



SAIGON SOUTH INTERNATIONAL SCHOOL



ANNUAL REPORT 2015 - 2016

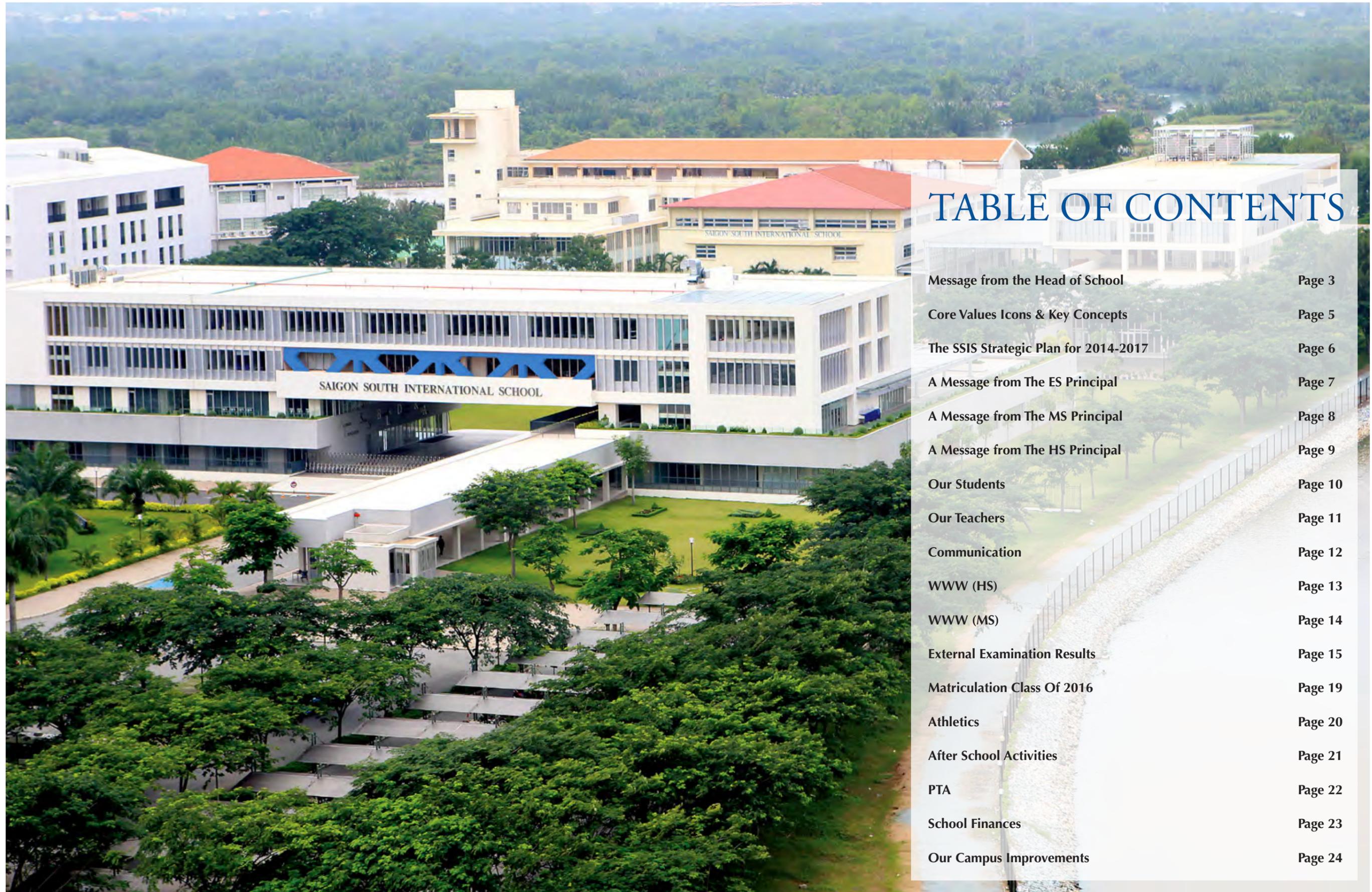


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MESSAGE FROM THE HEAD OF SCHOOL



We are pleased to present to you Saigon South International School's 2015-2016 Annual Report. Through pictures, diagrams, charts, tables and text, we try and share with our community the exciting growth that happens each day and throughout the school year. We have successes, both large and small, to celebrate as well as milestones to remember. Through community surveys at the end of each year we gather feedback from our students, parents, and teachers and strive to improve each year.

The academic period covered here is from 01 July 2015 through 30 June 2016, whilst the fiscal year in our reporting of expenditures is from January through December 2015.

The senior leadership of the school has reached a very stable period with only one new division head, Mr. Jacob Hendrickson, joining SSIS in the high school. Dr. Dan Keller and Barbara Reynolds enter their second year in Elementary School, while Ms. Molly Burger (Middle School Principal), Ms. Tina Fossgreen (Curriculum Director), Ms. Shelley Wowchuk (Activities/Athletic Director), and I are now in our third year at

SSIS. SSIS also benefits from the experience of the rest of our senior administrative team of Wai Mun Fong (Associate Head of School), David Perkin (ICT Director) and Katie Rigney-Zimmermann (Director of Admissions & Marketing).

SSIS was recognized this year by the Ho Chi Minh City government as the international school with the best facilities in the city. Indeed, we are grateful for the generosity of our founders, Lawrence S. Ting and Ferdinand Tsien, in providing such a spacious campus and wonderful learning spaces for our students. Major improvements were made during the summer to support our curriculum and learning initiatives. The auditorium was completely remodeled to provide a wonderful performance space for our actors, musicians, and for school meetings. A maker-space in the elementary is the focus of the increased attention we are placing on STEM (science, technology, engineering and math) in our inquiry-based curriculum. Student cultivated growing beds for lessons in biology are nestled around a magnificent garden which features a living exhibit of plant life native to Vietnam.

We are now in our second year of the three-year SSIS Strategic Plan and the focus continues to be on improvements to teaching and learning. The ongoing articulation of an SSIS Curriculum Framework took a more concrete form this year with the introduction of the first "SuperUnits" in elementary, multidisciplinary events in the Middle School such as the Dragon's Apprentice, and new courses in the High School. We have also done a great deal of work with our faculty and students on our Core Values and what they mean for an SSIS education.

Academic Excellence will always be central to our mission. The graduating class of 2016, whether they took Advanced Placement (AP) or International Baccalaureate (IB) classes, left well prepared for further studies. Our students found Balance in Life through breath of their programs and showed Dedicated Service to others both in school and in the community. Their Respect for All, even when in passion disagreement, demonstrates their basic decency towards others, and, together with their teachers and all in our community, they worked to find their Sense of Self and discover their place in this community.

As proud as we are of our students and their achievements, we know that they do not work alone. We thank our parents for the love and support with which they send their sons and daughters off each day and we thank our teachers who greet them and serve as mentors, guides, coaches, advisors, and partners in our students' journeys from child to adult. We would be remiss, though, if we didn't also thank our local staff of cleaners and gardeners, security, health services, maintenance worker, and office staff who labor each day to make this the best school it can be.

We are better because of this community—our Board of Directors, our administrative leaders, our teachers and assistants, the SSIS staff, our parents and hard-working PTA, and our students. All those in the past, from our Founders and former administrators and teachers, bequeathed us a wonderful school. Our past students created a tradition of excellence in all things that we aspire to live up to. What we do in the present is to build upon their legacy with work of our own.

Concluding my third year I see so much that has changed but so much that is the same and I realize how fortunate I am to call SSIS home.

Sincerely yours,

Mark Iver Sylte
Head of School



MISSION STATEMENT

SSIS is a college preparatory school committed to the intellectual and personal development of each student in preparation for a purposeful life as a global citizen.

OUR PHILOSOPHY

Learning at SSIS is an interactive process of discovery involving students, teachers, and parents: all working to support the development of the skills, knowledge and attitudes necessary to succeed in school and later in life.

Our curriculum emanates from the school's mission, incorporates our many cultures, and is broader than the content of study. All courses of study are student-centered, focused on making meaning, and rooted in conceptual understanding.

The cultural context of an international school is potentially a life-changing opportunity. SSIS aims to guide students towards capitalizing on that opportunity and making the experience as fulfilling and rewarding as possible.

CORE VALUES

Saigon South International School's Core Values play a vital role in every student's daily life. Unlike a uniform which can be taken off at the end of the day, the Core Values are attributes which will remain with our students for the rest of their lives. *Academic Excellence, Sense of Self, Balance in Life, Dedicated Service, and Respect for All* are at the heart of the school mission and at the center of all we do.

CORE VALUES ICONS & KEY CONCEPTS

Starting with their beliefs and vision for Saigon South International School, Ferdinand Tsien and Lawrence S Ting developed the Core Values and mission statement for the school. Their definitions of each of the Core Values goes beyond the traditional meanings and help to guide our students lives outside of the classroom and their time with us. They saw the need for a rich academic program to include areas that are often overlooked or underemphasized by some schools. In looking to the academic program, and the type of students that SSIS would graduate and send out into the world, they believed that our Core Values would immeasurably enrich learning. Our students should have a clear understanding of themselves and experience a full and rich academic experience which included art, music, drama and athletics. They should feel a responsibility to family, school, community and the world and treat all work, whether in business or charity, as an act of service. Finally, they should look upon all people as equal in dignity and worthy of respect.

This past year the school created icons and key concepts for each of the Core Values. One color was chosen to represent each icon so that even our youngest learners can identify them.





THE SSIS STRATEGIC PLAN FOR 2014-2017

Strategic planning is an important part of planned growth and development for any school. While there are many things that cannot be predicted, or controlled, schools must make choices about what the essential features of their curriculum or culture they want to strengthen. Sometimes these plans read like a list of projects to implement. New ideas for curriculum, facilities improvements, the retention of high quality faculty, and community outreach all find their ways into the typical strategic plan.

These are all important parts of a great school's development and they are present in every discussion we have at SSIS about the past, present and future of our School. Two years ago, however, we took a different tack in developing our current strategic plan for SSIS. We wanted to bring the focus of our development back to the original writings of our Founders to make sure we were staying true, in our curriculum and culture, to our Core Values of Academic Excellence, Balance in Life, Dedicated Service, a Sense of Self, and Respect for All.

