



Internal Evaluation Report

of the

Swiss School Bangkok

To the SEA-Committee,
the School Management Team
and the Teachers



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 360⁰ survey, students, parents, teachers and school committee were interviewed. The survey questions were adapted to the different groups. 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

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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 **central 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 Students survey

Particular strengths	Areas of development
<ul style="list-style-type: none"> - Students get along well with each other, even when they come from another country or have a different mother tongue. - The teachers help when the students do not understand something. - Students learn to present their work before the class. - The teachers are interested in opinions and questions of the students. - The teachers make sure that the class rules are followed by everyone. 	<ul style="list-style-type: none"> - School layout (play and private spaces) - Request for more afternoon course options - Request for own food stand (Kiosk) - Replacement of infrastructure (air conditioning, water coolers, IT) - Students can often choose for themselves which topics they would like to learn. - Request for more extracurricular experience places - Informing about result assessment on exam questions (assessment scheme) - For individual work, the students get different tasks depending on their performance level (internal differentiation). - Balanced time table - Information / enforcing school rules - Request for further forms of cooperation by the SMV (Student Council)

1.2 Parents survey

Particular strengths	Areas of development
<ul style="list-style-type: none"> - The school is a friendly and welcoming place. - It is clear for the parents, whom they can turn to when they have questions. - The children feel comfortable in the school playground. - The children are treated appropriately by the teachers. - The teachers treat the students with respect and kindness. 	<ul style="list-style-type: none"> - The school recognizes the importance of the safety of the children on their way to and from school. - Request for improved options for afternoon courses - In school, the children learn how to learn best (Learning methods and study skills). - The school prepares the students well for the next class level. - Parents are informed about the objectives and the focal points of the school.

1.3 Teachers survey

Particular strengths	Areas of development
<ul style="list-style-type: none"> - Teachers are interested in the concerns and the needs of the students. - In the classroom, teachers show respect, encouragement and positive reinforcement towards their students and aim for a relaxing and anxiety-free atmosphere. - The school life is enriched with interesting and varied activities, which foster community building. - In case of violation or classroom disruptions, the teachers take action in an appropriate and self-controlled manner. 	<ul style="list-style-type: none"> - Teachers give different homeworks individually, which can appropriately support the individual learning processes. - A communication based on trust, openness and respect - All teachers ensure that the rules are followed by everyone. - Early detecting, handling and solving the problems, shortcomings and difficulties - Balanced distribution of responsibilities / workloads - Well-functioned flow of information between SEA-Committee, school management team, teachers and other staffs - Participation in decision-making processes, influencing on decision-making / traceable decision-making processes, which will lead to clear opinions and measures. - Purposive personnel development

1.4 SEA-Committee survey

Particular strengths	Areas of development
<ul style="list-style-type: none"> - Teachers treat 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. 	<ul style="list-style-type: none"> - Daily schedule structure and supervising hours based on necessity - Regular discussion on problems of safety and accident prevention as well as creating awareness - Students learn to be health-conscious and to assess the risks of accident - Early detecting, handling and solving the problems, shortcomings and difficulties - All teachers ensure that the common rules are followed by everyone. - Well-functioned flow of information between SEA-Committee, school management team, teachers and other staffs - Purposive supervising, promoting and qualifying of school management team so that they can perform their leading and steering functions. - Medium- and longer term goals of the school

2. The objectives of this evaluation

In terms of an internal 360⁰ survey, students, parents, teachers and school committee were interviewed about the same topic areas but with different questions adapted according to the participating groups. The is-status is then recorded and documented.

The analysis of the survey will be used as the record and documentation of the s-status, 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.

With support from the external project supervision, it is the task of our colleagues and the school management team to discuss and to initiate the processes of change. The documentation and report of the is-status in March 2013 will also be used appropriately for the development of the school program.

3. 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 target groups were asked about the same topic areas in different aspects of quality for the good and healthy school, but with different questions adapted to the participating groups. 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.

