



ANNUAL REPORT

2018-2019

*The Baobab seed, symbolic of our students.
We as a school nurture and grow students to
become inspired, connected, creative and
courageous individuals.*

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Vision & Core Values

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*

Mission & Parameters

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*



03

2018-2019 Review

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- Message from the Board Chair (04)
 - Message from the School Director (05)
 - Message from the Treasurer (06)
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Message from the Board Chair



On behalf of the Board of Directors, I am pleased to present our 2018-2019 Annual Report. During this past year, it was my privilege to serve my final year 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. First, the Board engaged in a search to appoint a new School Director for the 2020-2021 school year. As previously announced, Dr. Andy Page-Smith will complete a 10-year tenure as School Director in June of 2020. Early in the 2018-2019 school year, the Board Search Committee appointed the services of the search firm RG175 to assist in this process. Following a comprehensive search, which included members from all school communities, the Board was pleased to announce the appointment of

Dr. Jeremy Moore as the incoming School Director effective July 1st, 2020. Dr. Jeremy Moore currently serves as the School Director at the Cayman International School. Second, the Board sought to critically assess the assumptions driving the strategic direction of AISJ over the next three years. Currently, AISJ is completing year 3 of the current Strategic Plan, and the Board wanted to assess if the original assumptions that influenced the design of the plan remained true. Both internal and external factors were examined by the review committee during the year. A more detailed review of these assumptions can be found later in the Annual Report.

Third, the Board sought to develop comprehensive governance, risk management, and regulatory compliance framework. Due to the nature of the changing and complex regulatory environment of South Africa, the Board engaged the services of Candor Governance Specialists to assist with this goal. During the latter half of the school year, Candor met with Board Directors and members of both the Senior Leadership Team and School Management to assess AISJ's needs and propose a model of corporate governance that would fit our school. The Board will continue to work with Candor during the first part of the 2019-2020 school year to implement the comprehensive governance and risk management strategy.

The Board of Directors would like to thank all the staff, faculty, and leadership that enable AISJ to be an inspiring 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

Message from the School Director



We are pleased to present the AISJ community with the 2018-2019 Annual Report. The 2018-2019 academic year has been a year where we have celebrated huge successes in key areas while also navigating some challenges. As a community, we have experienced exceptional achievements in academics, athletics, the arts, and service learning. I have never been prouder to be part of this amazing community, especially against a background of economic uncertainty with flat to declining enrolment. We have worked hard to maintain an exemplary educational program while trying to manage the financial realities created by lower enrolment. In this regard, I would like to sincerely thank and acknowledge the ongoing support and guidance of School's Board of Directors so ably led by Kelly Neumann and the School's finance team so capably led by our Finance Manager, Elize Ramsey. From a staffing perspective, I am delighted to report that we continue to be able to attract and retain a high-quality faculty which has enabled us to continue to drive our educational agenda and our key strategic goals of developing conceptual and connected learners through personalized learning.

Our involvement in Collaborative for Innovative Education (CIE) with our now six 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 Zug and Zubren International School in Switzerland has been critical to our goals as we further refine the teacher cohorts, engage in collaborative action research projects with our partners around innovative practice.

It is also important to note that the 2018-2019 year was challenging in dealing with a number of operational issues. Having made excellent new management appointments and consolidating further integrated working practices, the School is in great shape to progress positively within the multiple cultures that exist in our community. Sadly, we also saw the departure of two talented principals in Ben Hart and Geoff Smith. In 2019-2020, we will welcome two well-credentialed and experienced replacements in Nicole Schmidt and Barbara Rynerson who were selected after a collaborative process involving our entire community.

The past year has seen a continuation of our work on our facilities master plan on both campuses. In Pretoria, we have the eagerly awaited construction of an approx. 1200 square meter multi-purpose center which will support the Arts and Athletics program. On the Johannesburg Campus, development of the wetland area into an environmental science center recreating biomes from different regions of South Africa will be a beautiful area with new learning opportunities for our students. Both projects will become available early in the new academic year. It was also our first year of implementing a strategic maintenance plan which has been designed to ensure the extensive capital investment on facilities is protected by ongoing and appropriately funded capital maintenance. Through this program, we are also ensuring there is an ongoing program to upgrade learning spaces in line with current thinking and practice.