We wrote a three-year strategic plan in 2014 which encompassed our best thinking on where we are as a school and where we want to go in the future. Our SSIS Strategic Plan 2014-2017 has three main areas:

1. **The Core Values:** To explicitly reaffirm and embed the School's Core Values as guiding principles for SSIS.
2. **The Curriculum:** To enhance teaching and learning at SSIS through the written, taught, and assessed curriculum.
3. **Community Engagement:** To increase participation, communication, and collaboration between parents, the school, and the community.

In the first two years of the plan we have made dramatic progress in the realization of these goals. Our Core Values are more visible around school and more embedded in our School culture amongst students and faculty. Our evolving Curriculum Framework defines what we believe as School and work on this core document will be completed during the 2016-2017 school year. While there will always be more work to be done in improvement and shaping our communications across the school, our surveys show great progress has been made as recognized by our students, faculty and parents.

At the end of next year, in April 2017, we will turn our attention again to a more traditional form of strategic planning and create a roadmap for SSIS into the next five years. Having strengthened our commitment to our Core Values and culture, we will explore five key questions to take SSIS to 2022:

1. How do we ensure that we continue to attract and retain the most highly qualified personnel who are committed to our Core Values and able to enrich the learning of our students?
2. What programs do we need to strengthen and adopt which will best prepare our students for the exciting future which awaits them at top universities around the world and as adults?
3. How do we strengthen the position of SSIS so that it can deliver this world-class education not only for the next five years but for the next fifty or more?
4. What new facilities will need to accommodate our students, faculty, and programs as we continue to grow at a school?
5. How do we continue to strengthen our connections with our students, parents, faculty and community as we continue to serve them and our wonderful host country of Vietnam.

I feel very fortunate to be here at SSIS during such an exciting time in its growth and to sharing the coming years

Mark Iver Sylte
Head of School



A MESSAGE FROM THE ES PRINCIPAL

This school year was an ambitious pursuit of our exciting goal: Significantly innovate our curriculum in order to serve as a model elementary program within the international school community. These innovations will occur through re-designing our learning spaces, learning times, learning structures, and learning experiences. We are proud of our many accomplishments in the areas of leadership, strategic plan, staffing, curriculum, professional development, facilities, operations, and community engagement.



Daniel J. Keller, PhD
ES Principal

- In the area of Leadership, we formalized the elementary leadership team, established norms for the group, refined our agenda process, strengthened the role of the grade level team lead, created a lead for the specialist team, and developed team meeting time.
- In the area of Strategic Plan, we increased our emphasis on the school's Core Values, improved our assessment of academic excellence, and increased parent involvement through various community engagement activities.
- In staffing, we added a grade 2 teacher, a drama teacher, and a teacher for English as an Additional Language. We also changed job titles as our 'counselor' became 'psychologist' and 'teacher assistant' became 'teaching assistant.' We improved and communicated the Assistant Principal job description, as well as developed a system for substitute plans for when Teaching Assistants are absent.
- We developed and displayed the "To infinity and beyond" posters that describe how our elementary curriculum would be innovated through SuperUnits that include rigorous and relevant themes, trans-disciplinary integration, all based on our mission and Core Values. We also developed and displayed Core Values posters with simplified language for elementary students.
- We made a number of improvements to our subjects, including increasing Vietnamese language instruction, adding drama classes, implementing a new Health curriculum, and forming a Math committee to help implement our new SSIS Math program. In the area of technology, we implemented 1:1 programs for students in grades 3,4 and 5, installed Apple TVs in every classroom, transformed our computer lab into a media studio, and implemented a "Bootcamp" program for students to learn how to use their laptop computers.
- We strengthened our sense of community through implementing regular monthly assemblies with a consistent assembly format and a designated assembly director.
- We had a few special guests, including Artist Ms Loan Phi Nguyen, Author Chris White, and Storyteller John Moser.
- Some unique events included our Arts Journeys, which integrated art, drama and music, as well as introducing our first annual Innovate SSIS.
- In professional development for teachers, we developed a Coaching Program guide, studied 5 keys to quality assessment, provided training to all teachers in Project Based Learning, ran MakerSpace Workshops, and began formal training for our Teaching Assistants.
- Facilities saw improvements, ranging from the entrance to the elementary, the creation of a student garden, and the launching of our MakerSpace.
- Our operations saw improvements as we moved from an 8-day to a 10-day schedule. Our food services improved with the introduction of Bento Boxes and Salads. Our focus on attendance reduced tardiness and formalised the process for excusing absences. We revised the admissions process to more accurately admit students to our school. We implemented surveys for teachers to give feedback on administrators, students to give feedback on teachers, and parents to give feedback on the school.
- We focused on community engagement with parents by implementing our Teacher to Parent Communication Plan and hosting parent engagement events. We engaged our local community through guest speaker visitors at events in the school. We also engaged the professional education community through presentations at various educator conferences.

As we look back on the 2015-2016 school year, we are proud of our many accomplishments. These accomplishments were only possible due to our dedicated faculty, supportive parents, and wonderful students. We now look forward to new ways in which we will innovate our curriculum in order to serve as a model elementary program within the international school community.



A MESSAGE FROM THE MS PRINCIPAL

Throughout the 2015-2016 school year, the middle school faculty, staff and students worked to bring the Core Values to life. Highlights of that work include:



*Molly Burger
MS Principal*

Focus on Curriculum: Curriculum maps were rewritten for grades 6, 7, and 8 science classes based on the Next Generation Science Standards. Primary budgetary focus was placed on upgrading science equipment to better support the new curriculum focus. A health curriculum was designed EC-12 and was piloted in grades 6 and 7.

Focus on Supporting High Achievement: Grade reporting guidelines were developed and implemented focusing on frequency, timeliness, and accuracy as well as addressing practices that support high achievement through retesting and resubmission of all major assessments.

Focus on Service: Extending our work with Orphan Impact, an organization that provides digital literacy and technology training to orphans, not only did middle school students raise \$1250 through the work of three different service learning experiences, we hosted a team of Orphan Impact teachers to observe classes and attend workshops focused on pedagogy. Students also expanded our work with Anh Linh Love School, a local school serving some of the most impoverished students in Ho Chi Minh City, as grade 7 and 8 students not only promoted the all school food drive, but sought out corporate sponsors resulting in triple the amount of food and supplies delivered to the school.

Focus on Technology: Apple TVs were added to all classrooms in order to provide a more seamless presentation mode for our learning environments. The Robotics and Coding courses continued to be developed with the addition of Adafruit servo drivers, Bluetooth Arduino microcontrollers and sensors, and a 3-D printer. In addition, all teachers focused professional learning on the SAMR model of infusing technology into the teaching and learning process. Teachers developed and implemented at least one new lesson each semester focused on using technology at the Modification or Redefinition levels.

Focus on Local, Regional and Global Collaboration: Teachers and students felt the world become much smaller as they collaborated locally, regionally and globally in many different subject matters. These collaborative experiences involved students in a local Vietnamese secondary school, in several cities in the USA, and in China as well as many professionals representing over 15 different non-governmental organizations in the Ho Chi Minh City area. From art to English Language arts to social studies, these collaborative experiences engaged and delighted our students as they created art, developed presentations, and worked to help others.



A MESSAGE FROM THE HS PRINCIPAL

The 2015-16 school year in the high school balanced the continued growth of academic programs and extracurricular options for our students with the inclusion of some significant initiatives that changed the face of the division. The highlights of this work are:



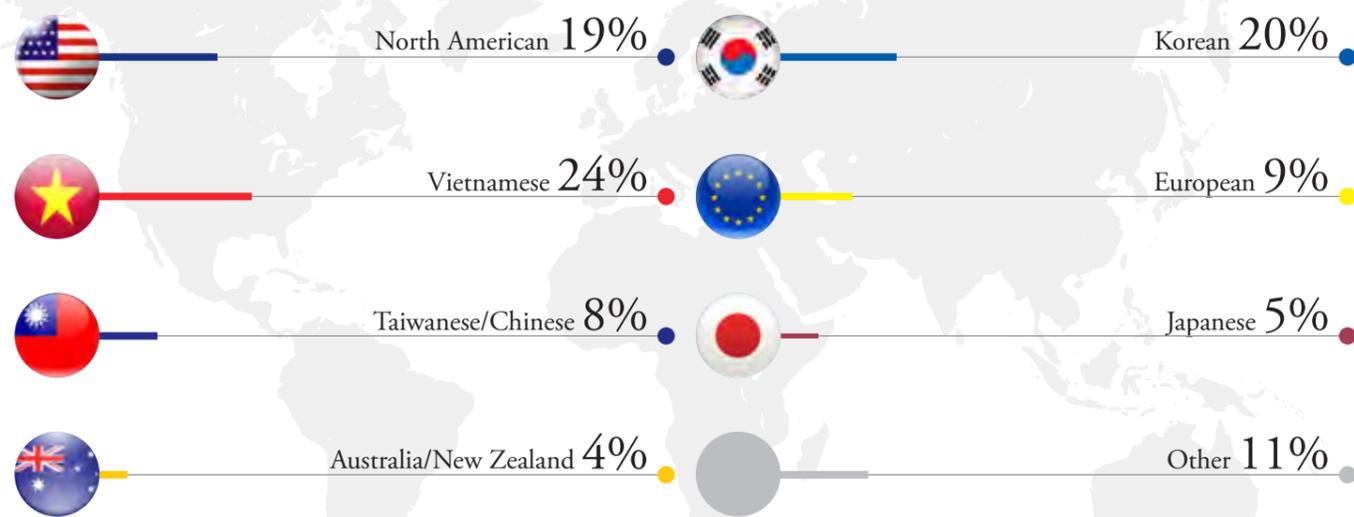
Jacob Hendrickson
HS Principal

- **Administrative Support Staffing** - As the high school grew by almost 60 students in the 2015-16 school year, the need to hire an additional as assistant principal for the 2016-17 school year was very apparent. Dr. Timothy Chute was hired with a wealth of experiences as both a principal and assistant principal in Canada, Kenya and Qatar.
- **Director of University Guidance** - As a part of a board initiative to increase our student's abilities to realize their post-secondary dreams, we hired an administrative level Director of University Guidance for the 2016-17 school year. Robert Kostrzeski's vast experience from top international and independent schools and university admissions offices will serve our students well.
- **Pastoral Advisory Program** - The high school staff worked to completely redesign our advisory program in the high school. The results were a pastoral program that focused on relationship building, connectedness, well-being, resilience, and sense of purpose.
- **House Leagues** - The high school developed a four house league system based on dragons. Wyvern, Naga, Shenlong and Hydra were born during the 2015-16 school year. Each house mixed teachers, and students of all grade levels. Athletic, academic, service and core values competitions began in its inaugural year.
- **New Bell Schedule** - To ensure that teachers and students could move effectively between the middle and high school divisions, an identical 10- day bell schedule was created through the work of the middle and high school leadership teams during the 2015-16 school year. This new schedule would enable MS students the opportunity to access higher level courses in the HS and allow teachers to more easily work in both divisions during the 2016-17 school year.
- **Principal's Coffees** - A number of principal's coffees were created to help parents maximize their children's resilience and ability to be self-sufficient.
- **Parenting Book Club** - The three divisional principals led a parenting book club on Teach Your Children Well. The multiple sessions afforded parents opportunities to learn some excellent strategies from both the author and other SSIS parents.
- **Week Without Walls** - A group of teacher-leaders met to reevaluate our 9th grade WWW trip because we had outgrown our previous location in Bintan, Indonesian. The committee developed a serviced-based program that would impact our host country in Vietnam. The focus of the new trip would partner students and teachers in the building of two long houses in the village of Mai Chau in northern Vietnam to begin in the fall of the 2016-17 school year.

