



2017

2018

ANNUAL REPORT



Vision

Together we dare to imagine, inspire to succeed, and courageously make a difference

Core Values

- Honesty, integrity, and accountability are fundamental
- Personalized, differentiated, authentic, and inspired teaching and learning are essential for achievement and growth
- A culture of continuous improvement is critical to success
- Diversity and inclusion encourage open-mindedness and empathy
- Learning is cognitive, creative, active, and purposeful
- Creativity, adaptability, curiosity, and inquiry equip us to thrive in a changing world
- A Strong community is built through participation, communication, collaboration, and mutual respect
- Contributing positively to society is our responsibility

VISION
FOR
OUR
FUTURE

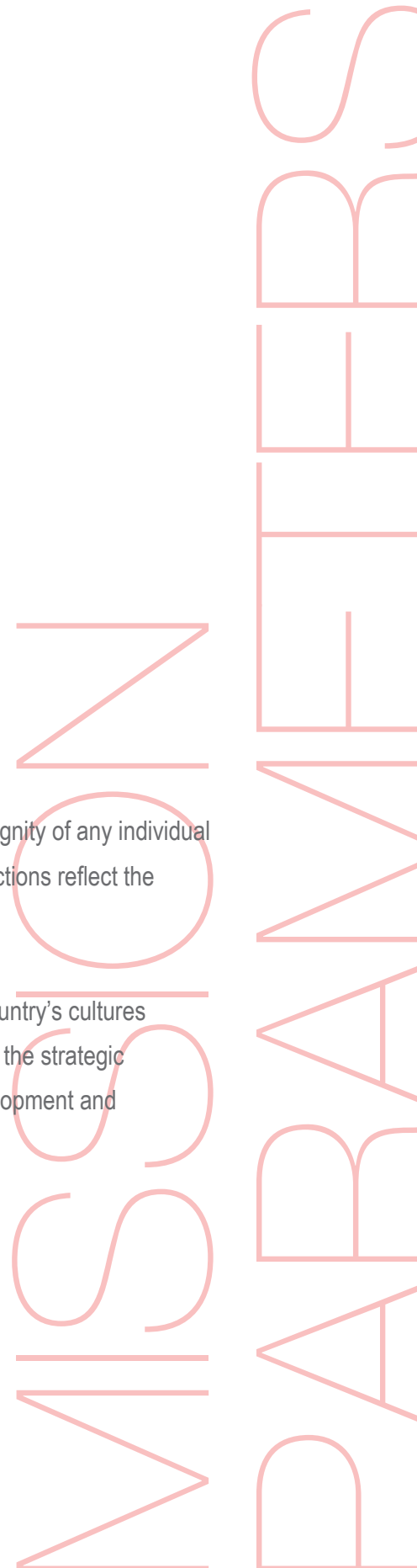
Mission

Inspired Learners: Connected, Creative, and Courageous

Parameters

AISJ will ...

- Ensure that school enrolment, resources, and capacity are aligned
- Maintain a sense of community and attention to individuals
- Not tolerate behavior that is detrimental to the safety, integrity, or dignity of any individual
- Hire and retain qualified and adaptable staff whose attitudes and actions reflect the school's vision, mission, and core values
- Adhere to a sustainable and transparent financial plan
- Maintain a strong international identity while respecting our host country's cultures
- Approve and maintain only those programs that are consistent with the strategic direction, are financially justified, and provide for professional development and assessment
- Provide a Pre K-12 education
- Use English as the primary language of instruction



02

2017-2018 in Review

- 03 Message from the Board Chair
- 06 Message from the School Director
- 07 Message from the Treasurer

10

Financial Statements

- 11 Statement of Comprehensive Income
- 13 Statement of Financial Position

Leading School Indicators

16

- 17 1: AISJ considers student learning to be the highest priority
- 19 2: AISJ attracts, develops, and retains excellent teachers and leaders
- 22 3: AISJ offers a balanced, well-rounded program
- 24 4: AISJ students achieve strong academic results
- 26 5: AISJ values a diverse and inclusive community with its ethos and actions
- 28 6: AISJ has the resources and finances to support and grow its programs

32

Strategic Plan

- 33 Conceptual Goal
- 36 Connected Goal
- 41 Personalized Goal

48

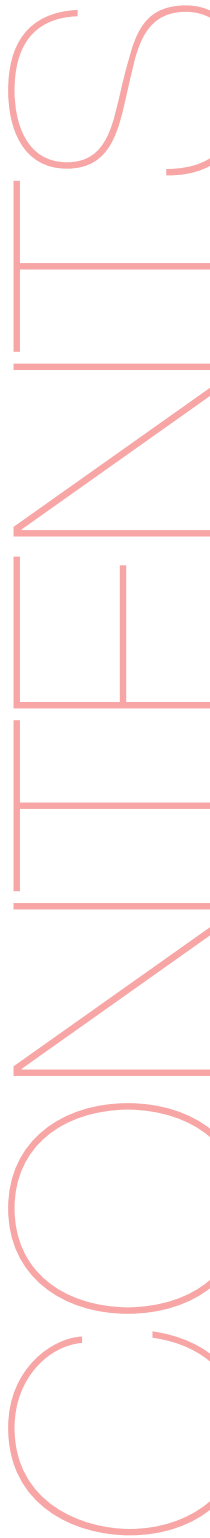
Interesting Facts

- 49 New Student and Family Population
Student Enrolment Growth
Student Nationalities
- 50 Instructional Staff Population
Operational Staff Population
Faculty Nationalities

51

Universities & Colleges

Where our 2018 graduates were accepted





2017-2018 in Review

- 03** Message from the Board Chair
- 06** Message from the School Director
- 07** Message from the Treasurer

02

On behalf of the Board of Directors, I am pleased to present our 2017-2018 Annual Report. It is my privilege to serve on the Board of Directors along with other professional and dedicated individuals to ensure that AISJ continues to have strong fiduciary and strategic leadership. Much of the work of the Board is done through its three standing committees, and I would like to thank all the Board Directors, and the members of the Board's Governance, Facilities and Finance Committees for their continued contributions to AISJ.

During the past year, the Board focused its goals in three areas and is pleased to report its progress for these goals. Firstly, the Board established a succession plan to ensure a highly qualified School Director is in place for the 2020-2021 school year. The current School Director, Dr. Andy Page-Smith, indicated his intention for the 2019-2020 school year be his final year at AISJ. The Board and AISJ are fortunate that they will have had strong and solid leadership under Dr. Andy for ten years at the end of his tenure. To this end, the Board formed a Search Committee in May of 2018. Participation from all AISJ community stakeholders is highly encouraged and will be paramount to ensuring that the next AISJ School Director is the best fit to lead our school on its journey. Secondly, the Board investigated potential cost-saving measures and growth initiatives that could, if necessary, ensure the financial sustainability of the school. The Board would like to thank Dr. Andy Page-Smith and the Leadership Team for the time invested into assessing where savings could be made. The Board will continue our efforts in 2018-2019 to research potential growth initiatives to ensure a secure future for AISJ. Thirdly, the Board looked to refine and document the Board's Communication Strategy with the AISJ Community.

In April of 2018, the Board invited parents, students, faculty, and leadership to participate in an evening of collaborative discussions centered around "Learning." The goal for the evening was to engage in conversations with a cross-section of our community and to identify any emerging trends, which would subsequently help us to identify potential growth areas. The evening was very successful, and the perspectives and ideas shared will continue to be unpacked in the upcoming school year.

The Board of Directors would like to thank all the staff, faculty, and leadership that enable AISJ to be an inspired place to learn. The Board is proud of our school community and especially of the connected, conceptual, and personalized learning experience for each of our students.

Kelly Neumann
Board Chair



BRANDY



SOUTH



We are pleased to present the AISJ community with the 2017-2018 Annual Report.

The 2017-2018 academic year was highly successful while equally as challenging! I am pleased to report that despite challenges in enrolment, and the volatility in the value of the Rand, we were able to continue improving and developing the programs that we committed to. As a result of us being in the second year of our Strategic Plan the development this year was far more focused. The Plan is grounded holistically in learning, and this together with the Leading School Indicators (LSIs), our ongoing annual benchmarks, have enabled us to measure our performance and progress. The results of which are detailed in this report, are inclusive of the two sets of indicators, which we use to ensure we are meeting and maintaining the community's standards for a leading international school.

In last year's annual report I shared that the Strategic Plan was starting to push boundaries regarding thinking, potential school structures, and processes. In 2017-2018 this work became less theoretical as we started the process of implementing the ideas and trying to make our aspirational learning targets for Teaching and Learning a reality. The work on personalizing learning, supporting our community to develop meaningful connections, and students becoming more conceptual learners has deep roots in all aspects of teaching and learning as well as the way we organize and deliver our programs. The school year was dominated by these discussions and adapting our practices which has been challenging and exciting at the same time.