In the survey of teachers and the members of the SEA-Committee, the need for change was also inquired.

The content of the questionnaire was divided into the following areas:

<i>School as a living space</i>	
Topics of the students questionnaire	Topics of the parents questionnaire
- School as a living space	- School as a living and experience space
Topics of the teachers questionnaire	Topics of the students SEA-Committee questionnaire
- School as a living space	- School as a living space
<i>Teaching and classroom environment (incl. learning, impacts)</i>	
Topics of the students questionnaire	Topics of the parents questionnaire
- Teaching - Classroom management and classroom atmosphere - Learning support „independent learning”	- Assessment of teaching - Teaching and learning processes
Topics of the teachers questionnaire	Topics of the students SEA-Committee questionnaire
- Class design - Classroom management and classroom atmosphere - Learning support and assessment - Independent and cooperative learning	- Class design and classroom atmosphere - Independent learning
<i>School culture and school atmosphere (incl. school management)</i>	
Topics of the students questionnaire	Topics of the parents questionnaire
School community and school atmosphere	- School culture and school atmosphere - Regular informations
Topics of the teachers questionnaire	Topics of the students SEA-Committee questionnaire
- School culture and school atmosphere - Cooperation – areas of cooperation - School management - Information and decision making - Satisfaction and well-being	- School culture and school atmosphere - Cooperation – areas of cooperation

Participation and involvement (incl. personal development, PQM, school development)	
Topics of the students questionnaire	Topics of the parents questionnaire
- Participatory role	- Parents as partners of the school
Topics of the teachers questionnaire	Topics of the students SEA-Committee questionnaire
- Participatory role - Information and decision making - Professionalism and personnel development - Quality management and school development - Perception of the educational mission	- Participatory role - cooperation - School management team / Information and decision making - Professionalism and personnel development - Quality management and school development

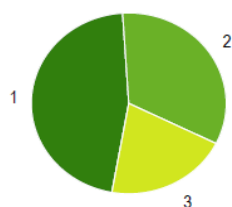
The questionnaires were developed and adapted so that they can be applied in later surveys again.

The survey took place from mid- to end of March 2013 on one hand as an “In-house-survey” (SEA-Committee / parents on parents meeting day; students), and on the other hand by inviting with participant codes (parents/SEA Committee). In doing the in-house survey, it turned out that the use of iPads especially with the students was extremely efficient.

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.

The interpretation and processing of the evaluation results are based on Gerold Brägger and Norbert Posse (Tips for the interpretation and processing of evaluation results: 2011). First a preliminary interpretation was made by the control group, followed by the information (analysis, discussion) of the participant groups. In the next step, the control group discussed and formulated PQM findings and consequences. The internal evaluation report will be used for further planning in identifying and determining the priorities and defining appropriate measures.

Fig.1

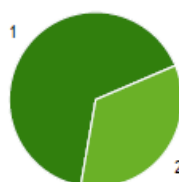


Gesamt

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.