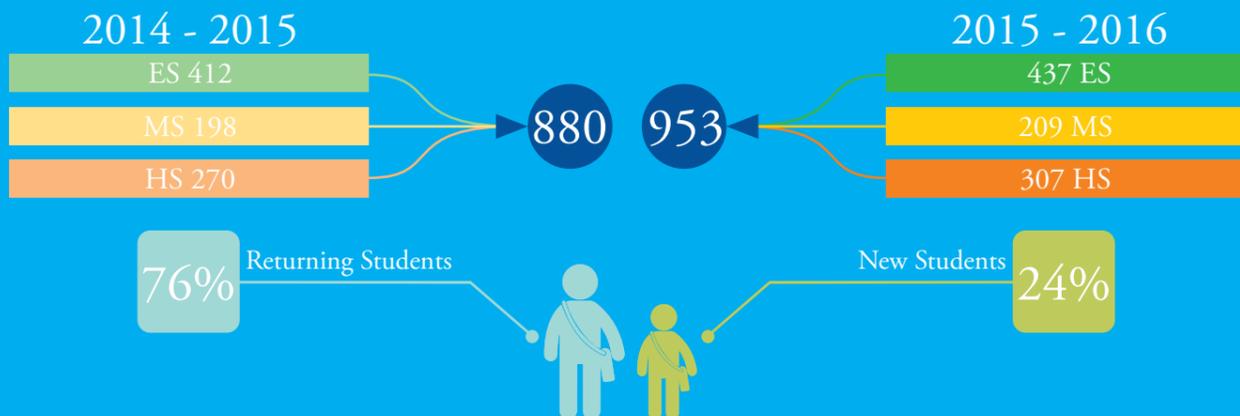
OUR STUDENTS



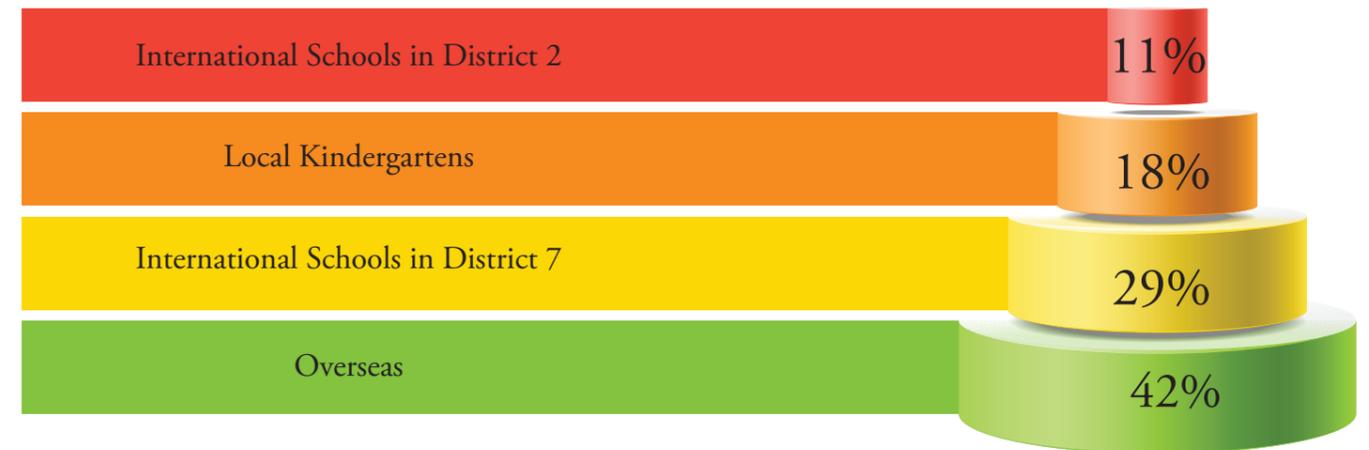
NATIONALITIES



STUDENT NUMBERS



WHERE OUR APPLICATIONS COME FROM



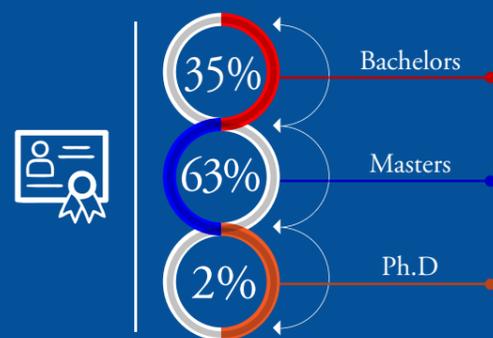
OUR TEACHERS



NATIONALITIES

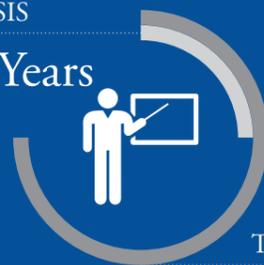


DEGREES



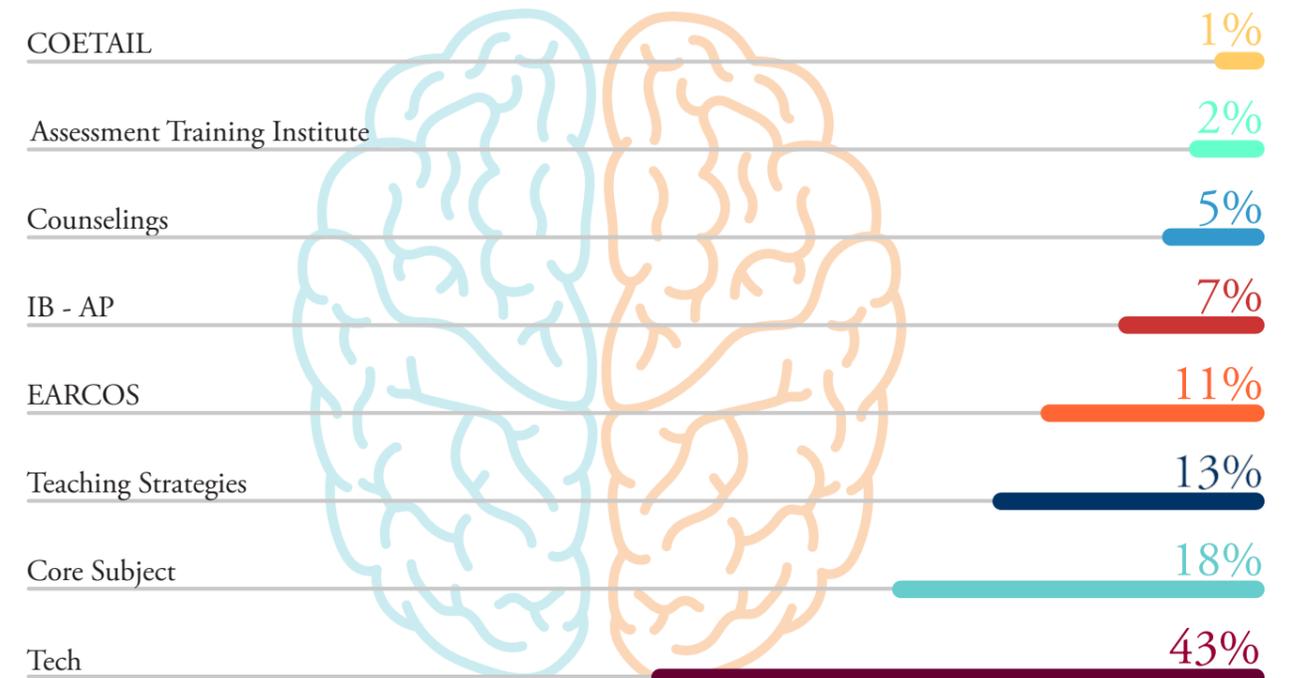
Length at SSIS

Average 4 Years



Teaching Experience
Average 16 Years

PROFESSIONAL DEVELOPMENT



COMMUNICATION



It does not do a school any good to have a million things happening if no one hears the about them or to invite parents in and not have them get the invitation. At SSIS, we have many different ways of communicating with parents to ensure that this does not happen. Over the past year our social media presence has grown. We have added an Instagram account and our Facebook likes have tripled. We continue to share with parents on eNews, through our blogs and emails. Coffee mornings were run monthly last year, an increase over the past and there were additional Head of School gatherings for parents. We discovered that when we used SMS as a gentle reminder of upcoming activities we had increased attendance. Our new Core Value videos launched at the end of the year were well received by the entire community.



SSIS WEBSITE



WWW (HS)

WEEK WITHOUT WALLS



Week Without Walls trips are among the highlights of their time at SSIS for many students. They allow MS & HS students the opportunities to learn and grow outside the classroom. They test in a safe environment. Students are challenged each day to step out of their comfort zones and try new things. The authentic situations lead to a greater understanding of themselves and their classmates. Whether the students stayed in Vietnam or traveled overseas, they all participated in aspects of community service and cultural exchanges.