To this end our involvement in Collaborative for Innovative Education (CIE) with our five partner schools from around the world; American School of Bombay, Singapore American School, Cary Academy in North Carolina, The Nueva School in San Francisco, Frankfurt International School, and AISJ has been critical as we developed collaborative teacher cohorts and valuable sounding boards for teaching ideas and innovative practice.

It is also to be noted that the 2017-2018 year was challenging in dealing with a number of operational issues. We endeavored to better understand the needs of all of our staff. Working within the multiple cultures that exist in our community has been a focus, and it is an area that we will continue to develop as we manage staff expectations and benchmark our operational functions against other South African organizations.

I would also like to take this opportunity to formally thank the continued support of a highly professional and hard-working Board of Directors, so capably led by Kelly Neumann, together with outstanding leadership, faculty, and operational teams who make every effort to ensure the delivery of a high-quality educational program.

Thank you for your continued support,

Andy Page-Smith
School Director

Dear AISJ Community,

I write this message as the incoming Treasurer for the 2017-2018 academic year. It has been an absolute pleasure to serve on the AISJ Board of Directors over this past year.

Looking back to the 2017-2018 academic year, the Board of Directors and the Finance Committee have been mainly focusing on and managing uncertainties around enrolment and exchange rate developments.

We have not seen a real improvement in the South African macroeconomic environment from last year. However, we remain hopeful that investors will still consider South Africa as a feasible investment option. As enrolment continues to be AISJ's main financial driver should investment drop it will directly impact our enrolment numbers.

The 2017-2018 budget anticipated a projected decline in enrolment. The actual invoiced enrolment for the year was 1% higher than budgeted but 1% below last year. Student enrolment remains the same as budgeted and marginally increased from 2016-2017.

The South African Rand has continued to be volatile against US Dollar which makes budgeting and planning very challenging as we aim to keep currency risks as low as possible, both for AISJ and for our families.

Despite these challenges, we have ended the financial year considerably better than the approved budget mainly owing to:

- Management seeking opportunities to optimize operational expenses without compromising the academic program
- Strong cash flow management which allowed us to delay access to borrowings and the school continues to receive favorable interest rates
- The lower than budgeted exchange rate for the year helped with reduced Rand expenses on US Dollar-based salaries

During the year, we continued with the assessment of the long-term facilities plan to ensure our spending is consistent with our financial position.

Overall, while uncertainties on the macroeconomy, exchange rate, and enrolment still prevail, the Board of Directors remain confident about AISJ's financial position and their commitment to supporting the strategic plan.

Finally, I am pleased to report that AISJ has received an unqualified opinion from our independent auditors for the 2017-2018 financial year. The audit report is available on the AISJ website.

Erdi Kursunoglu
Treasurer



BR
M
S
A
E
R



AMSTERDAM
BIKE STORE

How are you going to pay?

Read the story and write in the table to help you work these questions out. Use the coins and notes shown. You have a limited amount of coins and notes available.

Name: _____

At the shops you are asked to pay	What coins or notes would you use to pay this amount?
At the shops you are asked to pay €24.42	(20) (2) (2)
At the shops you are asked to pay €7.85	(2) (2) (2) (1)
At the shops you are asked to pay €12.05	(10) (2) (2)
At the shops you are asked to pay €9.15	(5) (2) (2) (2)
At the shops you are asked to pay €9.15	(5) (2) (2) (2)
At the shops you are asked to pay €9.15	(5) (2) (2) (2)

Financial Statements

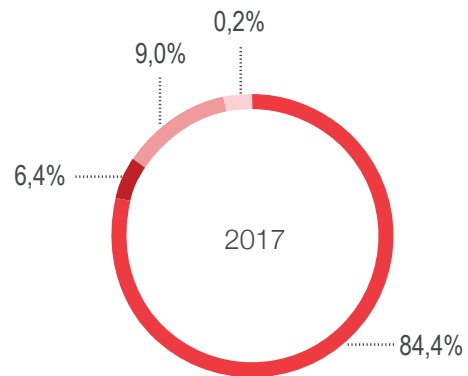
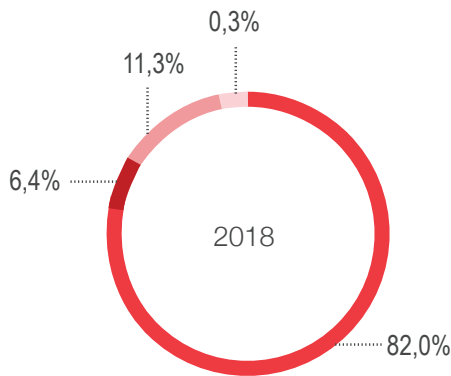
- 11 Statement of Comprehensive Income
- 13 Statement of Financial Position

10

Statement of Comprehensive Income for Year Ended 30 June 2018

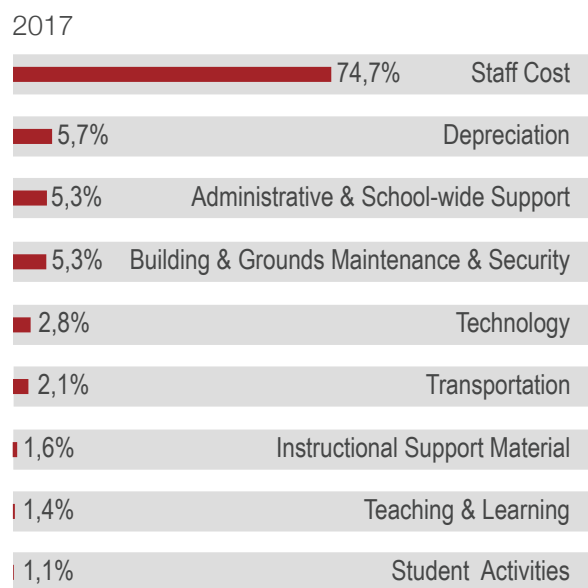
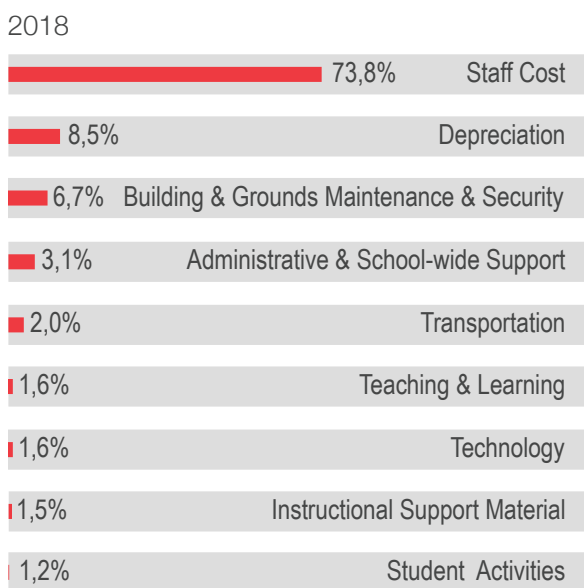
	2018 R	2017 R
Revenue	451 697 322	443 681 173
Other Income	5 238 999	10 786 336
Operating Expenses	(105 629 117)	(99 133 127)
Staff Cost	<u>(297 339 266)</u>	<u>(292 372 219)</u>
Surplus from Operations	53 967 938	62 962 163
Interest Received	13 541 626	10 946 418
Finance Costs	<u>(7 939 454)</u>	<u>(9 026 689)</u>
Total Comprehensive Income	<u>59 570 110</u>	<u>64 881 892</u>

Revenue



■ Tuition Fees ■ Capital Fees ■ Transport Fees ■ Entrance Fees

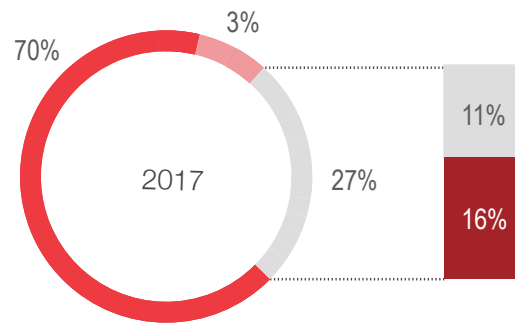
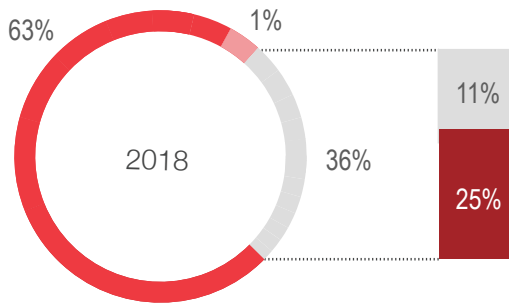
Expenses