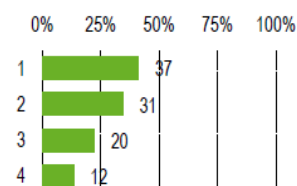


Gesamt

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

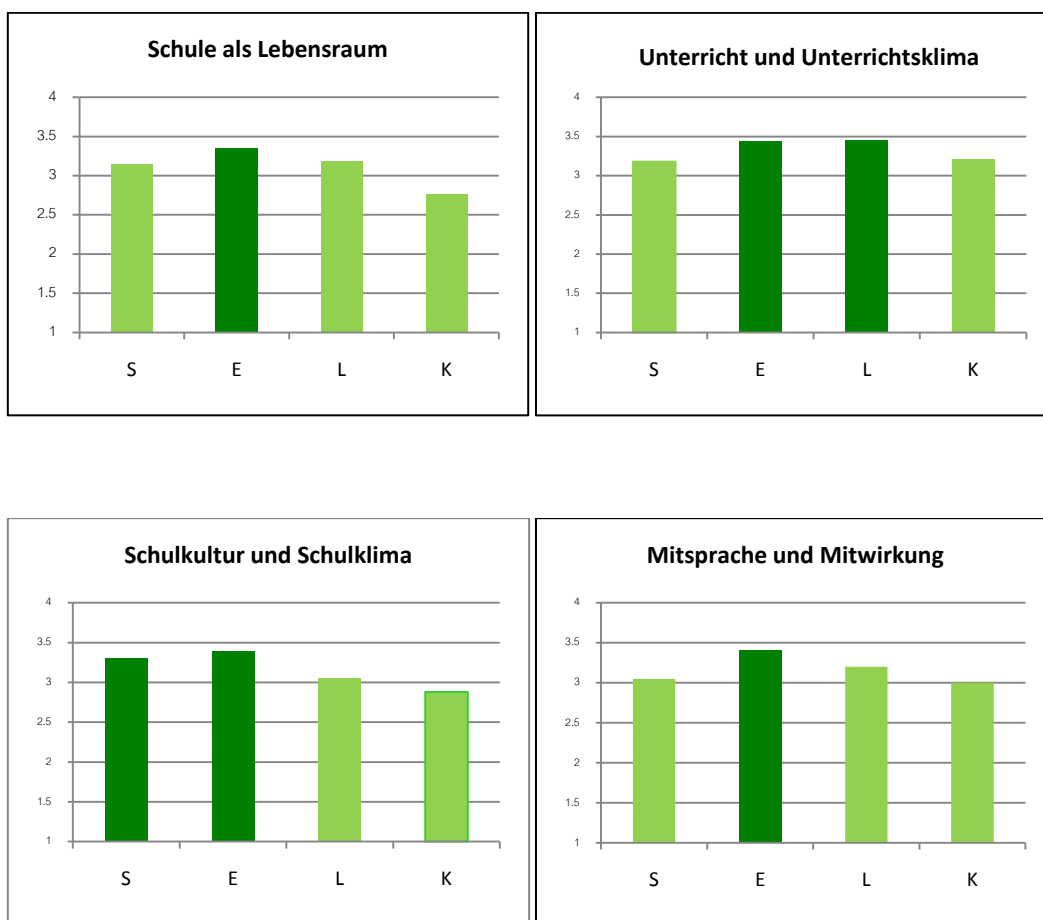
4. Most important Data

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.

4.1 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



4.2 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

4.3 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

4.4 Teachers survey

Interpretation tool:

In asking the teachers about the need for change, the result values must be reversely interpreted. Here the values above 2.5 clearly indicate a need for change.

