



**St. Stephen's**  
International School  
*"Where East meets West"*



**"Leadership in the Making - to Create Tomorrow's Leaders Today"**



## Philosophy

Mr. Kris Assakul

School Founder



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At St. Stephen's, we believe in educating students, not simply to be survivors in a competitive world, but to become good leaders of their communities. Students will be equipped with wide-ranging knowledge and skills, with the ability to apply these as they keep abreast of ever-changing technological advancements. Life experience skills will be cultivated in students so that they understand themselves and society, maintain good health, ever enrich their wisdom, are self-reliant, honourable and disciplined, as well as being honest young citizens of the future. They will develop a sense of pride in their nationality and be respectful of all others. Fundamentally, they will be capable of critical thinking and possess highly effective communication skills.

Mr. Kris Assakul - Late Founder and Ex-Chairman  
Ocean Life Insurance Company Limited



## Vision

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To be a leading international school embracing the best principles of East and West to create tomorrow's generation of global leaders.



## Acting Terms

Words to help you explain, analyse and evaluate your acting skills.

- Voice**
- Movement**
- Facial Expressions**
- Gesture**
- The Basics**
- Professionalism**
- Rehearsal**
- Script**
- Character**
- Stage**

### Facial Expressions

Show the **thoughts, feelings** and **reactions** of the characters you are portraying. Make them larger than life so the audience can see what you are doing, especially if they are a long way back.

### Voice

Hold an audience's attention by making yourself interesting to listen to. Speak clearly and loudly, but never shout. Use your voice to show your feelings and reactions. You need a strong voice which is clear for the audience.

### Gestures

Make your performance visually interesting. The types of gestures you use can communicate your character's personality, mood and situation.

### Stance

The way you hold your posture on stage will portray your character's age, personality and mood. Your character's stance may change according to what situations they are in.

### Reacting

The audience will always be looking at you, even when you're not speaking. How you act on the stage, so that you are reacting to what others are saying and doing through use of body language and facial expression.

### Movement

The audience will get a sense of your relationship with other characters by how they move. Standing to them and the director you are facing. In your scene decide what should be dominating the space. Moving for the first time should show that you can't wait to leave!

### Levels

Use music to help indicate status. One character may be on a higher plane of standing or platform, or it may simply be that one character is standing and another is sitting. It is usually easier to play the dominant, more powerful character if they are on a higher level.

### Motivation

Research the world to identify your character's **thoughts, feelings and attitudes**. Understanding your character's motivations will help you give a believable and realistic performance.

### Acting Terms

Words to help you explain, analyse and evaluate your acting skills.

### Structure

The way the play is organized into scenes and acts. Good drama relies on conflict, which should consist of an incident to spark the conflict, a development of that incident (the fallout that ensues) and a resolution - an explosion of action leading to happiness or disaster.

### Characterisation

The people who feature in the story. There is usually a central character, several main characters and a series of minor characters. Characterisation is developed through the words and actions of the characters themselves.

### Plot

The sequence of events, starting with the beginning (the story) or 'The Storyline'. This is the central and most familiar aspect of a play to understand, even in complex dramas.

### Style

The language and imagery used to describe characters and events. Imagery and metaphors are used to help the audience to identify characters and events.

### Setting

The time and place in which the action of the play takes place. The setting can be a real place or a fictional one. The setting can be a real place or a fictional one. The setting can be a real place or a fictional one.

### Costume

The clothing and accessories that a character wears. Costumes can be used to help the audience to identify characters and events.

### Props

Objects that are used on stage to help the audience to identify characters and events.

### Stage Manager

The person who is responsible for the technical aspects of the production, such as lighting, sound, and set design.

### Truck

A vehicle used to transport equipment and scenery on and off the stage.

### Lighting

The use of light to create atmosphere and mood on stage.

### Sound

The use of sound to create atmosphere and mood on stage.

### Set Design

The design of the stage environment, including the set, props, and costumes.

### Character

The people who feature in the story. There is usually a central character, several main characters and a series of minor characters. Characterisation is developed through the words and actions of the characters themselves.

### Acting Terms

Words to help you explain, analyse and evaluate your acting skills.