Grade 9 - Bintan Island, Indonesia



House painting



Boom net boating



Skywalking



Road paving



Ziplining

Grade 10 - Chiang Rai, Thailand



Built canteen floor



Kayaking



Visited temples and hill tribes



Climbing



Taught English to Thai students

WWW (MS)

WEEK WITHOUT WALLS



Grade 6 - Mui Ke Ga



Cultural exchange



Ta Ku temple visit



Geocaching



Manta sailing



Orienteering



Jungle hike



River cruise rafting



Quiz night



Community service with local orphanage



Nature scavenger hunt

Grade 7 - Lam Dong Province



Tai Lai Museum project



Team building activities



Traditional dance and Games with local villagers

Grade 8 - Dong Nai Province



Kayaking



Camping

EXTERNAL EXAMINATION RESULTS

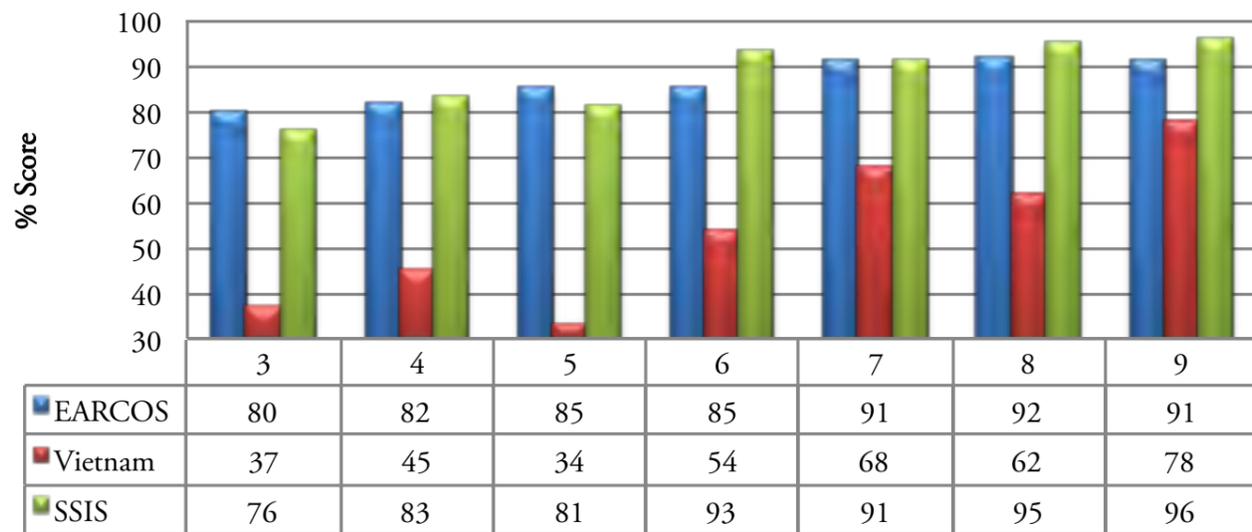
MAP



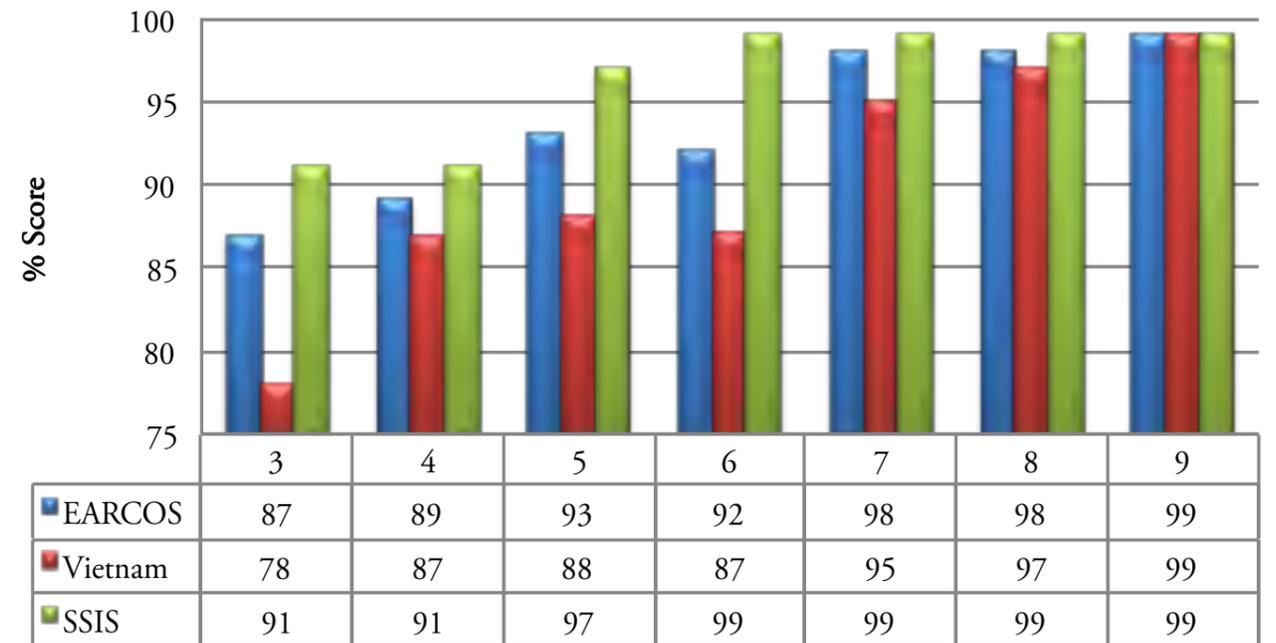
In 2015-2016 students in grades 3-9 participated in the Measure of Academic Progress (MAP) assessment during the fall and spring. The MAP is an adaptive assessment which measures students' progress in the areas of reading comprehension, language usage and grammar and mathematics. At SSIS we use the results to help us make informed instructional decisions.

The charts below show our students' results as a percentile of all test takers. We further compared them to all schools in the East Asian Regional Council of Schools (EARCOS) and against other international schools in Vietnam. It is clear that students at SSIS are performing very well.

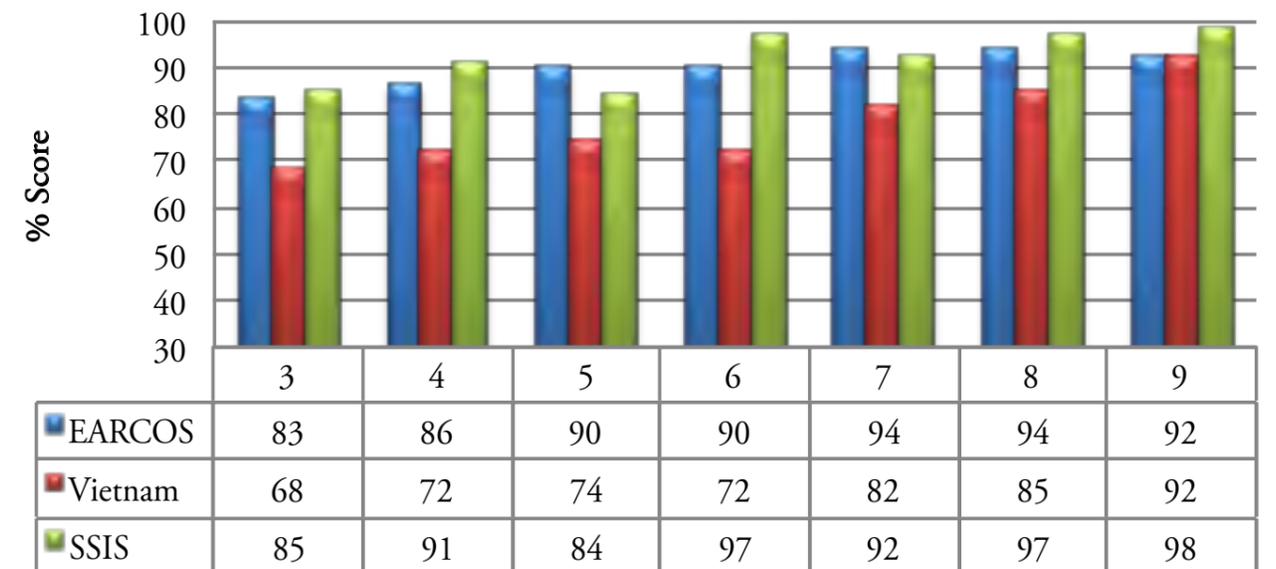
Reading % Compared



Math % Compared

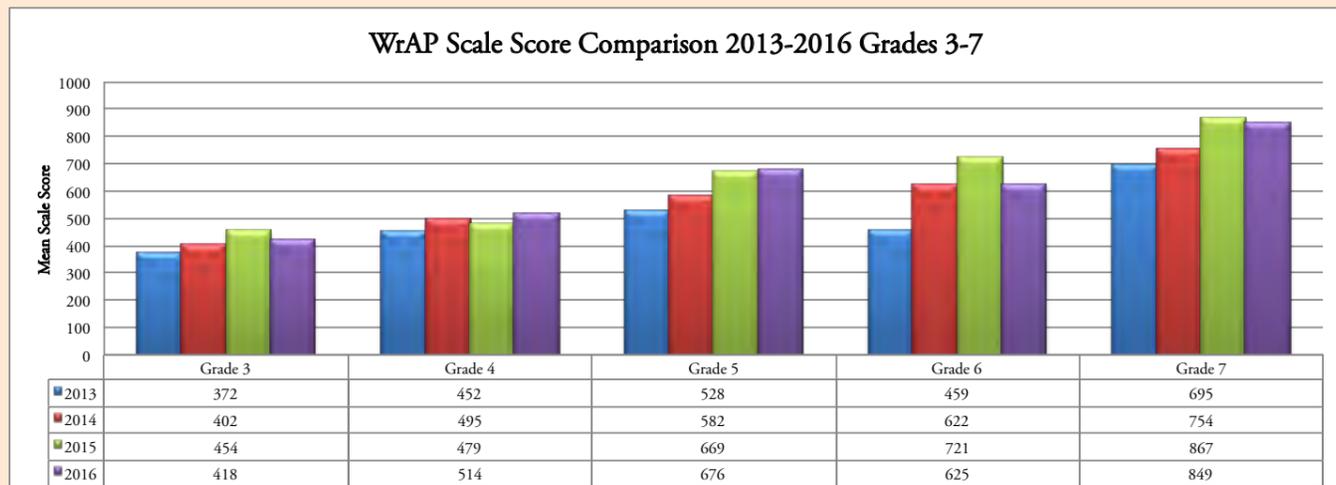
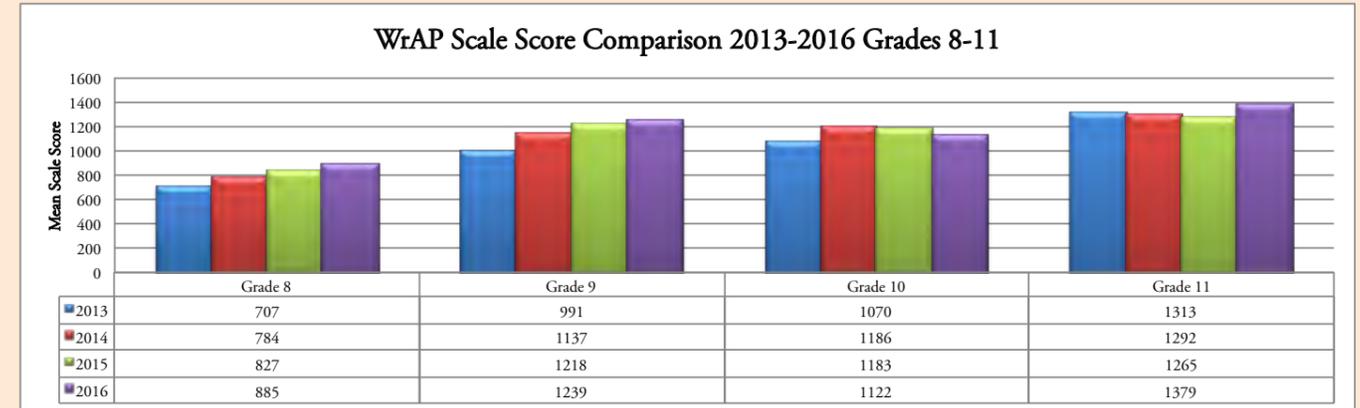