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

5 höchste Werte	Ø	5 tiefste Werte	Ø	Grösster Veränderungsbedarf	Ø
4.5 - Ich interessiere mich für die Anliegen und Bedürfnisse der Lernenden. / I am interested in the concerns and needs of the students.	3,8	11.4 - Entscheidungsprozesse sind nachvollziehbar und führen zu klaren Entscheidungen. / Decision-making processes are comprehensible and result clear decisions.	2,2	7.9 - Die Lehrpersonen achten alle gleichermassen darauf, dass die gemeinsamen Regeln eingehalten werden. / All teachers equally ensure that the shared rules are kept.	2,9
4.4 - Ich führe die Klasse auf der Grundlage von Anerkennung, Ermutigung und Bestärkung und schaffe eine entspannte und angstfreie Atmosphäre. / In the classroom I show respect, encouragement and positive reinforcement towards my students and aim for a relaxed and anxiety-free atmosphere.	3,8	7.9 - Die Lehrpersonen achten alle gleichermassen darauf, dass die gemeinsamen Regeln eingehalten werden. / All teachers equally ensure that the shared rules are kept.	2,3	11.4 - Entscheidungsprozesse sind nachvollziehbar und führen zu klaren Entscheidungen. / Decision-making processes are comprehensible and result clear decisions.	2,8
7.1 - An unserer Schule pflegen wir ein reichhaltiges und abwechslungsreiches Schulleben, in dem gemeinschaftsbildende Aktivitäten eine wichtige Rolle spielen (Feiern, Sport, musische Veranstaltungen etc.). / The school life is enriched with interesting and varied activities which foster community building (celebrations, sport and cultural events, etc.).	3,7	8.6 - Ich arbeite mit Kolleginnen und Kollegen regelmässig in zusammen: bei der Unterrichtsvorbereitung / I regularly collaborate with colleagues in the following area: Lesson planning and lesson design	2,3	11.2 - Der Informationsfluss zwischen Schulbehörde, Schulleitung, Lehrpersonen und nichtlehrendem Personal ist geregelt und funktioniert gut. / The information flow between the SEA Committee, the school management, the faculty and the staff is defined and well-functioning.	2,8
4.2 - Wenn Regeln verletzt werden oder der Unterricht gestört wird, greife ich in angemessener und undramatischer Art ein. / When rules are not followed or the class is disrupted, I take charge in an appropriate and self-controlled manner.	3,7	11.3 - Ich bin als Lehrperson an Entscheidungsprozessen genügend beteiligt und habe ausreichend Einfluss auf Entscheidungen. / As a teacher, I am satisfied with the level of my involvement in decision-making processes and my influence in them.	2,3	7.6 - Die Kommunikation an unserer Schule ist geprägt von Vertrauen, Offenheit und Respekt. / At our school communication is characterized by trust, transparency and respect.	2,8
4.3 - Ich fördere gezielt die Gemeinschaftsbildung in der Klasse und den respektvollen Umgang zwischen den Geschlechtern und mit Minderheiten. / I aim to strengthen the sense of community in the class and ensure the respectful interaction between the genders and towards minorities.	3,7	11.2 - Der Informationsfluss zwischen Schulbehörde, Schulleitung, Lehrpersonen und nichtlehrendem Personal ist geregelt und funktioniert gut. / The information flow between the SEA Committee, the school management, the faculty and the staff is defined and well-functioning.	2,4	11.3 - Ich bin als Lehrperson an Entscheidungsprozessen genügend beteiligt und habe ausreichend Einfluss auf Entscheidungen. / As a teacher, I am satisfied with the level of my involvement in decision-making processes and my influence in them.	2,7

4.5 SEA-Committee survey

Interpretation tool:

In asking the teachers about the need for change, the result values must be reversely interpreted. Here the values above 2.5 clearly indicate a need for change.