Statement of Financial Position for Year Ended 30 June 2018

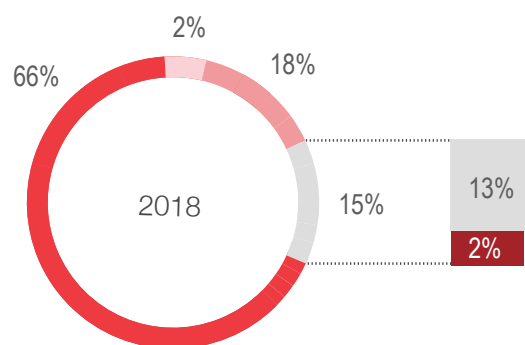
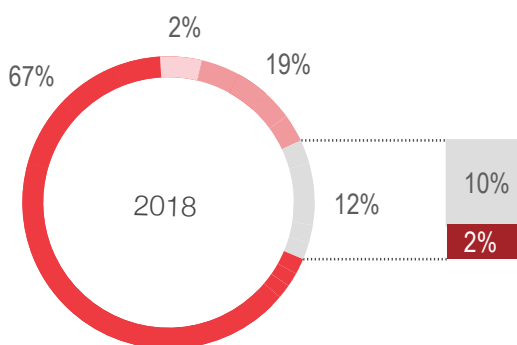
Assets	2018 R	2017 R
Non-Current Assets		
Property, Plant & Equipment	<u>415 913 215</u>	<u>414 920 004</u>
Current Assets		
Trade & Other Receivables	9 026 372	15 148 523
Cash & Cash Equivalents	237 201 950	159 378 013
Total Current Assets	<u><u>246 228 322</u></u>	<u><u>174 526 536</u></u>
Total Assets	<u><u>662 141 537</u></u>	<u><u>589 446 540</u></u>
Reserves & Liabilities		
Reserves		
Retained Income	<u>446 730 307</u>	<u>387 160 197</u>
Non-Current Liabilities		
Finance Lease Liabilities	-	-
Long-Term Loans	<u>65 862 262</u>	<u>76 292 985</u>
Total Non-Current Liabilities	<u><u>65 862 262</u></u>	<u><u>76 292 985</u></u>
Current Liabilities		
Trade & Other Payables	13 971 524	13 177 373
Income Received in Advance	125 114 441	103 377 853
Finance Lease Liabilities	-	54 149
Short Term Loans	<u>10 463 003</u>	<u>9 443 983</u>
Total Current Liabilities	<u><u>149 548 968</u></u>	<u><u>125 993 358</u></u>
Total Reserves & Liabilities	<u><u>662 141 537</u></u>	<u><u>589 446 540</u></u>

Assets



■ Property, Plant & Equipment
 ■ Bank Balances & Short-Term Deposits
 ■ Operational Reserves
 ■ Trade & Other Receivables

Reserves & Liabilities



■ Reserves
 ■ Trade & Other Payables
 ■ Income Received in Advance
 ■ Non-current Loans
 ■ Current Loans



Leading School Indicators

- 17** 1: AISJ considers student learning to be the highest priority
- 19** 2: AISJ attracts, develops, and retains excellent teachers and leaders
- 22** 3: AISJ offers a balanced, well-rounded program
- 24** 4: AISJ students achieve strong academic results
- 26** 5: AISJ values a diverse and inclusive community with its ethos and actions
- 28** 6: AISJ has the resources and finances to support and grow its programs



Leading School Indicator 1

AISJ considers student learning to be the highest priority

Target met
 Area for growth
 Data pending or needing clarification
 Target not met

Sub-Indicator

1. We have an ethos around holistic student learning which prepares students to be successful.

Measure	June 2018	Notes
A. Student learning is at the core of the Vision, Mission, and Strategic Plan.	The measure has been met.	
B. 80% of students strongly agree or agree that they were prepared for their current grade level as per the annual climate survey.	The measure has been met. 84%	
C. 95% of our graduates gain admission to at least one of their top three choices.	91% gained admission to one of their top 3 choices; 14 students are either on a gap year or awaiting admission decision from southern hemisphere universities.	This is a slight decrease from the previous class. We will be switching databases in the 2019-2020 year to Maya Learning. This will allow us to track data with a more sophisticated system and reasons for non-admissions.

2. Budget, which is regularly reviewed against top-international school benchmarks and empirical research recommendations, promotes student learning.

Measure	June 2018	Notes
A. At least 3.5% of annual expenses are committed to providing resources for teaching and learning.	The measure has been met.	
B. Class sizes are no greater than 18 students.	The overall intent of the measure was met for 2017-2018 School Year (SY). However, 16 MS/HS sections out of almost 500 sections offered each semester were 1-2 students above the target number due to the nature of the class. Two sections of ES classes were at 19 and as a result, a Teacher Partner was hired mid-year to accommodate this.	For some elective classes, class numbers need to be greater to ensure the quality.
C. AISJ maintains an overall teacher to student ratio of 1:7.	The measure has been met. 1:6.1 including all faculty 1:6.8 excluding Teacher Partners	

3. Written, taught and the assessed curriculum is continually reviewed to make sure student learning is maximized.

Measure	June 2018	Notes
A. Teacher reflection of student learning, throughout the unit, is documented in Rubicon Atlas along with recommendations for future refinement of the unit.	The measure has been met. Units were updated, with teacher reflections as well as ongoing improvements/notes.	
B. Scope and sequence documents are audited annually to: <ul style="list-style-type: none"> - compare scope and sequence documents against Atlas unit calendars - compare/revise standards and benchmarks against written unit plans - reflect at the completion of each unit of study to review depth and strength of learning experiences 	Measure met for 2017-2018 SY	
C. 85% of students, parents, and teachers strongly agree or agree that a variety of instructional strategies are used to meet students' needs, as per the annual climate survey.	Students – 76% Parents – 90% Teachers – 96.26%	The effort is needed to reduce the gap between teacher and student perceptions regarding the variety of strategies that are utilized to help students progress in their learning.
D. 85% of students, parents, and teachers strongly agree or agree that there is consistency of practice within subject areas and grade levels.	Students – 74% Parents – 78% with weighted response Teachers – 74%	The student responses are an increase from the previous year and the three groups are almost aligned in their impressions; however, it still remains well below the benchmark and warrants continued action.

4. Teacher growth and professional development focus on maximizing student learning.

Measure	June 2018	Notes
A. All teachers have at least one annual goal directly focused on student learning.	The measure has been met.	Teachers set an individual goal and most also had a team/department goals as well. All teachers with leadership/coordination responsibilities also set a goal related to that role too.
B. There is a balanced approach to Professional Growth and Collaboration Time that allows for school-wide, divisional, department and individualized professional growth focused on topics that drive student learning.	The measure has been met.	While the PGCT schedule was balanced along the four areas, teachers indicated a desire for more personalization and greater opportunities to share with/learn from their colleagues.
C. Team meetings focus on student learning.	The measure has been met.	Professional development was provided to teacher-leaders to develop meeting protocols and use data-informed decision making.

Leading School Indicator 2

AISJ attracts, develops, and retains excellent teachers and leaders

Target met
 Area for growth
 Data pending or needing clarification
 Target not met

Sub-Indicator

1. AISJ attracts well-qualified and suitably experienced faculty who provide the balance and expertise to support a highly developed and evolving educational program.

Measure	June 2018	Notes
A. All teachers will have a relevant degree.	The measure has been met.	
B. 70% of faculty have a post graduate education qualification.	65% of current faculty hold a post-graduate degree.	While the overall percentage was a decrease from the previous year, 75% of the new hires have postgraduate education qualifications. seven faculty members are currently working on postgraduate degrees.
C. All faculty have a recognized professional qualification.	The measure has been met.	
D. All new hire teachers have a minimum of three years of classroom experience.	The measure has been met. All classroom teachers except interns and permanent substitute teachers meet the requirement.	To have an effective internship program, i.e. development program, these teachers would always be below the minimum requirement.
E. 70% of classroom teachers have previous experience in a non-South African system or international school setting.	The measure has been met. 74%	
F. AISJ receives applications from at least 10 qualified applicants for each available position.	The measure has been met.	Overall, 2500 applications were received for 23 positions
G. An annual survey and other data from new hires and departing teachers are reviewed annually for evolving trends in recruitment practices, retention, salary and benefits to adjust recruitment practices together with salaries and benefits that are offered.	The measure has been met.	The departing and new hire cohort for the past school year was small (less than 10); while these groups were surveyed and the feedback they provided was generally positive, because of their small size their feedback may not be representative of other cohorts.