Language % Compared





The ERB Writing Assessment Program is administered each spring to all SSIS students in grades 3-11. Each student provides a writing sample which is then assessed by external markers in the USA. Grades 3-5 write a narrative essay while grades 6-11 write an argumentative essay. The writing is scored based on the six traits of good writing: Overall development, organization, supporting details, sentence fluency, word choice and punctuation and usage. The chart shows the students' development over the years, much of which can be attributed to our curricular focus on writing improvement.

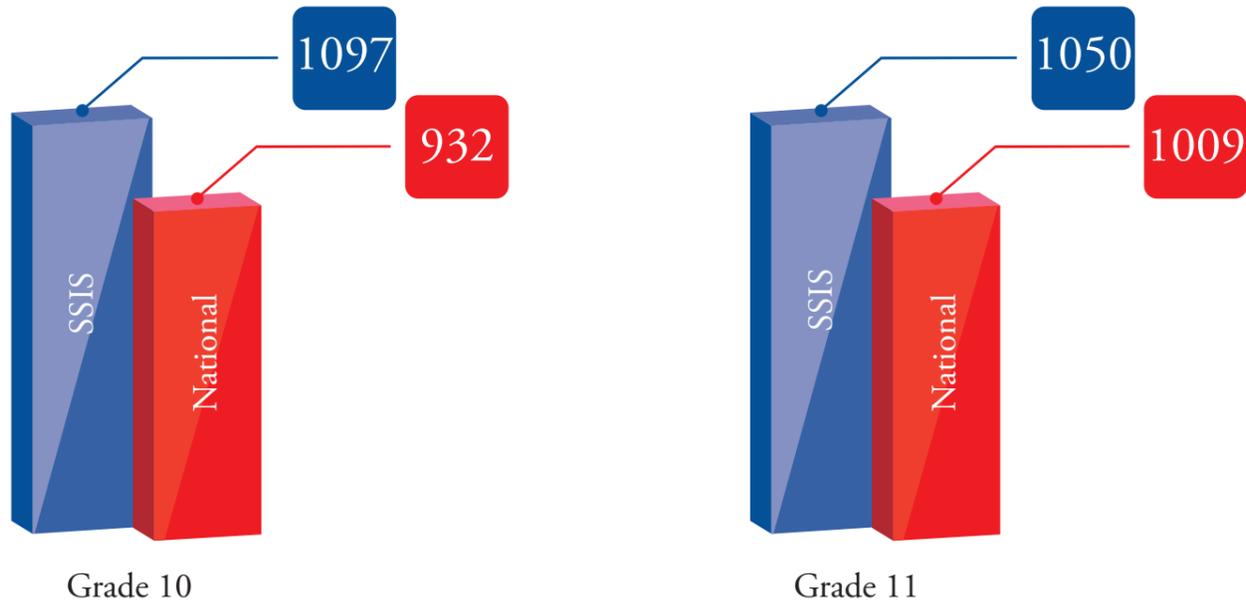


PSAT



The Preliminary Scholastic Aptitude Test (PSAT) is taken by all SSIS students in grades 10 & 11 and more than 3.8 million students around the world. PSAT results correlate closely with SAT scores for college admissions and thus, students and teachers use this test to identify areas for improvement. US citizens in grade 11 who perform well on the PSAT are also eligible for a National Merit Scholarship.

Writing is no longer assessed directly in the PSAT. The bar chart shows the combined scores from both mathematics and critical reading. SSIS scores are compared to the US national average.



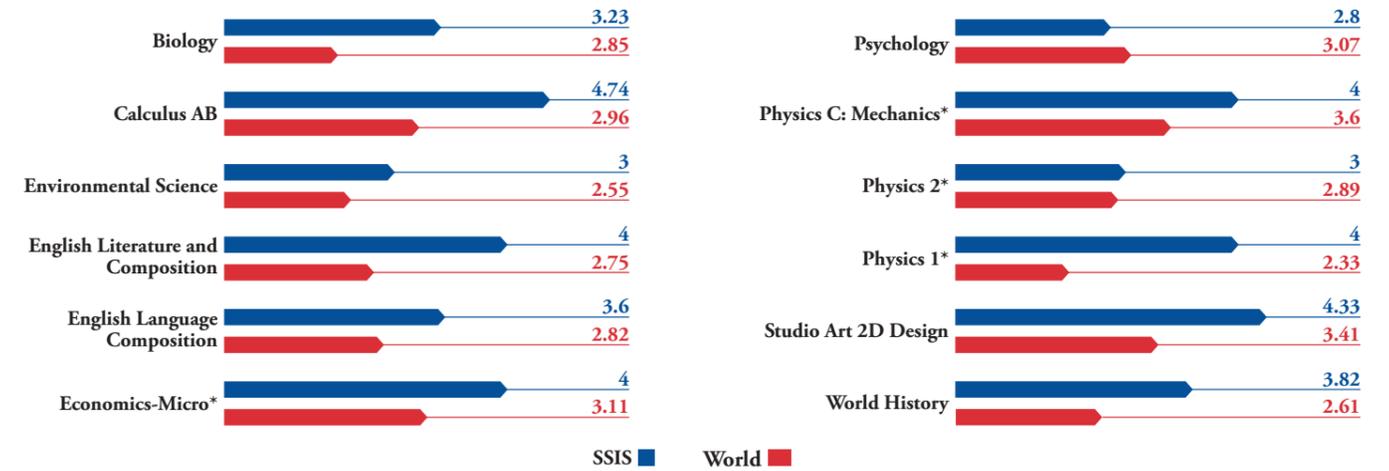
AP



The Advanced Placement (AP) program offers standardized courses to high school students, which are generally recognized as being the equivalent to undergraduate courses in college. An exam score of 3 or higher is considered a passing mark. Many competitive universities will grant college credit to students who score a 4 or 5 on their exams.

In May 2016, 64 students sat 104 Advanced Placement exams and 85% scored a 3 or better on a scale of 1-5. Based on the AP results, 5 students qualified for the AP Scholar Award. Courses with an asterisk were not offered in 2015-2016, but students still took the exam.

2016 AP GRADES

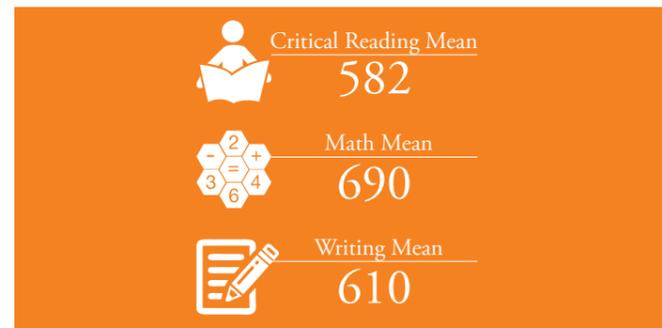


SAT

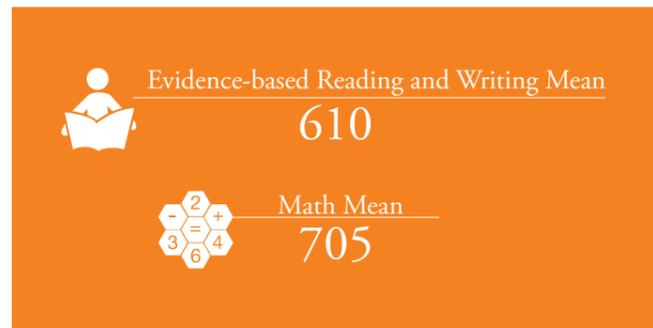


The Scholastic Aptitude Test (SAT) is universally recognized as a critical data point in determining admission at leading colleges and universities throughout the world. This year the College Board, the makers of the SAT eliminated the writing section and so the maximum points awarded is 1600. Due to the new format the College Board is unable to provide us with US norms for comparison.