- Act**
- Backstage**
- Cost**
- Facial**
- Plot**
- Genre**
- Iron**
- LF & SFX**
- Prompt**
- Props (properties)**
- Rehearsal**
- Stage Manager**
- Truck**
- Lighting**
- Sound**
- Set Design**

## Our Mission

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"Leadership in the Making - to Create Tomorrow's Leaders Today"

We accomplish this by offering students of all nationalities from Early Years up to university entrance level, a broad balanced and challenging curriculum through the use of the English language. We encourage all students to strive for excellence in all that they do, both in their academic studies and personal lives, and we guide them on their journey to becoming effective and compassionate citizens and leaders. At St. Stephen's, we develop a culture and a community of learners within a special East meets West educational environment.







## Message from the Principal Mr John Rolfe



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Welcome to St. Stephen's International School, where the aim is to provide a truly international education whilst maintaining the values and customs that are so important to our Thai community; East certainly does meet West at St. Stephen's in the best possible way. At both campuses, our well qualified teachers, ably supported by teaching assistants and administration staff, provide a high quality education where rigour, challenge and opportunity are constants both in the classroom and in the host of extracurricular activities on offer. Our curriculum supports the aim of developing students' personal qualities that will stand them in good stead in today's ever changing world. The aim is to produce young people who are concerned and constructive members of society and who have the qualifications, skills and attributes to, not only be successful themselves, but also make a difference in the lives of others. Our campus communities are happy and caring. Whether in urban Bangkok or in the beautiful environment of Khao Yai, staff, students and parents all contribute to the special family atmosphere which is apparent to, even, the casual visitor. Please do come and visit our school; you will be assured a very warm welcome.



## East meets West

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The School aims to integrate the best of both Western and Eastern educational practice and values, by providing structured programmes which encourage investigative learning. The development of students' awareness and appreciation of Western cultural traditions is also balanced with a firm emphasis on honouring and respecting Thai and Asian cultural values and traditions.



## Learning by Doing

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The School aims to provide a highly structured hands-on approach to learning where students are given opportunities to develop skills through practical investigation, research, and, once having practised and acquired these skills, be able to guide their own future learning.



## Disciplined Lifestyle

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The School aims to develop students' self-discipline and self-reliance, as well as an understanding of themselves in the world around them. Students are also encouraged to pursue a healthy lifestyle through participation in physical activities within a caring and supportive school environment.





## Definition of Learning

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Learning at St. Stephen's is defined as the acquisition, consolidation, development and application of knowledge, skills, understanding and dispositions. It is a lifelong process which can be applied in a range of social and academic contexts.



## Internationalism at St. Stephen's

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St. Stephen's believes in taking the best practices of western international education, whilst harnessing the national characteristics of Thai culture and promoting the values so important in Thai society.

Internationalism will encompass: Thai-ness within a global society, the rights and responsibilities of a global citizen, empathy and service to others, conflict resolution, and sustainable development in our increasingly interconnected world.



## Early Years Foundation Stage (Ages 2 - 5)

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At St. Stephen's, we recognise the importance of Early Years education. This is where the values of learning, respect and leadership are established. We are blessed with a happy, secure and creative learning environment, with Indoor and outdoor learning spaces, and a truly warm and caring family community which greatly supports a meaningful start to our 2 to 5 years olds' learning journey, Our Early Years department, staffed with qualified teachers and Teaching Assistants, provides a broad and balanced high quality curriculum in line with the UK Early Years Foundation Stage guidance, adapted to meet the needs of international learners. We believe in the importance of building a strong foundation for the children to begin lifelong learning along with respecting themselves and others.

We actively support children's learning, creativity and critical thinking by providing high standard learning experiences that meet the individual needs and interests of the children through play, investigation and learning through doing. Our children proudly achieve their Early Learning Goals with independence and confidence.

Remember children play as a rehearsal for life.



# International Primary Curriculum (Ages 5 - 11)

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At St. Stephen's International School, learning is at the heart of everything we do. The International Primary Curriculum (IPC) supports our vision and provides a highly engaging, cross-curricular and internationally-minded curriculum.

The IPC Curriculum is split into Mileposts.

Years 1 and 2 - Milepost 1

Years 3 and 4 - Milepost 2

Years 5 and 6 - Milepost 3

Within each Milepost learners engage in exciting, globally relevant thematic units of work that help pupils engage in learning from multiple perspectives. Themes are explored through independent yet integrated subjects and cover all key academic areas such as Science, History, Geography, Art, Design Technology, Society, ICT and Computing.