2. AISJ offers employment conditions that encourage faculty retention to support the sustainability of a quality educational program and positive school culture.

Measure	June 2018	Notes
A. The overseas hire teacher package will be among the top 40% of identified leading international schools.	We are now in the top 42%, and therefore remain below the target, as we have had little or no salary increases for the past three years.	The Board has approved a 3% salary increase for overseas hires that should allow the measure to be met for the coming school year 2018-2019.
B. The local hire teacher package will be among the top 5% of identified leading South African independent schools.	The measure has been met based on the Independent Schools Association of Southern Africa (ISASA) data.	
C. 80% of departing teachers have been employed at AISJ for at least four years.	The measure has been met. Our average was slightly over five years.	

3. AISJ is committed to a culture of continuous improvement, and as such, supports the professional growth and development of faculty to deliver a highly developed and evolving educational program.

Measure	June 2018	Notes
A. At least 3% of annual expenses are allocated to faculty professional learning.	3.6% of the total budget was allocated for professional learning in 2017-2018 SY.	For several years, the school has provided teachers with a three-year rolling account to build up their professional learning funding. The same systems have been enacted for leadership, instructional coaches, and for strategic plan initiatives. This has resulted in a 0.9% increase from the previous school year.
B. 90% of faculty participate in at least one externally recognized professional development experience per year.	86% of teachers participated in the 2017-2018 SY.	The large increase in participation (24%) is the result of the first Reframing our Learning Symposium, the increase in HS teacher participation in Weekend Workshops, and the necessary training for DP teachers in the revised curriculum areas.
C. Growth-oriented supervision and evaluation models support a strong culture of continual improvement.	The measure has been met.	As per the climate survey, 76% of teachers agree or strongly agree the teacher growth and evaluation model allows them to grow professionally. The teacher rubrics were revised during the second semester of the 2017-2018 SY and the new rubrics will be used for the first time in the 2018-2019 SY.
D. 75% of faculty strongly agree or agree they have an active voice in the school's direction as per the annual climate survey.	68% of faculty strongly agreed or agreed that they have an active voice.	While the measure has not been met, the 17% increase indicates that the school is moving in a positive direction.

Leading School Indicator 3

AISJ offers a balanced, well-rounded program

Target met

Area for growth

Data pending or needing clarification

Target not met

Sub-Indicator

1. AISJ values each of the four Pillars - Service Learning, Arts, Athletics, and Academic Activities – and each is an integral element of the AISJ program.

Measure	June 2018	Notes
A. 90% of students are at a level of proficient per band of development on the service learning rubric.	The measure has been met.	We are debating and planning to further refine the process to ensure data collection/reflection is done in an age-appropriate manner.
B. 100% of students will show evidence of service learning each year as documented in the curriculum.	This measure has been met.	
C. AISJ is a leading international school for its variety of Arts activities for all age groups and abilities, as demonstrated by the ratio of activities to students of 1:35.	Our ratios for the 2017-2018 School Year (SY) were: - Arts – 1:50	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.
D. AISJ is a leading international school for its variety of Athletics activities for all age groups and abilities, as demonstrated by the ratio of activities to students of 1:15.	Our ratios for the 2017-2018 SY were: - Athletics – 1:16	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.
E. AISJ is a leading international school for its variety of Academic activities and events offered, as demonstrated by the ratio of activities to students of 1:30.	Our ratios for the 2017-2018 SY were: - Academic – 1:35	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.
F. AISJ is a leading international school for its variety of Academic courses offered through the core curriculum, as demonstrated by the ratio of courses to students of 1:3.	Our ratios for the 2017-2018 SY were: - Academic Courses – 1:3	As we have continued to struggle for data collection/sharing with other leading international schools, we will now take the lead, set our goals, and disseminate the information to international schools who want to participate with similar goals.

<p>G. 80% of students and parents strongly agree or agree that coordination of activities is such that all students have opportunities to participate in activities within all four pillars throughout the academic year, as per the annual climate survey.</p>	<p>The measure has been met. - Students - 86% - Parents - 87%</p>	
<p>H. 80% of students and parents strongly agree or agree that AISJ offers an extensive co-curricular program, as per the annual climate survey.</p>	<p>- Students - 78% - Parents - 83% - Faculty - 94%</p>	<p>While we have not fully met the measure, the faculty and parent survey results both rose enough to cross the threshold and the student feedback improved by 7%.</p>

2. Social and emotional learning at AISJ supports students' health and well-being.

Measure	June 2018	Notes
<p>A. Social and emotional learning is clearly defined and visual within physical spaces, school planning, and instruction documentation and unit planning.</p>	<p>The measure has been met. This is a large component of the elementary and middle school programs; the high school had community and relations as a schoolwide emphasis for 2017-2018 SY.</p>	


3. Leadership opportunities are encouraged and promote student success.

Measure	June 2018	Notes
<p>A. 80% of students, parents, and teachers strongly agree or agree that students are given opportunities to develop their leadership skills, as per the annual climate survey.</p>	<p>- Students - 83% - Parents - 91% - Faculty - 84%</p>	<p>This was an area of positive improvement from the previous year; the student and parent results both increased and as a result, the measure was met.</p>

Leading School Indicator 4

AISJ Students Achieve Strong Academic Results

 Target met

 Area for growth

 Data pending or needing clarification

 Target not met

Sub-Indicator

1. Our externally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/expectations.

Measure	June 2018	Notes
A. Year to year effect sizes of cohort results in all Measure of Academic Progress (MAP) reporting categories exceed the selected comparison groups (grades 3-8).	The measure has been met. AISJ effect sizes exceed the international school comparison group for all 36 assessment areas.	Effect size measures progress from year to year.
B. Using fall-to-spring MAP reports—50% students in the bottom quintile in MAP progress to the next grouping while at least 75% of students in the top quintile remain/increase (grade 3-8).	Quintiles are based on only those AISJ students who participated in both the August and May cohorts - Language Usage: - lowest 20% = 49% reduction - top 20% = 79% retention - Math: - lowest 20% = 70% reduction - top 20% = 73% retention - Reading: - lowest 20% = 32% reduction - top 20% = 79% retention	Results from 2017-2018 School Year (SY) were an improvement in retaining students in the highest quintile. Improvements were made in reducing the lowest scoring students out of the bottom quintile in math but results in reading were not as strong. It is difficult to generalize from one year of data; we will need to further monitor student progress.
C. Overall averages from 10th-grade cohort results on the Preliminary Scholastic Aptitude Test (PSAT) remain at or are above the international averages for Evidence-Based Reading and Writing (ERBW) & Math.	2017-2018 was the first full participation cohort; our average was 999 (502 EBRW & 497 Math). The international student average on the PSAT in 2017 was 1060 (532 English, 529 Math).	The Board approved a revision to this measure in 2018 to strengthen the target. The original wording stated that the overall school scores/averages should be in the “green” zone; however, the international school average is above this threshold so the target was raised.
D. Overall, schoolwide Diploma Programme (DP) results remain at or above 33 and all subject-specific scores/means remain above world averages.	The cohort’s average in 2017 remained 32. Overall, from the 34 assessments that were not self-study classes and had at least five students, results were higher than the world average 23 times. - 16 Higher Level (HL) courses (with at least five students), our results surpassed world average 10 times. - For the 18 Standard Level (SL) assessments (with at least five students), our results surpassed world averages 13 times.	While the results look like the previous school year, there were differences in which courses were above/below world averages. The student assessment scripts have been ordered for courses scoring below the world average to review strengths and areas for growth.

2. Our internally scored measures of student achievement and/or progress indicate students are at or above grade-level norms/expectations.

Measure	June 2018	Notes
<p>A. Results from internal assessments utilized by the school indicate 80% of the students are at or above benchmarks.</p>	<p>Developmental Reading Assessment (DRA) 65% at or above grade level as of May 2018 Math 90% at or above grade level as of May 2018</p>	<p>Internal reading assessment data will be from a different instrument next year. A decision was made to transition from the DRA to the Fountas & Pinnell (F&P) running records to allow teachers to use data to better respond to student needs throughout the school year.</p>
<p>B. Reporting systems - teachers and divisional - clearly inform students and parents of where they currently are and what are the teacher's professional recommendations for how students could improve.</p>	<p>The measure has been met. Online reporting systems were in place for all divisions this year; the high school has revised their reporting categories and these will be implemented during the 2018-2019 SY.</p>	

Leading School Indicator 5

AISJ values a diverse and inclusive community with its ethos and actions

Target met
 Area for growth
 Data pending or needing clarification
 Target not met

Sub-Indicator

1. AISJ maintains a sustainable service learning program and embeds service learning into the curriculum, which allows students to actively engage in meaningful service and connect with the local community.

