tiefsten Werten

5 höchste Werte	Ø	5 tiefste Werte	Ø
4.4 - Ich komme gut mit Schüler/innen aus, die aus einem anderen Land kommen und eine andere Muttersprache haben. / I get along well with students who come from another country.	3,7	7.2 - Ich kann oft selber wählen, zu welchem Thema ich etwas lernen möchte. / I can often choose which topic I want to learn about.	2,2
5.8 - Meine Lehrer/innen helfen mir, wenn ich etwas nicht verstehe. / My teachers help me when I do not understand something.	3,6	7.3 - Wir machen oft Ausflüge oder Besichtigungen, um etwas Neues zu erfahren und zu lernen. / We often take field/class trips to experience and learn something new.	2,3
6.6 - In meiner Schule lerne ich vor der Klasse eine Arbeit zu präsentieren. / In my school, I learn to present a piece of work to the class.	3,5	5.5 - Bei der Einzelarbeit erhalten Schüler/innen unterschiedliche Aufgaben, je nach ihrer Leistungsstärke. / When working individually, students get different tasks depending on their performance level.	2,6
7.1 - Wir arbeiten oft über mehrere Tage am gleichen Thema, allein oder in Gruppen. / We often work on the same topic for several days, individually or in groups.	3,4	2.3 - Auf dem Schulhausplatz gibt es viele verschiedene Spiel- und Rückzugsmöglichkeiten. / The schoolyard provides many different options to play and private space.	2,8
4.2 - Unsere Lehrer/innen achten darauf, dass die Klassenregeln eingehalten werden. / Our teachers ensure that the class rules are followed by everyone.	3,4	5.2 - Vor Prüfungen sagen uns unsere Lehrer/innen, wie sie die Ergebnisse bewerten. / Before an exam, our teachers tell us how the answers will be assessed.	2,8

3.3 Parents survey

Auf einen Blick: Die Fragen mit den höchsten und tiefsten Werten

5 höchste Werte	Ø	5 tiefste Werte	Ø
2.1 - Die Schule ist ein freundlicher und einladender Ort. / The school is a friendly and inviting place.	3,7	2.6 - Der Sicherheit der Kinder wird auf dem Schulweg die nötige Beachtung geschenkt. / The school recognizes the importance of the safety of the children on their way to and from school.	3,0
6.3 - Es ist für uns Eltern klar, an wen wir uns bei Fragen wenden können. / When we parents have questions, we know who to contact.	3,7	5.8 - Wir Eltern werden über Ziele und Arbeitsschwerpunkte der ganzen Schule informiert. / As parents we are informed about the objectives and the focal points of the school.	3,0
2.2 - Mein Kind fühlt sich wohl auf dem Pausenplatz. / My child feels comfortable in the schoolyard.	3,7	4.3 - In der Schule lernt mein Kind, wie es am besten lernen kann (Lernmethoden und Arbeitstechniken). / In school, my child learns how to learn best (learning methods and study skills).	3,1
3.6 - Mein Kind wird von den Lehrpersonen gerecht behandelt. / My child is treated fairly by the teachers.	3,7	4.2 - In der Schule lernt mein Kind, sich Ziele zu setzen und seine Arbeit zu planen. / In school, my child learns to set objectives and plan his/her workload.	3,1
5.3 - Die Lehrpersonen begegnen den Schülerinnen und Schülern mit Wertschätzung und Wohlwollen. / The teachers show appreciation and goodwill towards the students.	3,6	6.5 - Fragen, Anregungen und Kritik von uns Eltern werden von der Schule wohlwollend entgegengenommen. / Our questions, suggestions and points of criticism are well received by the school.	3,1



3.4 Answers to the open questions on comments or suggestions for improving the school

Number of answers: Students:107 / Parents: 53

Focal points of the comments > Students (SuS) / Parents (E)

Comments or suggestions for improving the school		
Topic areas	Focal points in the answers	
	SuS	E
School as a living space		
- Afternoon courses / additional offers	✓	✓
- Safety on the campus / school route		✓
- Infrastructure (e.g. air-conditioning, IT, playground, drinking fountains, ...)	✓	✓
Teaching and classroom environment (incl. learning, impacts)		
- Quality of teaching / classroom management	✓	✓
- Class organisation (e.g. extracurricular activities / balanced class schedules)	✓	
School culture and school atmosphere (incl. school management)		
- School regulations (e.g. RIS-Campus-Rules)	✓	
- Interaction with each other (Students-Students / Teacher-Students)	✓	
Participation and involvement (incl. personal development, PQM, school development)		
- Forms of participation	✓	

4. Information on measures

It is intended that the control group will try to reach an agreement on the consequences and measures. Experience shows that decisions which are not convinced by a large majority of the school members will not be implemented in practice.

It is essential for the sustainability of the decisions that the consequences and measures must be agreed upon in principle with the parties concerned. Only if they agree, the probability of a permanent change is high.

Therefore, the suggestions for change will be particularly checked, whether and who will be primarily affected by such changes. For example, in school planning conferences moderated by the school management, in which representatives of all parties take part, the evaluation measures with their objectives, working steps, results and analyses can be introduced and suggestions for a decision or a change in practice can be represented. Several suggestions for change are likely to be developed from this evaluation measure, the priorities of which must be discussed and the emphasis points determined.

The criteria by which our school evaluate the future changes are somehow influenced by our countries of origin, but above all they are developed within the school. From the opinions on necessary actions and on possibilities for optimization, it can be concluded that not all these can be converted into further measures immediately. Careful and sustainable planning is urgently needed over the coming school years, which should be written down in a form of school program.

The second major element in the PQM-process, according to the IQES-self evaluation, will be a process of peer review. This will take place in November 2013. A peer review team of four persons from the German school in Kuala Lumpur will be here in the Swiss School Bangkok. The peers will be presented with the school program with a request for comments.

Additional questions on the measures listed in the performance and promotion agreement (2012) and other development priorities are prepared and addressed to the peers, „the critical friends“. They will evaluate these topics for us by, among other things, interviewing with the interest groups, for instance, with the students, parents, teachers and with members of the school management team and at most also the representatives from the Committee. The peers will also specifically observe and assess classroom situations. A written report of the peers will be available in February 2014. This report together with the school program also available then will be the basis for the third major element in the PQM-process, the balance visit of the member countries and the of the representatives of the Canton of Lucerne in spring 2014 (as currently planned).