SAT TAKEN BEFORE MARCH 2016



NEW SAT TEST RESULTS FOR 2017



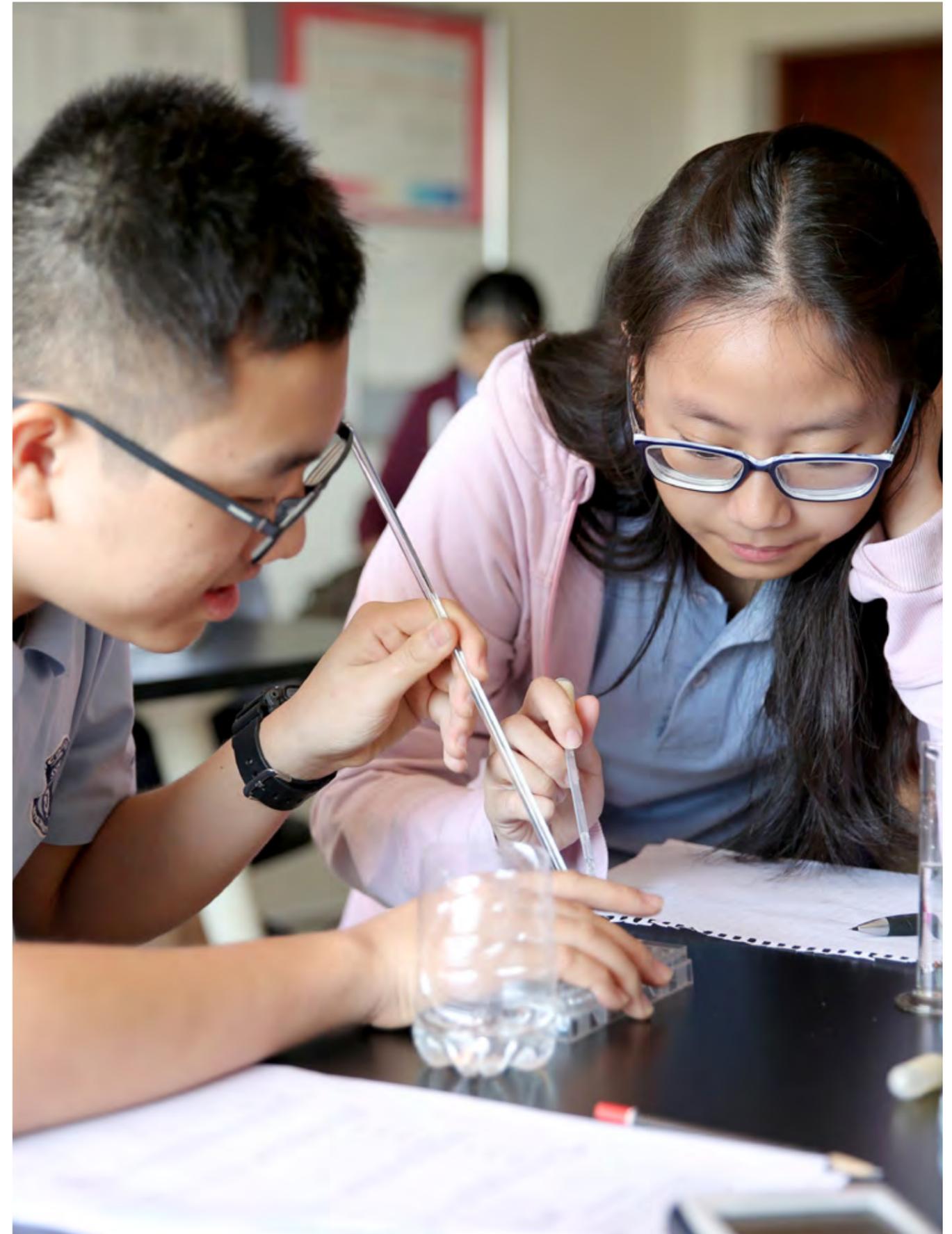


SSIS has been offering the International Baccalaureate Diploma Programme (IBDP) since 2010. The diploma is seen as a well-rounded, rigorous, and comprehensive course of study for the final two years of high school. Students are required to take a total of 6 subjects, 3 at the Standard Level and 3 at the Higher Level, complete Creativity, Activity and Services (CAS) activities, complete a Theory of Knowledge class and write an original 4000-word Extended Essay. Each subject has an external exam, which is graded on a scale of 1-7. To be awarded the diploma students must earn 24 points on the exams and complete all other requirements.

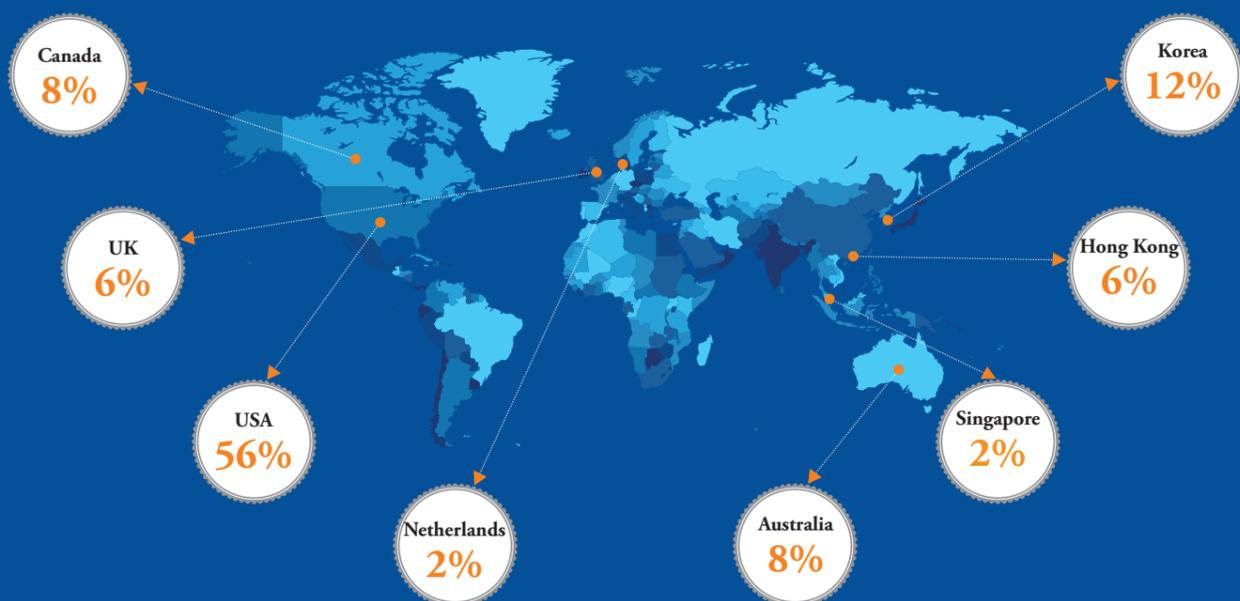
SUBJECT	Avg. grade (SSIS)		Avg. grade (World)		Highest grade (SSIS)	
	SL	HL	SL	HL	SL	HL
English A Lit.	4.00	5.67	4.98	4.80	4.00	6.00
English A Lang & Lit.	5.32	5.40	5.17	5.05	6.00	7.00
Korean A Lang & Lit.	5.75	6.67	5.82	6.03	6.00	7.00
Vietnamese A Lang & Lit.	5.50	N/A	5.33	N/A	6.00	N/A
Mandarin ab initio	4.00	N/A	5.45	N/A	6.00	N/A
Mandarin B	6.00	5.33	6.00	6.28	7.00	6.00
Spanish ab initio	5.14	N/A	5.10	N/A	6.00	N/A
Spanish B	6.50	N/A	5.07	N/A	7.00	N/A
Economics	4.55	5.42	4.64	5.12	6.00	7.00

SUBJECT	Avg. grade (SSIS)		Avg. grade (World)		Highest grade (SSIS)	
	SL	HL	SL	HL	SL	HL
Geography	4.60	5.22	4.71	5.21	5.00	7.00
History	5.00	5.00	4.67	5.13	6.00	6.00
Biology	4.81	5.09	4.24	4.32	7.00	6.00
Chemistry	4.00	4.25	3.93	4.47	5.00	5.00
Physics	4.00	4.00	4.04	4.60	6.00	6.00
Math Studies	5.58	N/A	4.41	N/A	7.00	N/A
Math	5.61	4.63	4.38	4.46	7.00	5.00
Music	4.50	5.50	4.54	4.47	5.00	6.00
Visual Arts, Option A	6.50	6.33	4.35	4.78	7.00	7.00

IB MAY 2016 RESULTS				
SCHOOL STATISTICS	59	Number of candidates registered in the session	34	Average points obtained by candidates who passed the diploma
	27	Number of diploma candidates registered in the session	43	Highest diploma points awarded to a candidate
	337	Number of subject entries in the session	5.42	Full diploma average exam score
	26	Number of candidates who successfully passed the diploma		



MATRICULATION CLASS OF 2016



COLLEGE AND UNIVERSITY MATRICULATION CLASSES OF 2012-2016

U.S.A.

Academy of Art University
 American University
 Bay State College
 Baylor University*
 Boston University*
 Brandeis University
 CSU-Northridge
 Central Michigan University
 Chapman University*
 Colgate University
 College of William and Mary
 Columbia College Chicago
 The Cooper Union for the Advancement of Science and Art*
 DeAnza College*
 Drexel University
 El Camino College
 Emory University
 Fashion Institute of Technology*
 The George Washington University*
 Georgia Institute of Technology*
 Harvard University
 Indiana University- Bloomington
 Ithaca College
 James Madison University
 Johns Hopkins University*
 Lesley University
 Michigan State University
 Mount Holyoke College
 The New School-all campuses
 New York University*
 Northeastern University*
 Northwestern University*
 Ohio Wesleyan
 Ohlone College
 Orange Coast College
 Pace University*
 Pepperdine University*
 Pierce College
 Pratt Institute*
 Purdue University
 Rochester Institute of Technology
 Rutgers University
 Sacramento City College
 San Antonio College
 Santa Clara University
 School of the Art Institute of Chicago
 School of Visual Arts*
 School of the Museum of Fine Arts
 St. John's University
 Swarthmore College
 Temple University
 Texas Christian University

Texas Tech University*

Trinity University
 Tufts University*
 University of Arkansas
 University of California, Berkeley*
 University of California, Davis*
 University of California, Irvine*
 University of California, Los Angeles*
 University of California, Riverside
 University of California, San Diego*
 University of California, Santa Cruz*
 University of Central Florida
 University of Chicago
 University of Cincinnati
 University of Georgia
 University of Houston
 University of Illinois, Urbana-Champaign*
 University of Michigan
 University of Minnesota
 University of Nevada-Reno
 University of Oregon
 University of San Francisco*
 University of South Carolina
 University of Southern California
 University of Texas, Austin
 University of Washington*
 University of Wisconsin, Madison
 Virginia Commonwealth University
 Walla Walla Community College
 Washington and Lee University
 Washington State University*
 Wellesley College
 Wentworth Institute of Technology
 West Texas A&M University
 Williams College

AUSTRALIA/NEW ZEALAND

Monash University*
 University of Otago

CANADA

Brock University
 Humber College
 Simon Fraser University*
 University of Alberta
 University of British Columbia*
 University of Toronto*
 University of Waterloo

* Multiple students attending

ASIA

Alteneo de Manila University
 The Chinese University of Hong Kong
 Enderun Colleges*
 The Hong Kong University of Science & Technology*
 University of Hong Kong*
 Korea Advanced Institute of Science and Technology
 Korea University*
 National University of Ho Chi Minh City
 National Chang Hua University of Education
 National Taiwan Normal University
 National University of Singapore
 Royal Melbourne Institute of Technology- RMIT Vietnam*
 Seoul National University
 Singapore Management University
 Sogang University
 Sophia University*
 Sungkyunkwan University*
 Thammasat University*
 Universitas Indonesia
 University of the Philippines
 Yonsei University*

UK

Falmouth College of the Arts
 Royal Holloway, University of London*
 University of East Anglia*
 University of Edinburgh*
 University of Glasgow
 University of Reading
 University of Westminster

EUROPE

Amsterdam University College, Netherlands
 Ecole hôtelière de Lausanne, Switzerland
 Florence Design Academy, Italy
 International Fachhochschule-Bonn, Germany
 John Cabot University, Italy
 Leiden University College, Netherlands
 Paris College of Arts, France
 University College Roosevelt, Netherlands
 University Debrecen Medical and Health Science Center, Hungary

ATHLETICS



SSIS proudly supports an inclusive athletics program. If a student chooses to participate in a sport we will find a place for them in the team. While this is unique in the HCMC international school system and sometimes challenging, it is in line with our Core Values and therefore a necessity.