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

5 höchste Werte	Ø	5 tiefste Werte	Ø	Grösster Veränderungsbedarf	Ø
4.3 - Die Lehrpersonen begegnen den Lernenden mit Respekt und Wohlwollen. Es kommt selten vor, dass über Schüler/innen abwertende Bemerkungen gemacht werden. / The teachers treat the students with respect and goodwill. Negative comments about students are rare.	3,6	7.6 - An unserer Schule werden Probleme, Mängel und Schwierigkeiten rechtzeitig erkannt, angegangen und wirksam beseitigt. / Problems, areas needing improvement and difficulties are identified early on, measures are taken and issues effectively solved.	2,3	7.9 - Unsere Schulentwicklung richtet sich an mittel- und langfristigen Zielen aus. / Our school development is guided by medium and long term goals.	3,0
2.5 - Ich habe den Eindruck, dass die Lernenden an unserer Schule von den Lehrpersonen fair und gerecht behandelt werden. / I have the impression that the students at our school are treated fairly by the teachers.	3,6	4.2 - Die Lehrpersonen achten alle gleichermaßen darauf, dass die gemeinsamen Regeln eingehalten werden. / All teachers ensure that the shared rules are kept.	2,3	1.6 - An unserer Schule werden regelmässig Fragen der Sicherheit und Unfallverhütung besprochen und die Erkenntnisse umgesetzt. / Safety issues and accident prevention are regularly discussed among the teachers and the insights implemented.	2,9
2.6 - Ich habe den Eindruck, dass sich die Lehrpersonen für die Anliegen und Bedürfnisse der Lernenden interessieren. / I have the impression that the teachers are interested in the concerns and needs of the students.	3,6	7.5 - In unserer Schule werden Schulleitungen gezielt beraten, gefördert und qualifiziert, um ihre Führungs- und Steuerungsfunktionen ausüben zu können. / At our school, the school management is supported and assessed to enable them to handle their management and steering functions.	2,4	1.7 - In unserer Schule lernen Schüler/innen sich gesundheitsbewusst zu verhalten und Unfallrisiken einzuschätzen. / At our school, the students are educated to be aware of healthy living and to be able to judge the risks of accidents.	2,9
5.4 - Die Kommunikation der Lehrpersonen gegenüber den Eltern ist geprägt durch offene Information, Verlässlichkeit und Respekt. / The communication from teachers towards parents is characterized by transparency, reliability and respect.	3,4	1.5 - Die Schule bietet bedürfnisorientierte Tagesstrukturen und Betreuungszeiten an. / The school provides the needed care hours and supervised support structures (e.g. afternoon courses, tutoring).	2,4	1.5 - Die Schule bietet bedürfnisorientierte Tagesstrukturen und Betreuungszeiten an. / The school provides the needed care hours and supervised support structures (e.g. afternoon courses, tutoring).	2,8
8.3 - Die Schüler/innen werden gut auf die nächste Klasse resp. auf die weiterführende Schule oder den Beruf vorbereitet. / The students are well prepared for the next grade level, advanced secondary school or future careers.	3,4	1.6 - An unserer Schule werden regelmässig Fragen der Sicherheit und Unfallverhütung besprochen und die Erkenntnisse umgesetzt. / Safety issues and accident prevention are regularly discussed among the teachers and the insights implemented.	2,4	6.8 - Der Informationsfluss zwischen Schulbehörde, Schulleitung, Lehrpersonen und nicht lehrendem Personal ist geregelt und funktioniert gut. / The information flow between the SEA Committee, the school management, the faculty and the staff is defined and well-functioning.	2,8

4.6 Answers to the open question about comments or suggestions for improving the school?

Answers altogether: 184

Students:107 / parents: 53 / teachers: 22 / SEA-Committee: 2

Thematic **focal points** of the comments (Students (SuS) / Parents (E) / Teachers (L); the two answers from the SEA-Committee survey were not included in this list.)

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

5. Descriptive and evaluative key opinions on strengths and development areas

The results on the whole show a very high satisfaction of all surveyed groups with our school. 97 % of the surveyed parents state that our school is a freindly welcoming place and 95% of the surveyed parents think that their children feel well on the school grounds. 93% of the surveyed students confirm these statements while 91% state that they like to go to school. A very large majority (97%) of the surveyed students state that they get along well with students from another country with different language. 97 % of the surveyed parents and 100% of the surveyed SEA-Committee members think that the teachers show appreciation and good will towards students and 95% of the surveyed parents state that their children are treated properly by the teachers. 95% of the surveyed students state that they receive helps from the teachers, when they do not understand something.

These statements were gladly taken by the teachers and are in accordance with their own statements in the survey. 100% of the teachers say, for example, that they are interested in the concerns and the needs of the students and they run the class on the basis of appreciation, encouragement and reinforcement and try to achieve the relaxed and anxiety-free atmosphere. 97% further state that they purposively promote the sense of community in class and the respectful interaction with each other. 93% of the teachers agree with this statement, that our school life is enriched with interesting and varied activities, which foster community building. 100% of the surveyed SEA-Committee members basically believe that the students are well prepared for the next class and the next school or for career.