The IPC as a curriculum has a focus on teaching learning skills and this focus sits at the heart of the learning process in lessons and in school life as a whole.

Academic learning goals are used to improve learning and to support pupils in being able to articulate and reflect upon their own learning experience.

Each IPC Unit has a unique learning process that enables pupils to reflect on, consolidate, question and develop their learning. Each unit begins with an Entry Point to engage and excite, a Knowledge Harvest, to identify prior learning, Research and Recording Activities and an Exit Point, to reflect on and celebrate learning.

Personal and International Goals are also a key aspect of the IPC Curriculum and at St. Stephen's they are taught, encouraged and promoted in all aspects of school life. We believe that these individual qualities and dispositions are essential for our pupils to become leaders of the future.





## The International Middle Years Curriculum (Ages 11 - 14)

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The International Middle Years Curriculum (IMYC) follows on from the IPC. It is a challenging, engaging, internationally-minded, concept-focused curriculum designed specifically for the unique learning needs for 11-14 year olds in Key Stage 3 (Years 7 - 9).

The IMYC helps students to make meaning, connect learning and develop their minds at this integral stage of development. Based on cognitive scientific theory, students learn in a way that promotes curricular connections which make the topics and objectives easier to access, resulting in more independent and motivated learners.



## IGCSE (Ages 14 - 16)

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The IGCSE, or International General Certificate of Secondary Education, is an English language based courses developed by Cambridge Assessment International Education (CAIE).

Students at St. Stephen's study a minimum of eight subjects, some compulsory and some chosen. IGCSE courses start in Year 10 and conclude with examinations in June of Year 11.

IGCSE is recognised internationally as a valuable qualification by both universities and employers, and forms a strong foundation for studying the higher certification A Level courses in Years 12 and 13. In addition, the study skills and academic discipline developed during IGCSE courses prepares students for the more independent learning style required for A Levels, and university courses.



## A Level (Ages 16 - 18)

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At St. Stephen's we offer a wide range of Cambridge Assessment International Examinations at Advanced Level for our Year 12 and 13 students. The examinations follow naturally on from the IGCSE courses run in Years 10 and 11.

The A Level programme is split into two components over a two year course. The Advanced Subsidiary (AS) Level is a qualification that is obtained after the completion of examinations at the end of Year 12. It represents the first half of an A Level course, but is a qualification in its own right. The Advanced Level is a qualification that is obtained after the completion of examinations at the end of Year 13.

Good A Level grades will help students gain admission to top universities anywhere in the world.