More than 60 teams took to the court, field, or pool last year. This required a full school support team of coaches, refs, score keepers, organizers, and parent volunteers. Since its start in 2010 elementary athletics has grown to 13 teams over 3 seasons. Students in grades 4 & 5 have the chance to play basketball, soccer, badminton, track & field, cross country and swimming. In the middle school and high school our A teams attend the Mekong River International Schools Association (MRISA) tournaments. SSIS hosted the HS MRISA volleyball tournament this year, which our boys won in a nail-biting finale that had the stands erupting on the final point.

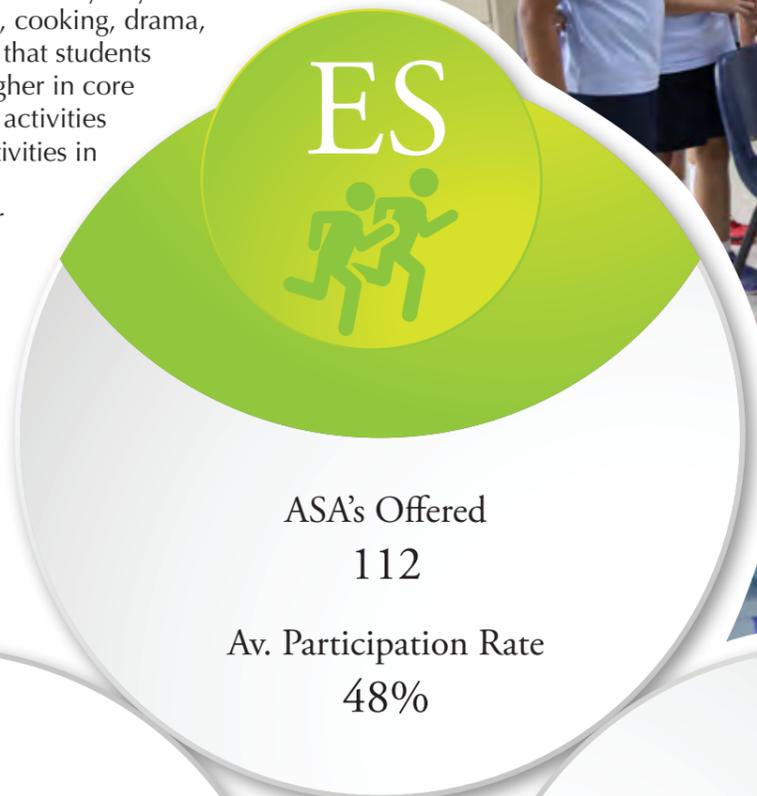


4 MRISA CHAMPIONSHIPS	3 JV CUP CHAMPIONSHIPS	5 SISAC CHAMPIONSHIPS
HS Volleyball Boys A Teams HS Basketball Boys A Teams HS Soccer Girls A Teams MS Volleyball Girls A Teams	HS Soccer Girls + Boys B Teams HS Volleyball Girls B Teams	HS Volleyball A + B Teams HS Soccer Girls A Teams ES Soccer Boys C Teams

AFTER SCHOOL ACTIVITIES



Extracurricular or after-school activities are a great way for students to explore interests outside of the classroom. Our teachers and teaching assistants help to run a variety of activities for our students every day after school. Students in grades 1 through 12 are eligible to participate. Choices include the arts, cooking, drama, board games, playground activities, academic clubs and sports. It has been proven that students who are involved in after-school activities have better attendance records, score higher in core subjects and are more likely to pursue higher education. Structured extracurricular activities promote both the personal and social development of students. The most popular activities in elementary school were dodge ball, creative construction and playground fun. The middle school students enjoyed the Global Issues Network and helping hands. Our Model United Nations and Mai Tam Mai Am clubs proved to be the most popular.



PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) includes all members of the school community. Dues are collected each year from each student. The dues go to help support the many activities which the PTA provides.

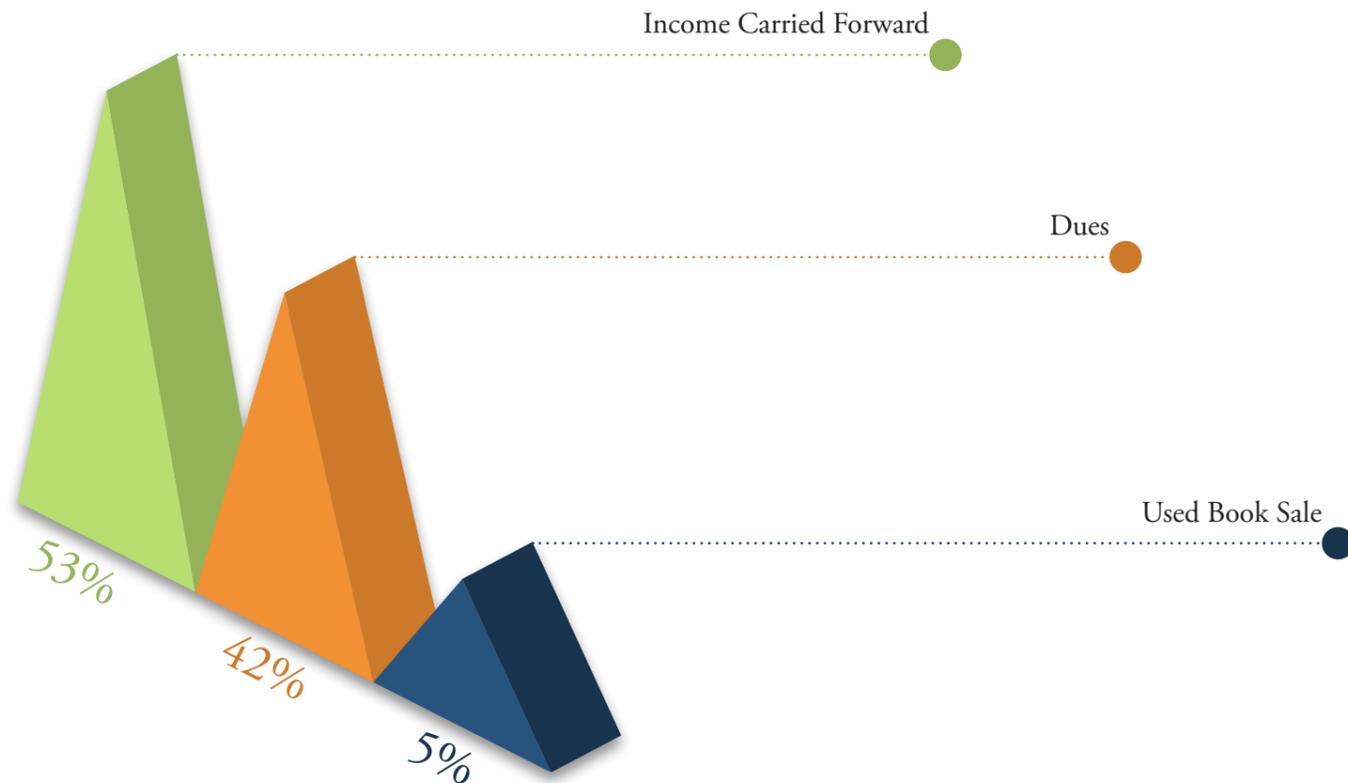
At SSIS, we value the high level of parent involvement which we receive from our parent community. Our parents can often be seen on campus either volunteering in the library, attending a coffee morning or watching their children compete in athletics.

The SSIS PTA goes beyond this and supports the school's mission by providing activities and events which make the school year even more special for our students. They believe that the school will give the students all they "need to have" to be successful but the PTA can provide the "nice to haves" to enrich their experience here at SSIS.

Last year the PTA hosted two Family Days which attracted over 1200 visitors each, with support from the HS students they ran a Halloween carnival, ran HS exam brunches, MS Blasts and once again volunteered to get wet for Sports Day. For the first time International Days included a food tasting with more than 25 countries providing food samples for all of the students. This was such a success it will surely be repeated.