All (100%) of the surveyed teachers confirm that they take action appropriately and in a self-controlled manner, when rules are violated or when the class is disrupted. 93% of the students confirm this statement that the teachers ensure that the class rules are followed by everyone. 94% of the surveyed students state that they learn to work independently in our school. We consider this feedback a positive confirmation of our practice to systematically promote the independent learning.

93% of the parents know whom to contact, when they have questions. 100% of the surveyed SEA-Committee member think that the communication of teachers and parents is marked with open Information, reliability and respect.

The positive evaluation of the area of quality „*Teaching and classroom environment*“ and und thus the expertise level of the teachers was delightedly recorded. Appropriate goals to strengthen the methodological aspects of teaching will certainly be included in school program in the future.

Overall, we consider this feedback positive confirmation of our effort to make the school an attractive, healthy living and learning space and to regard it as a place of appreciative encounter. We believe that the school culture resulting from this and the school atmosphere will have positive impact on the schooling progress of the students.

Besides the lesson topics aligned to the interests of students, the specific use of extracurricular activities (especially the secondary level), areas of development are also detected in the area of internal differentiation (especially in the secondary level) and the pre-and post-discussions of examinations. In an interview the class representatives have confirmed these statements in the SMV. The SMV expressed further that a systematic feedback system in which the students can give feedback

individually to every teacher on their teaching would be welcome. The SMV is also interested in a close cooperation with the school management team and would like to be able to have more say in school.

The students apparently are either unsatisfied especially with the RIS-Campus-Rules or have partially ignorance of rules. This is especially expressed in the open questioning and was also confirmed in the exchange with the SMV.

The surveyed teachers think that the communication flow between SEA-Committee, school management team, teachers and other staffs is not satisfactorily regulated. Only a minority of the teachers agree to the statement that the decision making processes lead to comprehensible and clear decision. Also, only 46% of the participating teachers think that they are sufficiently involved in the decision making processes and have sufficient influence on decisions. In this context, it is noticeable that the teachers of the secondary level evaluate rather low in questions about the school management team (e.g. staff meetings or support in difficult situations) and express a clear need for change. It is questionable, whether these results are in line with the special personnel situation in the school management team at the time of the survey.

Parents express that they are only partly informed of the objectives and focal points of the *whole* school. Here it is interesting to find out that this statement applies in particular to the middle level (Grade 3-6) and the upper secondary level (Grade 10-12).

Only 40% of the teachers and 44% of the SEA-Committee members think that the teachers equally take care that the common rules are followed by everyone. 75% of the SEA-Committee members also state that problems, shortcomings and difficulties are not recognized in time, appropriately tackled and efficiently eliminated at our school.

The discussion on issues of safety and accident prevention and the implementation of the awareness are, in the opinion of the SEA-Committee, less regularly held at our school. Although the value of the parents survey for safety and accident prevention is relatively clear in the positive range, the parents representatives agreed in the interview to the estimation of the SEA-Committee.

The parents representatives want a broader and perhaps more coordinated with the RIS course offers in the afternoon courses. Also only 44 % of the des SEA-Committees think that our school offers structures and daycare hours orientated to needs. 88% of the SEA-Committee consider it necessary to change in the area of the alignment of school development according to medium and longer terms goals.

The rather low evaluated statement of the students that there are many different play- and retreat facilities in the school should be examined more closely. It can be assumed that the students not questioned in this survey (LZ - Grade 2) also could see the need for development in this point. In the area of infrastructure, the need for development especially in the areas of the airconditioning, water fountains, lacking kiosk and IT facilities is expressed by the students. A clear urgency of improvements in this regard can be seen from the comments of the students.

6. Opinions on necessary actions and on possibilities for optimization

The collected knowledges are then weighted in the next step. We recognize clear need for action and possible optimization at this point in the following areas:

- 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 fountains, 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

7. 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 audit visit of the member countries and the of the representatives of the Canton of Lucerne in spring 2014 (as currently planned).