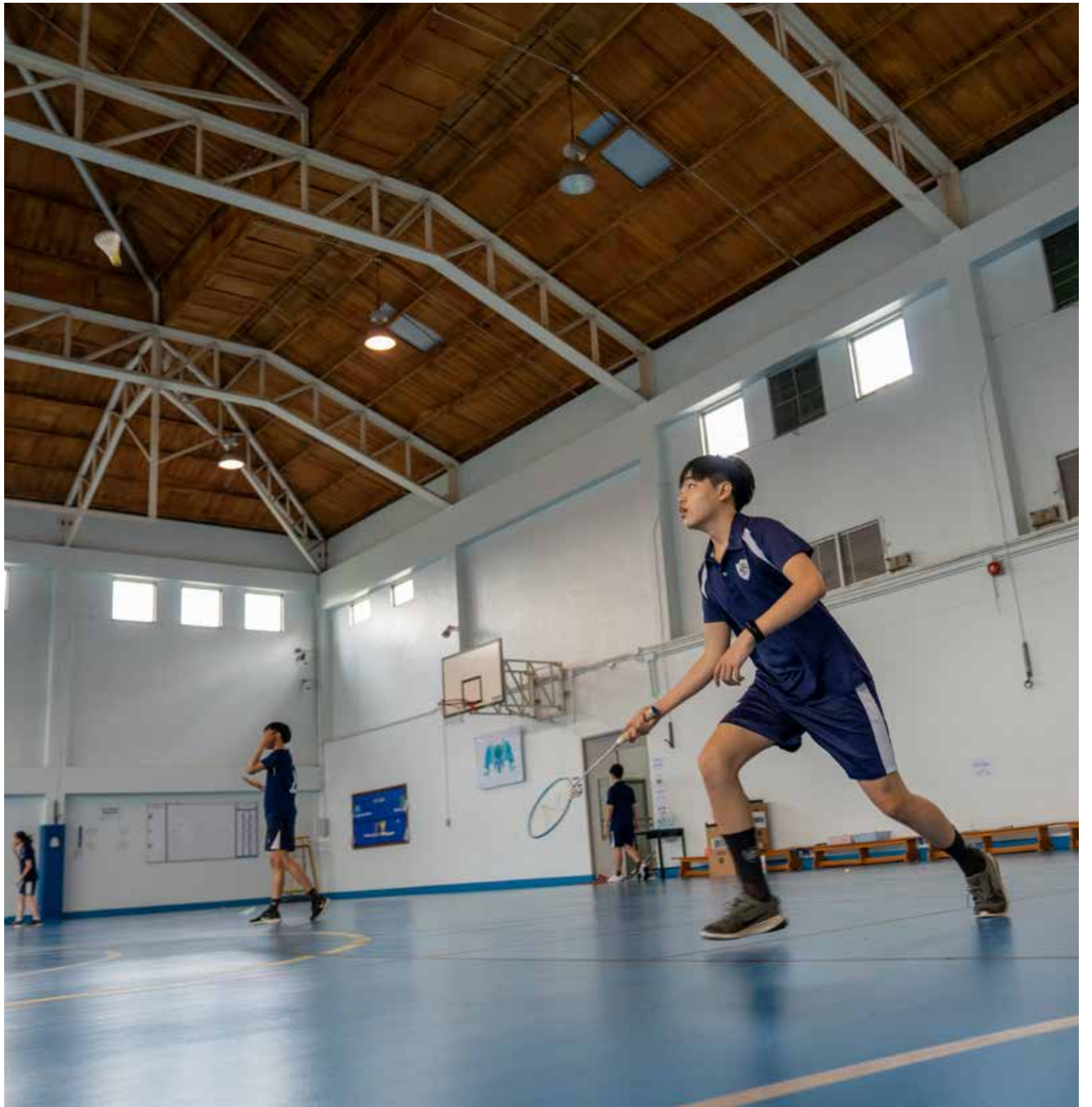


## Pastoral Support in the Sixth Form

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Pastoral support in Years 12 and 13 is led by the Head of Sixth Form and a team of Form Tutors. Each form group is created from both Year 12 and 13 students, who meet with their Tutor twice a day, for registration, one to one mentoring and form activities.

We focus on guiding the students through the important decisions they have to make regarding higher education, careers and subject options in these years, as well as supporting students through any personal issues that might arise. We recognise that a strong team and friendly atmosphere helps to build a happy Sixth Form community and to this end we also organise termly social outings such as bowling or an end of term meal.