Measure	June 2018	Notes
A. 90% of students are at a level of proficient per band of development on the service learning rubric.	We believe we are meeting this target, however, teachers often incorporate or embed the service learning rubric into other reflection tools - thus, disaggregated data has not always been documented.	Teachers often incorporate or embed the service learning rubric into other reflection tools - thus, disaggregated data has not always been documented.
B. 100% of students will show evidence of service learning each year as documented in the curriculum.	The measure has been met.	
C. Connections to the local community are documented and monitored within units of learning at each grade level.	The measure has been met.	

2. AISJ budgets for and maintains a scholarship program for local students who would not otherwise have the opportunity to attend AISJ due to financial constraints.

Measure	June 2018	Notes
A. The school ensures that a minimum of 4% of students in grades 7-12 are part of the scholarship program.	3% for 2017-2018 School Year (SY).	Funding to meet the full 4% was available; however, the supporting local schools are not always able to field a full slate of student candidates to AISJ.

3. AISJ's culture of inclusion actively supports all students, including those who are diverse in language, culture and learning differences.

Measure	June 2018	Notes
A. The school has admissions policies, procedures, and documentation in place to support the ethos of a diverse and inclusive school community.	The measure has been met.	

<p>B. Protocols are in place to meet the needs of students with learning differences and English language learners who have been admitted.</p>	<p>The measure has been met.</p>
<ul style="list-style-type: none"> i. Guidelines regarding the school's capacity to meet students' needs are documented. ii. All students with identified learning needs, as documented by our guidelines, have individual learning plans. iii. Student progress is annually evaluated. 	
<p>C. Personnel are available to ensure the school has the capacity to appropriately meet the needs of students with learning differences and English language learners who have been admitted, as demonstrated by a ratio of one learning support teacher to every 70 enrolled students.</p>	<p>The measure has been met.</p> <p>Approximately 15% of the student population.</p>

4. Throughout the organization, the school recruits and develops diverse candidates locally and overseas who reflect our community as a whole.

Measure	June 2018	Notes
<p>A. AISJ supports the professional development of all staff through budget allocation and time allotment in line with its policy statement.</p>	<p>The measure has been met.</p>	
<p>B. AISJ offers a minimum of two traineeships and two internships per school year to enable the development of local candidates from diverse backgrounds.</p>	<p>The measure has been met.</p> <p>Procedures and protocols were developed and implemented in the 2017-2018 SY.</p>	
<p>C. The school ensures procedures and resources are available to adequately support the recruitment of diverse candidates throughout the organization.</p>	<p>The measure has been met.</p> <p>New protocols and procedures were in place for 2017-2018.</p>	<p>This is continually being reviewed as a longer-term school director's goal to increase school diversity within the faculty.</p>

Leading School Indicator 6

AISJ has the resources and finances to support and grow its programs

Target met

Area for growth

Data pending or needing clarification

Target not met

Sub-Indicator

1. Resources and finances are monitored and maintained to support the financial sustainability of the school and ensure the delivery of a quality program.

Measure	June 2018	Notes
A. AISJ will maintain an operational reserve fund which is equivalent to 20% of the annual operational budget. This will be invested in USD and Rand as per country risk profile.	The measure has been met. 2017-2018 Budget – 20% \$1m USD insurance \$1.29m USD Fixed Deposits account R52.96m ZAR Fixed Deposit account	
B. Personnel costs are not greater than 70% of the operational budget.	The measure has been met. 2017-2018 Budget – 69.87%	
C. At least 3.5% of annual expenses will be committed to providing resources for teaching and learning.	The measure has been met. 2017-2018 revised budget – 3.6%.	
D. 0.25% of annual expenses (up to a cumulative reserve amount of ^2 million Rand) will be committed to a strategic program development fund, devoted to new initiatives	The measure has been met. 0.16% was set aside which met the requirement needed for the school year.	There was an initial outlay of 200,000 Rand, which was then supplemented the following year with 500,000 Rand. The school is involved in ongoing inquiries into personalized learning with partner schools from the Collaborative for Innovative Education.
E. AISJ's measures of long-term financial health are trending positively.	The measure has been met. Despite economic difficulties it should be argued the school remains in a strong financial position based on current financial reports.	

2. Documentation and planning are in place to support the financial sustainability of the school and ensure the delivery of a quality program.

Measure	June 2018	Notes
A. AISJ maintains a detailed Financial Procedures Handbook.	The measure has been met. Approved by the Board of Directors in Nov 2016. Currently in the process of annual review to be presented to the Finance Committee in August 2017.	
B. AISJ fully funds a facilities long-term maintenance plan.	The measure has been met.	
C. AISJ maintains a five-year facilities master plan, including an environmental awareness/impact plan, for both campuses.	The measure has been met.	Plans for both campuses were updated in February 2015 and will need to be reviewed in 2019.
D. AISJ will maintain a long term financial plan.	The measure has been met.	

3. The AISJ community is satisfied with how the school allocates its resources.

Measure	June 2018	Notes
A. 80% of the AISJ community strongly agrees or agrees that they are satisfied with the resources spent on grounds and facilities, as per the annual climate survey.	<ul style="list-style-type: none"> - Students - 86% - Parents - 87% - Faculty - 75% 	The faculty responses have increased (5%) from the previous School Year (SY); however, the results from the Pretoria Campus remain far below those in Johannesburg. With the new multi-purpose building's approval, we anticipate this measure being met for 2018-2019.
B. 80% of the AISJ community strongly agrees or agrees that they are satisfied with the resources spent on teaching and learning, as per the annual climate survey.	<p>The measure has been met.</p> <ul style="list-style-type: none"> - Parents - 87% - Faculty - 84% 	



Strategic Plan

- 33 Conceptual Goal
- 36 Connected Goal
- 40 Personalized Goal

32

Goal

To develop conceptual thinkers by providing meaningful opportunities for learners to apply acquired knowledge, skills and understandings to different contexts.

Rationale

We recognize that the rapid pace of change and growth of information makes it increasingly important to connect content and concepts.

We believe that through experiences that require conceptual thinking and inquiry, learners develop an intrinsic drive to make meaning.

We commit to teaching students to think critically, ask questions, solve problems and develop an enduring curiosity.

Conceptual

 Achieved or on Track

 Requiring Attention

 Requiring Serious Attention

Objective

1. Learners will transfer knowledge, skills and understanding to be able to thoughtfully, flexibly, and purposefully identify problems and create solutions.

Measure	Baseline Data	June 2018	Notes
100% of students will show evidence of application and transfer of knowledge, skills and understanding by 2018.	Approximately 80% - June 2016	Approximately 95%	There is a segment of our student population who require assistance and modification to demonstrate their ability to meet all aspect of the measure, which means 100% in all areas/grades/subjects may be difficult to achieve.
85% of students will reach "age-appropriate" level on the Conceptual Learner continuum by 2020.	To be determined October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).	<p>The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLS, ATTLS, and the Learner Profile.</p> <p>We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.</p>

Objective

2. Learning will be inquiry-based, requiring students to construct knowledge and understanding of the world.

Measure	Baseline Data	June 2018	Notes
100% of units will have the elements of inquiry embedded by 2019.	Approximately 90% - June 2017	Approximately 95%	Following a visit from an external consultant and teacher-led learning networks, numerous units were revised to improve the quality of conceptual inquiry in their Enduring Understandings and Essential Questions.