In closing, I would like to sincerely thank the entire AISJ community for their continued support as I will enter my 10th and final year next year.

Andy Page-Smith
School Director

Message from the Board Treasurer



Dear AISJ Community,

I write this message for the 2018-2019 academic year in my second year as Treasurer. It has been an absolute pleasure to serve on the AISJ Board of Directors over the past year.

Looking back to the 2018-2019 academic year, the Board of Directors and the Finance Committee have been heavily focusing on and managing uncertainties around enrolment and exchange rate developments. We have not seen any improvement in the South African macroeconomic environment from last year, and investors are still hesitant to consider South Africa as a feasible investment option. As enrolment continues to be AISJ's main financial driver, local and foreign investment activities will continue to directly impact our enrolment numbers.

The 2018-2019 budget anticipated a projected very slight increase in enrolment. The actual *invoiced* enrolment for the year was 1% lower than budgeted and 1% below 2017-2018 last year and total student enrolment

followed a similar trend. The South African Rand has continued to be very volatile against the 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.

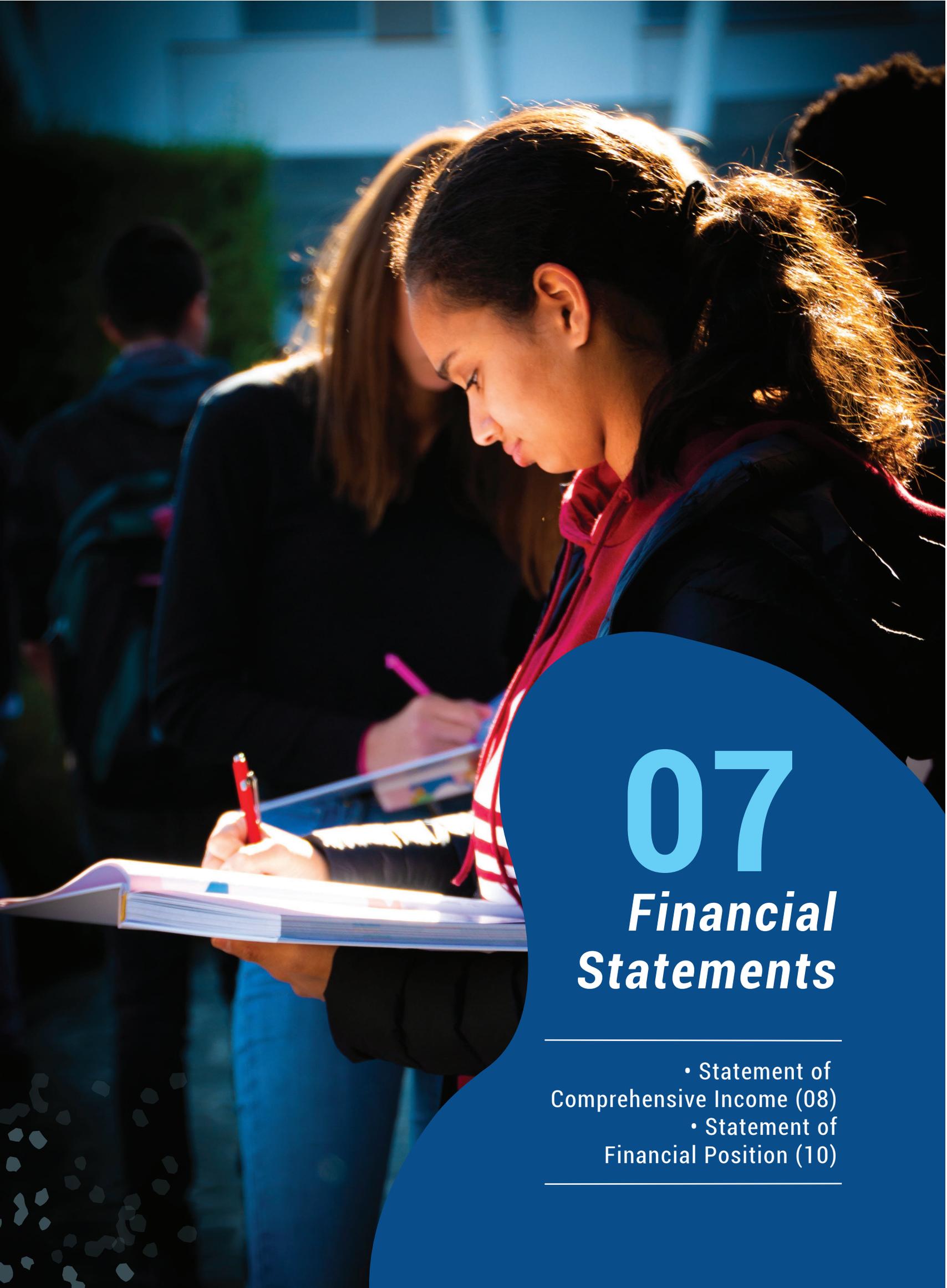
Despite these challenges, we have ended the financial year slightly better than the approved budget mainly owing to:

- Management seeking opportunities to optimize operational expenses and capital expenditure without compromising the academic program
- Strong cash flow management which allowed us to avoid access to borrowings and the school continues to receive favorable interest rates

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 2018-2019 financial year. The audit report is available on the AISJ website.

Erdi Kursunoglu
Board Treasurer



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Financial Statements

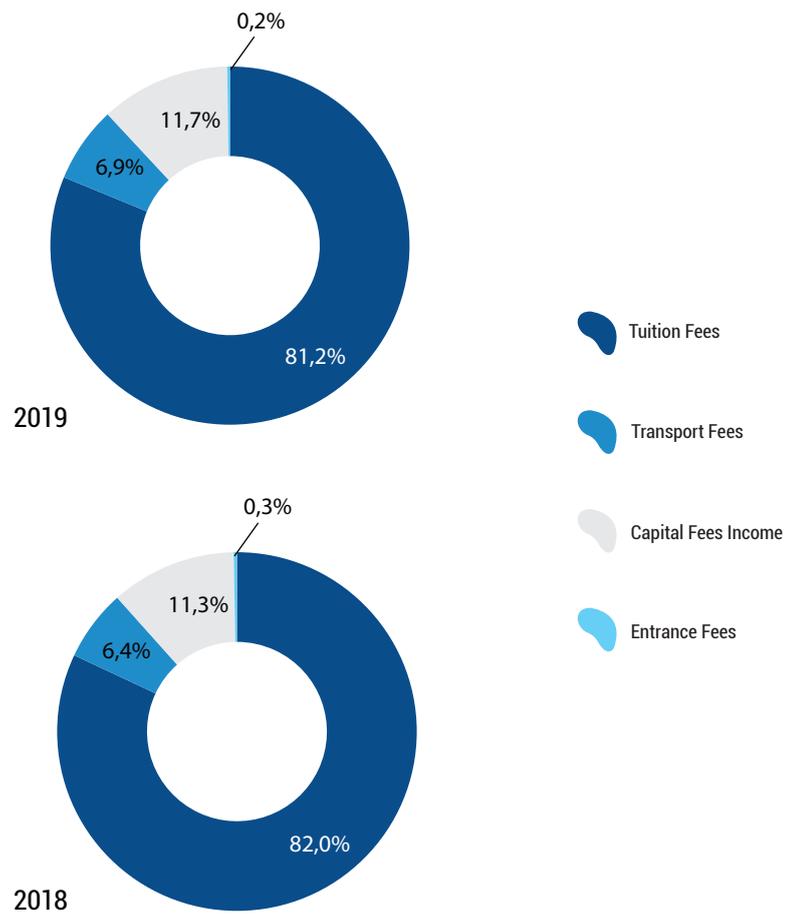
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- Statement of Comprehensive Income (08)
 - Statement of Financial Position (10)
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Statement of Comprehensive Income