## Facilities

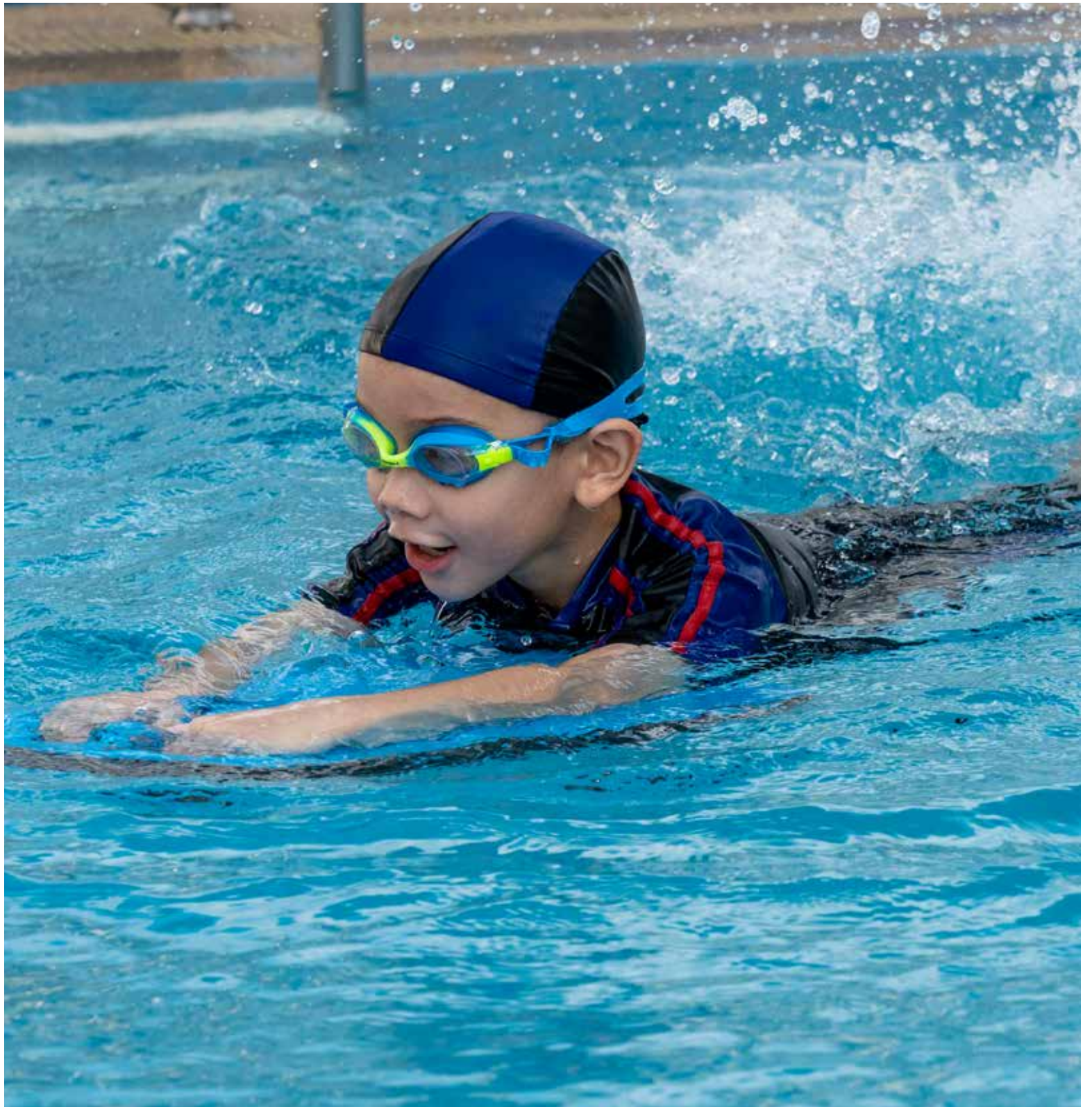
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The school is housed in three purpose built buildings. Building 1 includes all our Early Years facilities, including specialist classrooms, nursery, changing and toilet facilities, an indoor play area, and our KS1 pupils. The building also includes a spacious whole school canteen and a large whole school gym, both of which are air conditioned.

Building 2 includes KS2, our Primary (Years 3 to 6) classrooms, together with the Primary Library and computer laboratory. The building also contains most of the school's administrative offices. The Secondary School is housed in Building 3 which in addition to specialist subject classrooms houses the Secondary Library, the whole school Music Department, two computer laboratories, a Home Economics room, five Science laboratories, a large multi purpose room, a careers room, the Sixth Form centre and 2 spacious, well lit Art rooms.

The school's final building houses our main hall which is used for assemblies, concerts and dramatic productions.

On site sporting facilities include a competitive 25 m swimming pool, covered basketball court and a football pitch, in addition to the gym in Building 1. The school also has outdoor play areas and ample parking space.



## Sports

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The School offers numerous sporting opportunities for students in every age group. The main sports are: basketball, football, swimming, badminton, athletics and weight training, but there are many more available, both in the curriculum, and as part of the after-school activities programme.

Students are able to demonstrate their skills regularly, in house tournaments, and in matches, or competitions, involving other international schools. For those who are less competitive, the focus is on enjoyment, and the promotion of a healthy lifestyle.



## Music

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Children love showing off their musical talents. The School, therefore, aims to give the students every opportunity to do so, both in the school, in concerts, musicals, assemblies and the school fair, and at external events.

In the Primary and Secondary schools, rock bands, jazz bands, choirs, orchestras, and Thai music ensembles meet regularly. While much of this musical activity takes place outside the formal curriculum, these performing groups build upon the strong musical curriculum of Thai music and western music offered at St. Stephen's. This creates strong foundations in students from Nursery to Year 9 in listening, composing and performing.