<p>90% of teachers will reach an exemplary level on the Curriculum, Understanding, Integration rubrics by 2019.</p>	<p>The composite average for the school on the Curriculum/Understanding/Integration was Applying (3.2, Exemplary is a 4) – October 2017</p>	<p>56% of teachers self-rated as Applying and 33% as Exemplary.</p>	<p>Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 2017-2018, all rubrics required an overall rating in line with this rubric. While close to 90% believe they are applying or exemplary, only 1/3 of the staff are confident enough to place themselves in the top rating.</p> <p>With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.</p>
<p>75% of teachers will reach an exemplary level on the Inquiry rubric by 2019.</p>	<p>The composite average for the school on Inquiry was Applying (2.8, Exemplary is a 4) – October 2017</p>	<p>63% of teachers self-rated as Applying and 18% as Exemplary.</p>	<p>Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 2017-2018, all rubrics required an overall rating in line with this rubric. While more than 75% believe they are applying or exemplary, only 20% of staff are confident enough to place themselves in the top rating.</p> <p>With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.</p>
<p>An aggregate score on the Conceptual section of the student to teacher feedback survey will result in an average rating of 90% Agree or Strongly Agree from students by 2019.</p>	<p>86% - June 2017</p>	<p>87%</p>	<p>The aggregate score is a compilation of five questions, with results collected from all divisions.</p>

Goal

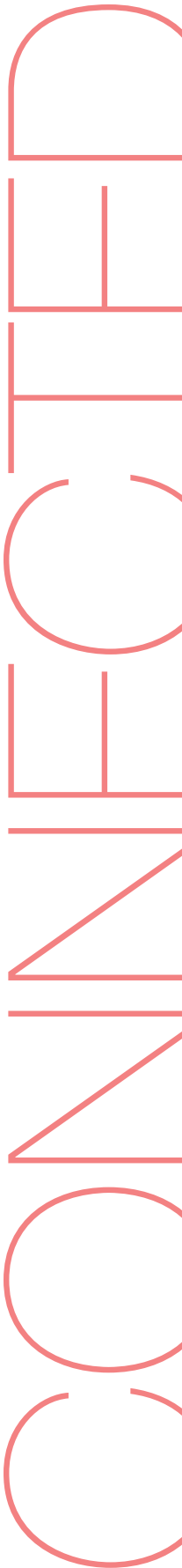
To develop interconnected learners who have the skills, understanding and desire to collaborate and actively engage with the world.

Rationale


We recognize that our school community, the host country of South Africa, and the international community provide invaluable potential for us to be enriched by the perspectives of others.

We believe learning is a continuous process of making connections driven by a desire to make sense of the world we live in and to better understand ourselves - connected learners collaborate and communicate effectively and with empathy.

We commit to teaching students to engage with, learn from, and contribute positively to the communities to which they belong.



Connected

 Achieved or on Track

 Requiring Attention

 Requiring Serious Attention

Objective

1. Learners will understand that each individual is unique and, as a member of many communities, their actions and beliefs have an impact on others.

Measure	Baseline Data	June 2018	Notes
100% of students will show evidence of service learning each year as a part of the curriculum by 2018.	Approximately 80% - June 2016	100%	Every grade level has service learning embedded in at least one of their units. Student understanding can be demonstrated in multiple ways; therefore, all students are expected to participate and reflect on the experience.
100% of HS students will Agree or Strongly Agree that they are involved in extended/active service outside the curriculum by 2020.	71% - April 2016	91%	All HS students participate in a service activity outside of normal school hours; however, students did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a 20% increase.
100% of HS parents will Agree or Strongly Agree that their child is involved in extended/active service outside the curriculum by 2020.	61% - April 2016	83%	All HS students participate in a service activity outside of normal school hours; however, parents did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a similar 20% increase.

90% of students will reach "level 3" on the Connected Learner continuum by 2020.

To be determined in October 2017

The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).

The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLS, ATTLS, and the Learner Profile.

We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

90% of students will reach "level 3" on the Collaborative learner continuum by 2020.

To be determined in October 2017

The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 SY.

The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLS, ATTLS, and the Learner Profile.

We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

Objective

2. Learning will be designed to develop communication, collaboration and leadership capacity.

Measure	Baseline Data	June 2018	Notes
When asked whether classes involve the relevant use of technology 85% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	78% - April 2017	93%	All MS/HS students utilize technology in their classes; however, students did not indicate that on previous surveys. The unclear/ambiguous language was revised, and the increased clarity resulted in a 15% increase.
When asked whether classes offer opportunities for collaboration, 95% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	91% - April 2017	90%	Survey results indicate that this is a strength of the program and on track to achieve.

When asked whether classes offer the opportunity to develop leadership skills, 95% of classes will receive an average rating of Agree or Strongly Agree from students by 2019.	75% - April 2017	73%	Students indicate that they have greater opportunities to develop their leadership skills, we still need to do more to help students understand the various ways they can show leadership in the classroom (especially in Pretoria's MS).
90% of students will Agree or Strongly Agree that they are given an opportunity to develop their leadership skills by 2019.	MS/HS – 81% - April 2016	84%	While this was a noticeable increase from the previous year (73%), expanding opportunities needs further attention.
90% of parents will Agree or Strongly Agree that their child is given an opportunity to develop their leadership skills by 2019.	72% - April 2016	88%	

Objective

3. Learners will utilize global information networks, using technology effectively to make informed decisions and contributions.

Measure	Baseline Data	June 2018	Notes
90% of students will Agree or Strongly Agree that they utilize global information networks to make informed decisions and contributions by 2018.	MS/HS – 88% - April 2016	MS/HS - 93%	
90% of parents will Agree or Strongly Agree that their child utilizes global information networks to make informed decisions and contributions by 2018.	73% - April 2016	90%	Achieved.
100% of students will demonstrate the relevant use of technology in their learning by 2018.	85% - April 2016	100%	Achieved. AISJ teachers are expected to utilize technology in relevant and developmentally appropriate ways in all classes; it is not a discretionary practice. Students are involved in e-portfolios, class OneNote pages, online research, etc.

90% of students will reach "level 3" on the Connected Learner continuum by 2020.

To be determined October 2017

The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 SY.

The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLS, ATTLS, and the Learner Profile.

We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.

Goal

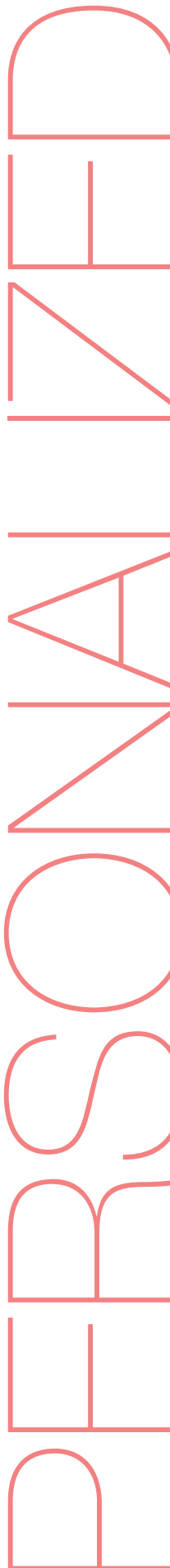
To develop engaged and motivated learners by supporting them in ways that are relevant to their life, interests, and ambitions.

Rationale

We recognize that AISJ is an inclusive international school whose learners come from different educational experiences - each individual has a unique background, learns differently and at their own pace.

We believe that self-directed learners are more inspired to find and pursue their passions and in doing so develop deeper engagement with their learning.

We commit to teaching students to take a proactive role in designing and evaluating their own learning.



Personalized

Achieved or on Track

Requiring Attention

Requiring Serious Attention

Objective

1. Learners will take a proactive role in designing and evaluating their learning.

Measure	Baseline Data	June 2018	Notes
100% of students will set goals and reflect on them by 2017.	Approximately 70% - June 2016	79%	The feedback from students has remained consistent for the past two years. The results are somewhat surprising as MS students set goals as part of advisory and HS students will do likewise in their Service Learning projects. This remains an area for improvement and immediate attention.
90% of parents will Agree or Strongly Agree that their student is involved with the evaluation of their learning by 2018.	75% - April 2016	92%	Achieved.
80% of students will reach 'level 3' on the Personalised Learner continuum by 2020.	To be determined October 2017	The Learner Practice Rubrics were revised by a committee of HS teachers and administrators during the second semester of the 2017-2018 School Year (SY).	<p>The rubrics that were initially developed were lengthy, complex, and difficult to explain. The HS made suggestions for a revision that would incorporate the ATLS, ATTLs, and the Learner Profile.</p> <p>We will administer the simplified rubric in October as a self-reflection tool and then review the process, findings, and measures as needed.</p>