(For the year ended 30 June 2019)

	2019 R	2018 R
Revenue	462 636 313	451 697 322
Other Income	12 186 400	5 238 999
Operating Expenses	(109 815 662)	(105 629 117)
Staff cost	(328 265 597)	(297 339 266)
Surplus from Operations	36 741 454	53 967 938
Interest Received	14 246 780	13 541 626
Finance Costs	(7 112 876)	(7 939 454)
Total Comprehensive Income	<u>43 875 358</u>	<u>59 570 110</u>

Revenue



Expenses

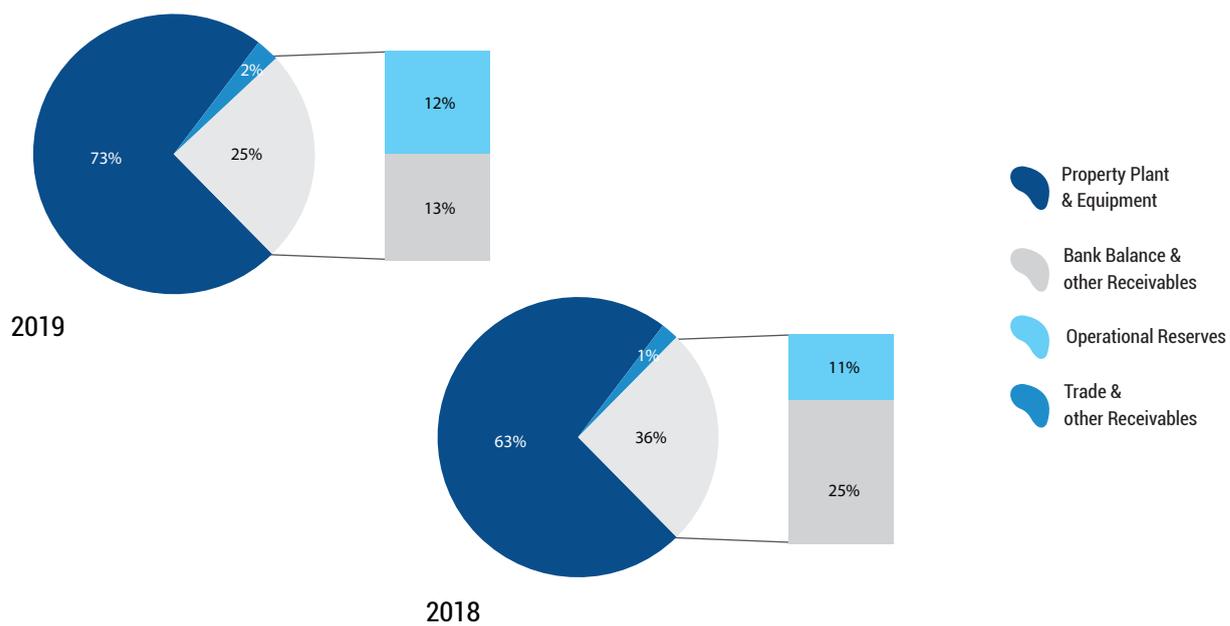
	2019	2018	
Administrative & School wide Support	5,96%	3,1%	Administrative & School wide support
Building & Grounds Maintenance & Security	7,11%	6,7%	Building & Grounds Maintenance & Security
Depreciation	4,51%	8,5%	Depreciation
Instructional Support Material	1,35%	1,5%	Instructional Support Material
Staff Cost	74,93%	73,8%	Staff Cost
Student Activities	1,12%	1,2%	Student Activities
Teaching & Learning	1,93%	1,6%	Teaching & Learning
Technology	1,34%	1,6%	Technology
Transportation	1,75%	2,0%	Transportation