Music is also offered at IGCSE and A Level, which helps prepare students for further studies in universities and conservatoires.



## Community Service

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Community Service is embedded both within the curriculum and extra-curricular activities. The school strives to ensure that sustainable community service, involving active participation, is a regular part of the students' education, through connections with local, national and international communities.

The students support various organisations, which tackle issues ranging from animal welfare, environmental issues and sustainability, to society and well-being. Each Year group is involved with a community partner, through fundraising activities, visits and active involvement in the work of the partners, either as part of our PSHE curriculum or enrichment programme.

Through the work with the community partners we aim to encourage, and motivate, our students to take an active role in the wider community, both now, and in the future.





## School Shows

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Students throughout the school perform in a variety of shows during the year. The emphasis in these shows is on having fun, whilst developing confidence in public speaking, as well as developing acting, singing, and dancing skills.



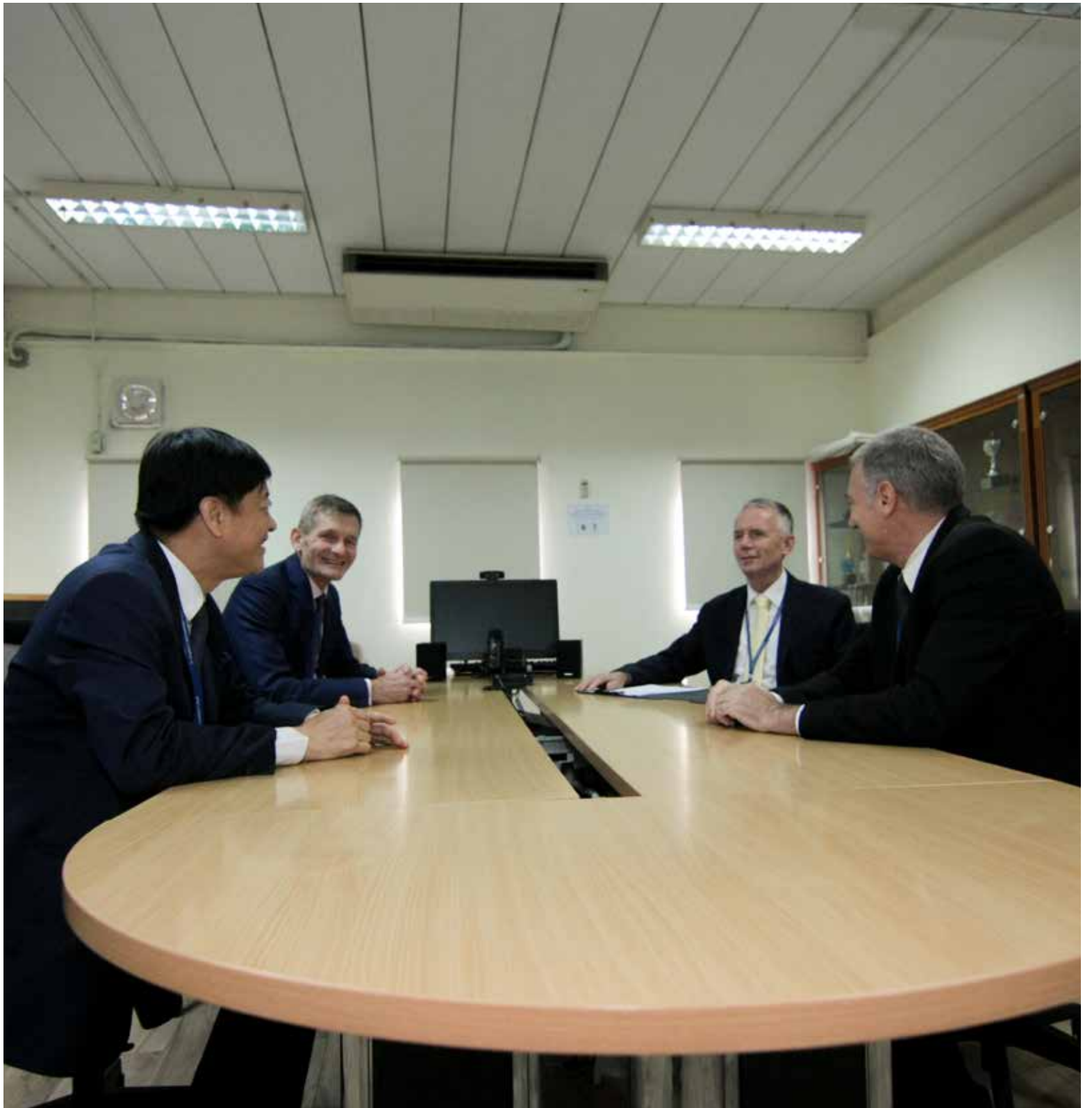
## School Trips

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School trips, whether they are day trips or residential, form an important part of the curriculum.