Objective

2. Learning is differentiated, flexible in pacing and informed by what the learners have and have not mastered.

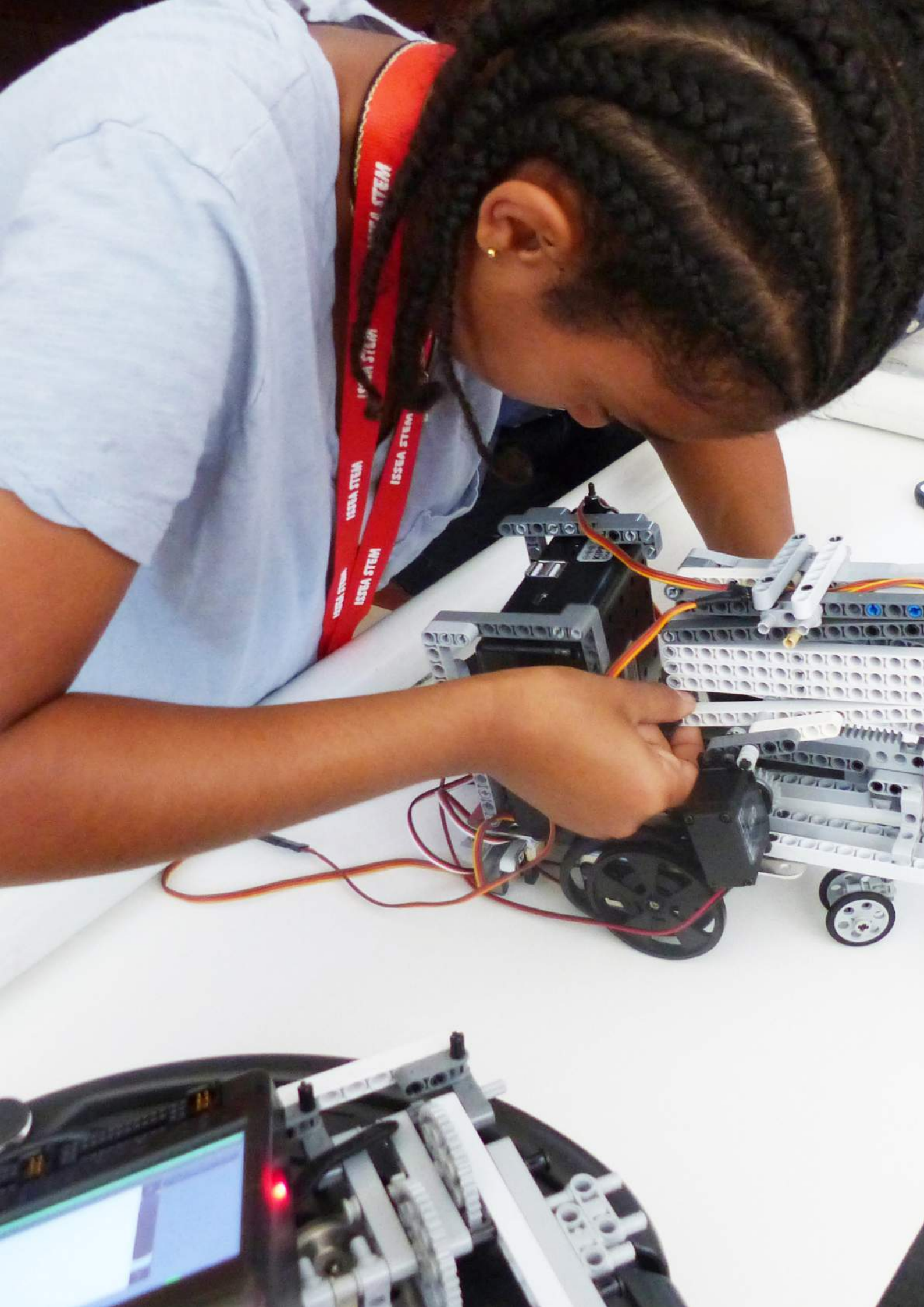
Measure	Baseline Data	June 2018	Notes
90% of students will Agree or Strongly Agree that they are challenged by 2018.	MS/HS – 81% - April 2016 ES – 85% - April 2016	MS/HS - 87% ES – 95%	The positive response rates continue to climb, 5% in MS/HS and 10% in ES. While the ES has crossed the threshold, we need one more year of growth for the entire school to have met the measure.
90% of parents will Agree or Strongly Agree that learning is differentiated by 2018.	Average 73% - April 2016	86%	Parent responses have continued to improve and have made significant progress from the initial, benchmark data.
90% of teachers will reach exemplary on the "Know Your Students" and "Instructional Strategies" strands of the Differentiation and Assessment rubrics by 2019.	To be determined October 2017	58% of teachers self-rated as Applying and 30% as Exemplary.	Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 17-18, all rubrics required an overall rating in line with this rubric. While close to 90% believe they are applying or exemplary, only 30% of staff are confident enough to place themselves in the top rating. With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.
An aggregate score on the Differentiation section of the student to teacher feedback survey will result in an average rating of 90% Agree or Strongly Agree from students by 2019.	80% - April 2017	82%	The aggregate is a combination of five questions from the survey
100% of units will show evidence of differentiation by allowing for flexible pacing and informed by what the learners have and have not mastered by 2019.	To be determined October 2017	Approximately 88% based on teacher self-reports.	It is common practice for our teachers to differentiate instruction in the classroom; however, we need to improve documentation of these practices in the unit plans.

Objective

3. Learning is personalized by providing opportunities for students to take a proactive role in designing and evaluating their learning.

Measure	Baseline Data	June 2018	Notes
90% of students will Agree or Strongly Agree that they are given the opportunity to take a proactive role in assessing their progress by 2018.	MS/HS – 81% - April 2016 ES – 85% - April 2016	MS/HS - 80% ES - 92%	We have made substantial progress in the ES (7%) but need more attention in the MS/HS (-2%).
An aggregate score on the Personalized section of the student to teacher feedback survey will receive an average rating of 90% Agree or Strongly Agree from students by 2019.	Average – 73% - April 2016	79%	The aggregate is comprised of four questions from the student to teacher feedback survey. The results have remained the same from the previous year. More work and greater clarity are needed.
90% of students will Agree or Strongly Agree that they are given the opportunity to take a proactive role in designing their learning by 2019.	66% - April 2016	77%	The results have remained the same from the previous year. More work and greater clarity are needed.
90% of parents will Agree or Strongly Agree that their child has the opportunity to take a proactive role in designing and assessing their learning by 2019.	68% - April 2016	92%	Achieved.

<p>90% of teachers will reach applying on the "Personalized Learning" strand of the Differentiation rubrics by 2020.</p>	<p>To be determined October 2017</p>	<p>53% of teachers self-rated as Applying and 36% as Exemplary.</p>	<p>Previously, teachers were not asked to give themselves an overall rating for each rubric; as of SY 17-18, all rubrics required an overall rating in line with this rubric. While more than 89% believe they are applying or exemplary, only 36% of staff are confident enough to place themselves in the top rating.</p> <p>With the adoption of new AISJ Teacher Rubrics, this measure will need to be updated for the next Annual Report.</p>
<p>90% of units will show evidence of personalization by 2020.</p>	<p>To be determined October 2017</p>	<p>87% based on teacher self-reports.</p>	<p>Despite calls for greater clarity in "defining" personalized learning, when asked the teachers overwhelmingly believe they personalize instruction and that this is documented in their units.</p>





Interesting Facts

- 49** New Student and Family Population
Student Enrolment Growth
Student Nationalities
- 50** Instructional Staff Population
Operational Staff Population
Faculty Nationalities