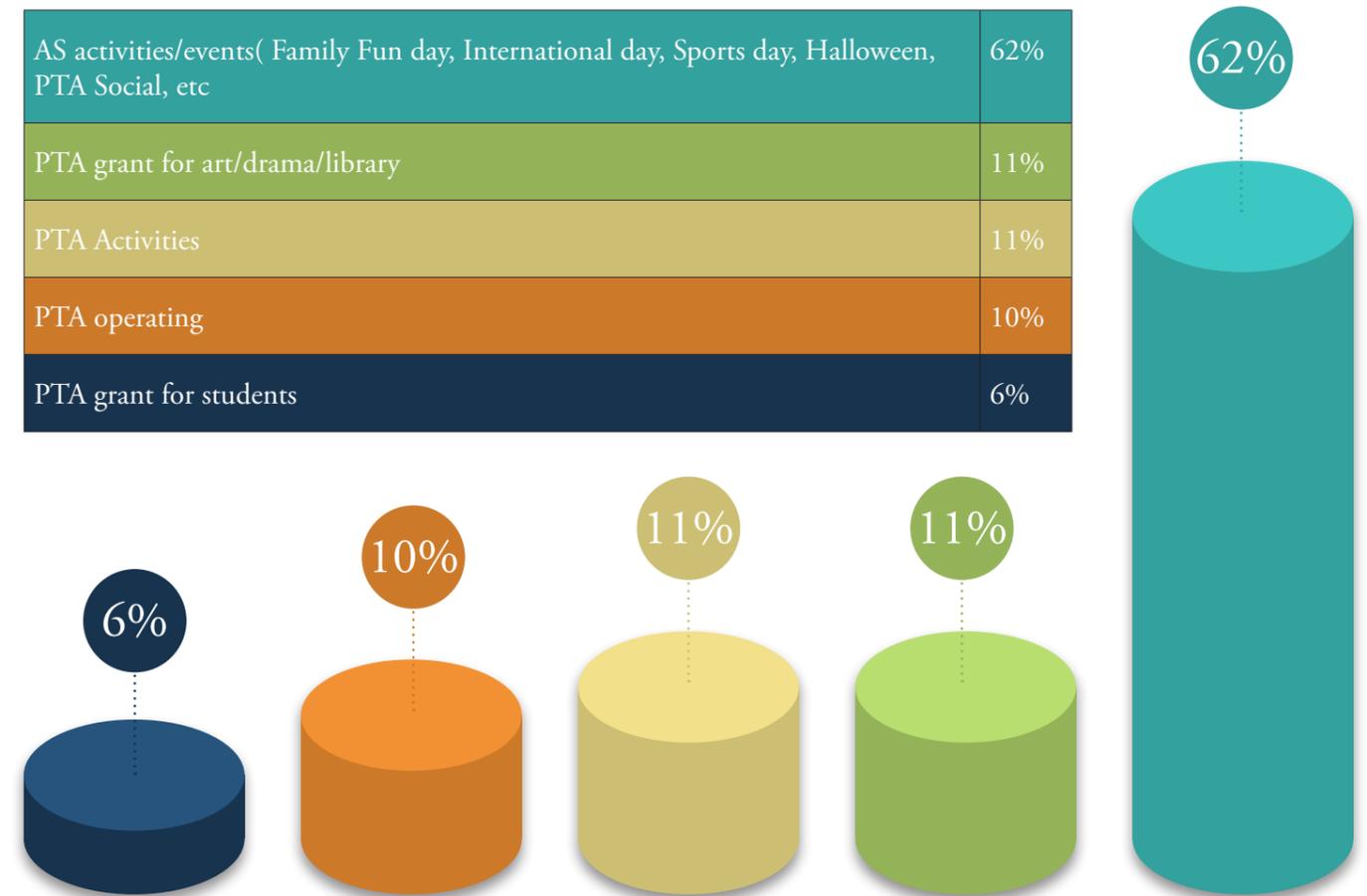
All of this would not have been possible without the hard work and dedication of our country ambassadors (CA). The CAs are volunteers who represent the different nationalities at our school, in addition to supporting their compatriots who already attend, they reach out to new and prospective families to welcome them, they also coordinate volunteers within their communities for events like the Teacher Appreciation Luncheon, International Days and the Used Book Sale. They are the foundation of our PTA and we are very lucky to have them.

PTA INCOME



PTA EXPENDITURES

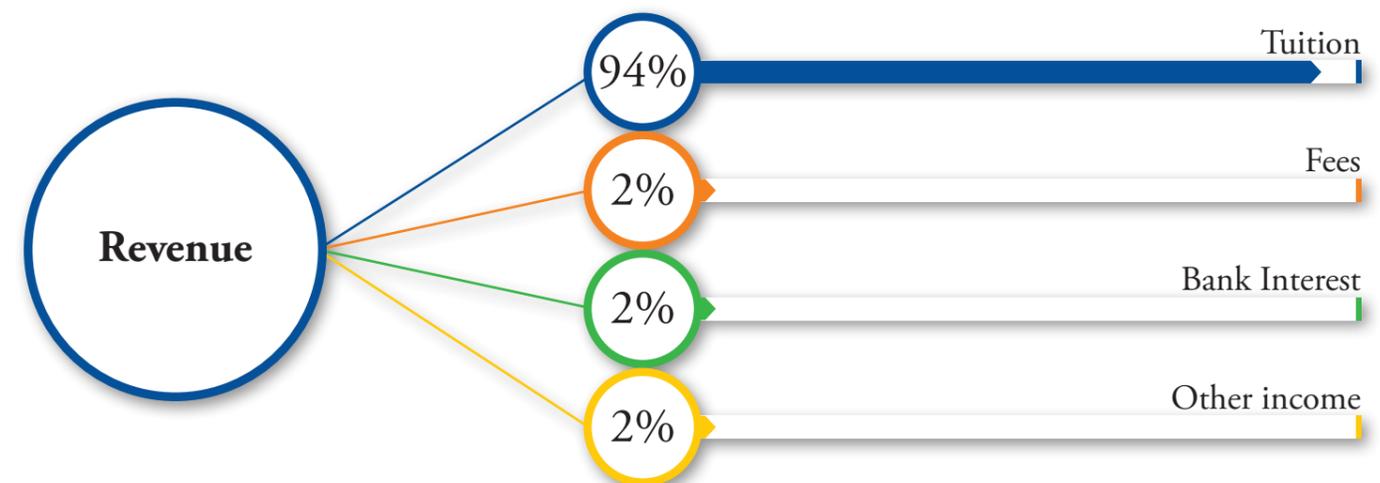
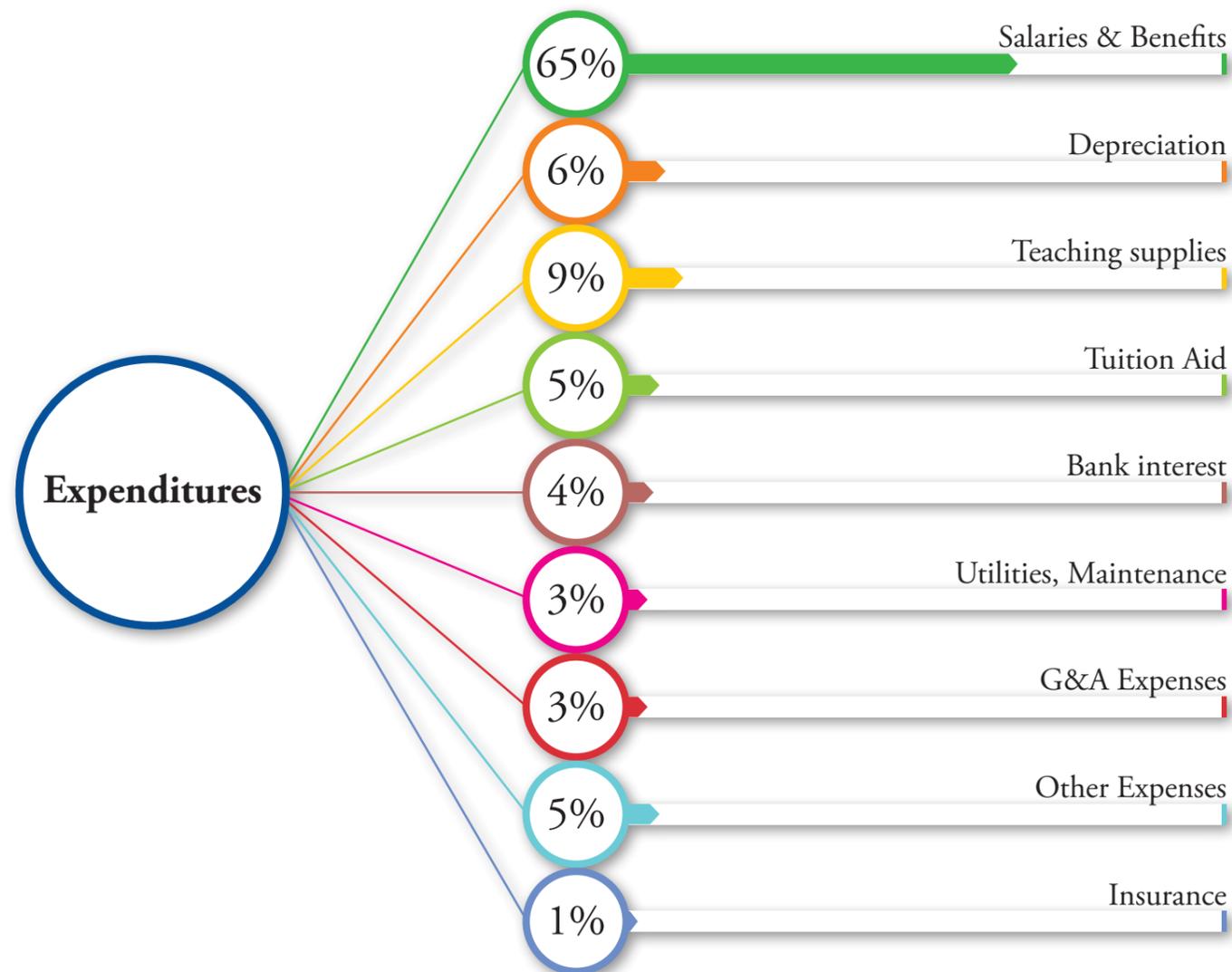
AS activities/events (Family Fun day, International day, Sports day, Halloween, PTA Social, etc)	62%
PTA grant for art/drama/library	11%
PTA Activities	11%
PTA operating	10%
PTA grant for students	6%



SCHOOL FINANCES

As a proprietary, not-for-profit school, SSIS holds a unique place in the market. Our community members know that all of the revenue generated has an impact on their child's educational experience. This allows us to attract and retain the best teachers, to expand our resources and to continually make improvements to our campus facilities. The school's greatest source of revenue comes from tuition and fees.

Campus improvements continued in 2015-2016. Students went away for the summer and returned to an air-conditioned Makerspace, theater seating in the auditorium and a Design space in the middle school. The redesign of the high school kiosk area helped dramatically reduce wait times as well as made the area more fun. We will continue the renovation and improvement in facilities over the coming years as part of our programming needs and strategic plan.





AUDITORIUM



STUDENT GARDEN



KIOSKS



ES MAKER SPACE



MS DESIGN LAB



NEW GARDEN



ID CARD SYSTEM

OUR CAMPUS IMPROVEMENTS



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