They complement the formal classroom teaching, by giving the students real world experiences, and also provide the opportunity for students to step out of their comfort zone, in the more adventurous activities, and so help develop important qualities, such as leadership, collaboration and resilience.

Trips are also a huge source of enjoyment for the students, providing some truly memorable experiences.



## Staff

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The school's teaching staff are nearly all native English speakers, recruited from overseas, with the exceptions of the Thai, Mandarin and Thai Music Departments. The largest number of our foreign staff are from the UK but we also have teachers from countries such as the USA, China, Australia and Ireland.

All teachers, throughout the school, are university educated and qualified to teach in their own home country. The school's Primary class teachers have Primary teaching qualifications, either a teaching degree or PGCE, and are supported by specialist teachers of Thai, Music, Mandarin and Physical Education. All Primary and Early Years classes are further supported by university educated, mostly locally recruited, Teaching Assistants. Our Secondary teachers are all qualified subject specialist teachers. Additional specialist English as a Second Language Teachers and Learning Support Teachers support students across the whole school.

The teaching staff are supported by a locally recruited body of administrative and support staff.



## Alumni

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The St. Stephen's Alumni Association is the primary medium through which we share news of success within and beyond our walls to the students who have graduated from the school. It is a new venture and so is still growing in its scope and reach; we are very eager to hear from all students who have graduated from St. Stephen's and are always happy for them to get in touch with us to share their news.



Loughborough University, UK



University of Melbourne, Australia



Chulalongkorn University, Thailand

## University Places

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Our students are accepted into universities of their choice, whether that is in Thailand or overseas.

Every year our students gain places at Russell group universities (Top 25), including Loughborough in the UK, Ivy league universities in the U.S.A. and the group of 8 universities in Australia.



#### United Kingdom:

- Loughborough University
- Manchester Metropolitan University
- Newcastle University
- Oxford Brookes University
- Royal Veterinary College
- Swansea University
- University of Edinburgh
- University of Manchester
- University College London
- University of Bath
- University of Birmingham
- University of East Anglia
- University of Huddersfield
- University of Leeds
- University of Nottingham
- University of Oxford
- University of Portsmouth
- University of Salford
- University of Southampton
- University of Strathclyde
- University of the Arts, London
- University of Warwick

#### United States:

- Academy of Art University San Francisco
- California Polytechnic State University
- Michigan State University
- Michigan Technological University
- Queensborough Community College
- St. George's University
- Walsh University

#### Canada:

- University of British Columbia
- McMaster University
- University of Toronto

#### Thailand:

- Asian Institute of Hospitality Management (AIHM)
- Assumption University
- Bangkok University
- Chulalongkorn University
- Kasetsart University
- King Mongkut's Institute of Technology
- Khon Kaen University
- Mahidol University
- Silpakorn University
- Srinakhorn International Institute of Technology
- Srinakharinwirot University
- Thammasat University

#### Europe:

- Delft University of Technology
- Glion Institute of Higher Education
- NHL Stenden University
- University of Duisburg-Essen

#### Australia:

- Australian National University
- University of Melbourne
- Macquarie University
- Queensland University of Technology
- University of Canberra
- University of New South Wales

#### Asia:

- Capital Medical University
- Chengdu University
- James Cook University, Singapore
- Tokyo International University
- University of International Business and Economics



## Khao Yai Campus

*St. Stephen's, Bangkok has a sister campus at Khao Yai located just minutes from Khao Yai National Park, The World Heritage Site.*

*Day and Boarding School*

*Visit us at: [www.sis.edu/khaoyai](http://www.sis.edu/khaoyai)*

*Email: [admissions\\_ky@sis.edu](mailto:admissions_ky@sis.edu)*

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# St. Stephen's International School

*"Where East meets West"*

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