48

New Students & Families Population

150 New Families 2018



162 New Families 2017



245 New Students 2018



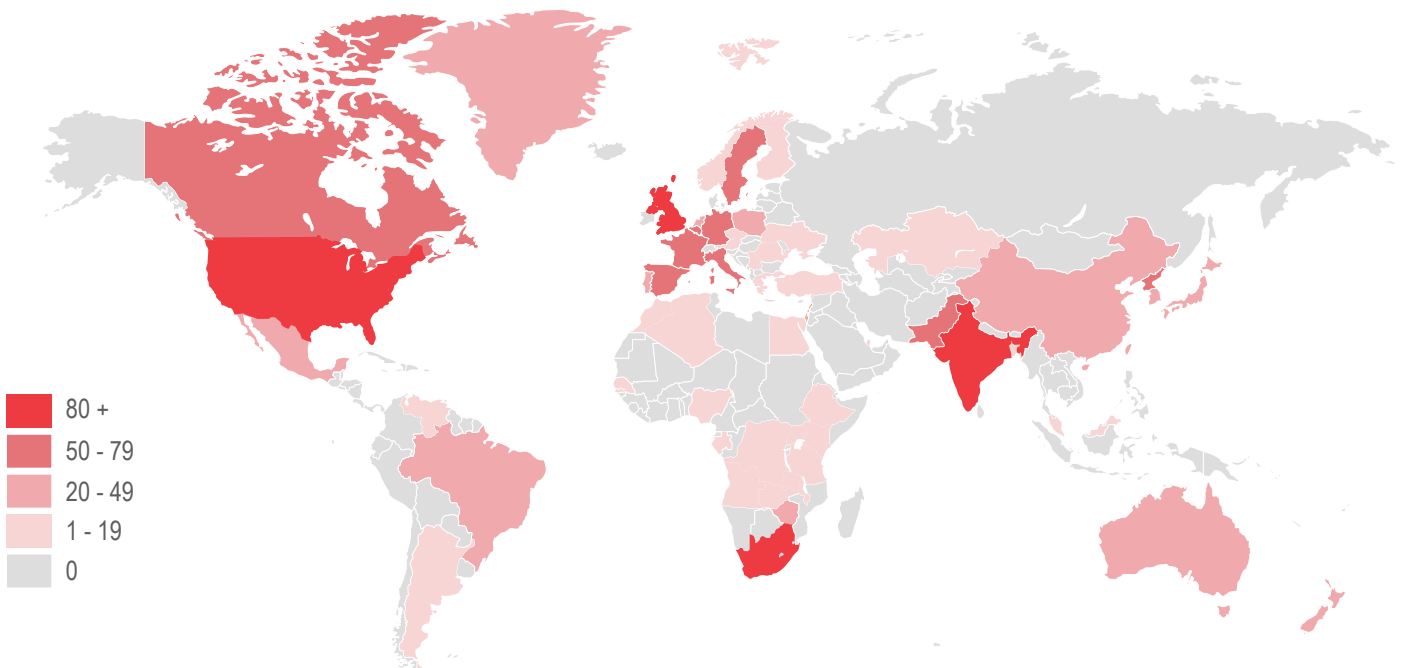
277 New Students 2017



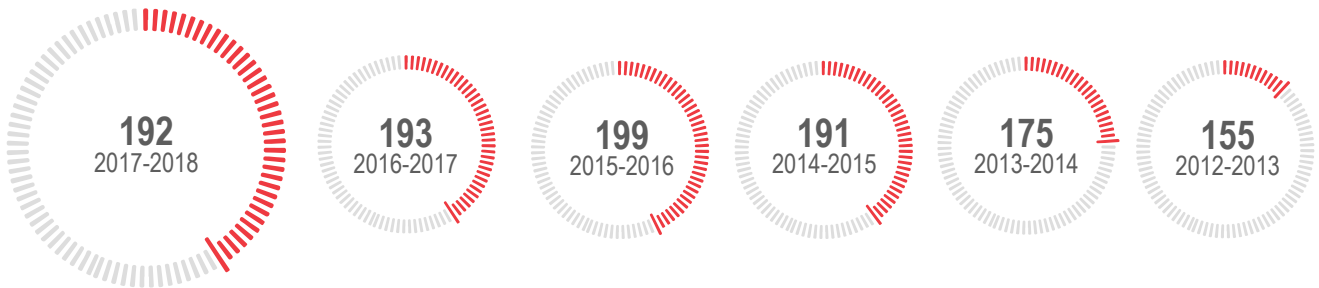
Enrolment Growth



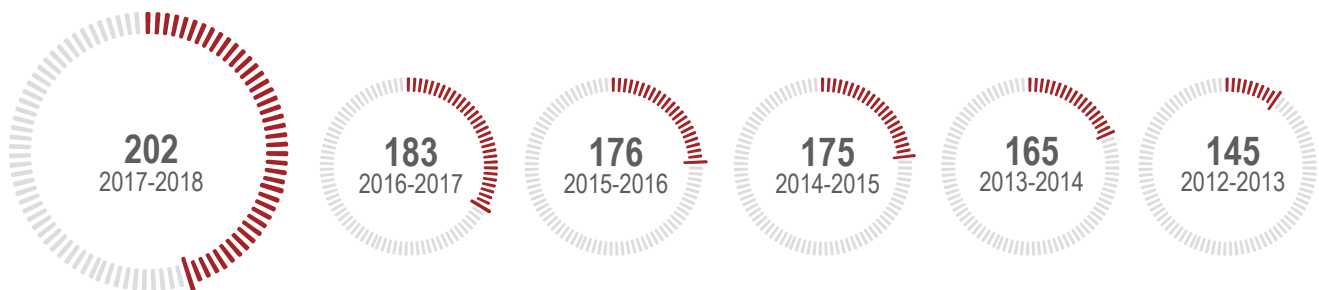
Student Nationalities



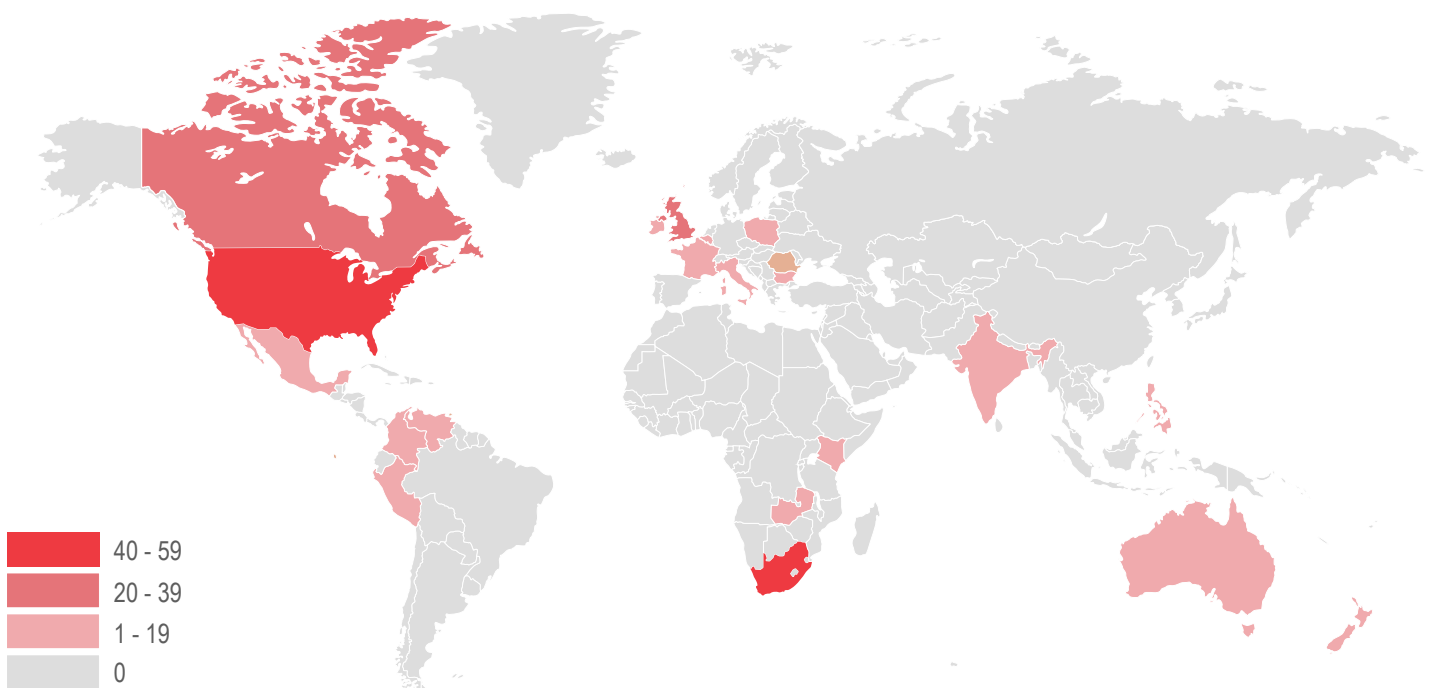
Instructional Staff Population



Operational Staff Population



Faculty Nationalities



Universities & Colleges

Where our 2018 graduates were accepted



UNITED STATES

- Agnes Scott College
- Berklee College of Music
- Brigham Young University
- Embry-Riddle Aeronautical University
- Florida Institute of Technology
- Pennsylvania State University
- Savannah College of Art and Design
- Smith College
- Suffolk University
- The New School
- The Ohio State University
- The University of Tampa
- University of California, Berkeley
- University of California, Davis
- University of Colorado at Boulder
- University of Michigan
- University of Pennsylvania

CANADA

- Algonquin College of Applied Arts & Technology
- McGill University

- Mount Allison University
- University of British Columbia
- University of Ottawa
- University of Toronto

UNITED KINGDOM

- Brunel University
- Cardiff University
- Hult International Business School
- Keele University
- Plymouth University
- Richmond University
- University of Kent
- University of St Andrews
- University of Surrey
- University of Waterloo

EUROPE

- Charles University
- Erasmus Universiteit Rotterdam
- Erasmus University College

- Hogeschool van Amsterdam
- IE University - Madrid
- Le Cordon Bleu Paris
- Rijksuniversiteit Groningen
- Stockholm University
- Universidad de Las Palmas de Gran Canaria
- Universidad de Navarra
- Universita Cattolica del Sacro Cuore
- Universiteit Maastricht
- Uppsala University
- Vrije Universiteit Amsterdam

OTHER

- Hans Raj College
- Mody University
- Nanyang Technological University
- Netaji Subhas Institute of Technology
- New Zealand University
- Ritsumeikan Asia Pacific University
- Technologico de Monterrey
- The University of Melbourne