Statement of Financial Position

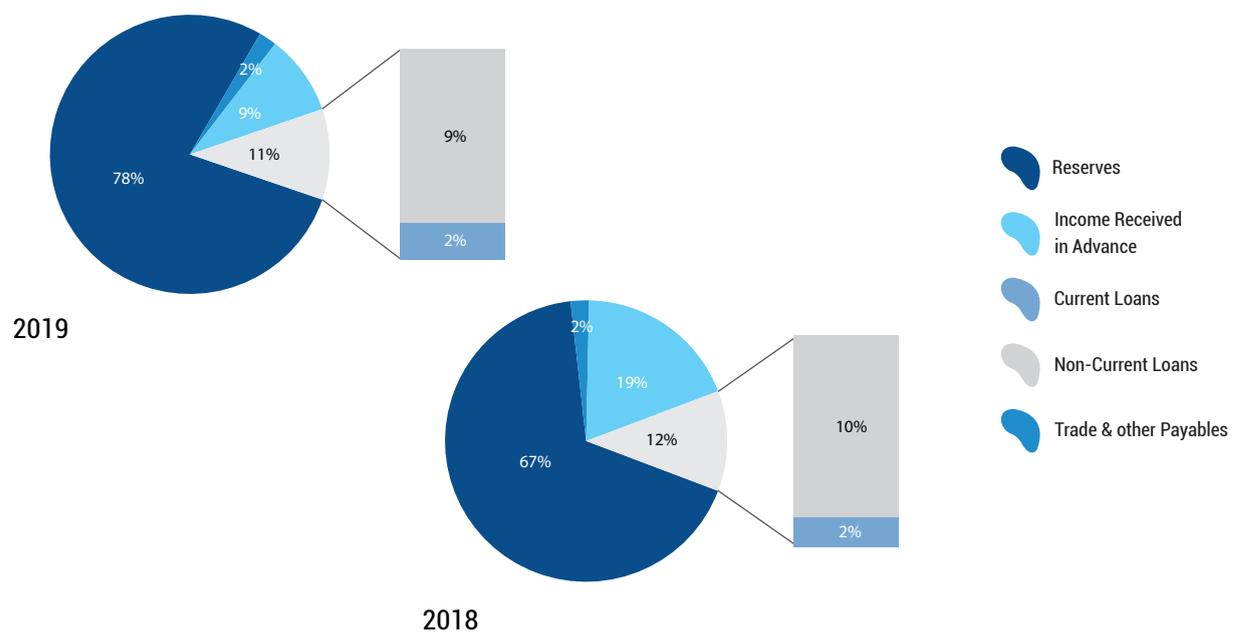
(For the year ended 30 June 2019)

	2019 R	2018 R
Assets		
Non-Current Assets		
Property, Plant and Equipment	<u>456 544 650</u>	<u>415 913 215</u>
Current Assets		
Trade and Other Receivables	12 795 688	9 026 372
Cash and Cash Equivalents	158 661 795	237 201 950
Total Current Assets	<u>171 457 483</u>	<u>246 228 322</u>
Total Assets	<u>628 002 133</u>	<u>662 141 537</u>
Reserves and Liabilities		
Reserves		
Retained Income	<u>490 605 664</u>	<u>446 730 307</u>
Non-Current Liabilities		
Long-Term Loans	54 840 878	65 862 262
Total Non-Current Liabilities	<u>54 840 878</u>	<u>65 862 262</u>
Current Liabilities		
Trade and Other Payables	12 946 854	13 971 524
Income Received in Advance	58 408 922	125 114 441
Short Term Loan	11 199 816	10 463 003
Total Current Liabilities	<u>82 555 591</u>	<u>149 548 968</u>
Total Equity and Liabilities	<u>628 002 133</u>	<u>662 141 537</u>

Assets



Liabilities





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Leading School Indicators

- AISJ considers student learning to be the highest priority (14)
 - AISJ attracts, develops, and retains excellent teachers and leaders (17)
 - AISJ offers a balanced, well-rounded program (19)
 - AISJ students achieve strong academic results (21)
- AISJ values a diverse and inclusive community with its ethos and actions (23)
 - AISJ has the resources and finances to support and grow its programs (25)

Leading School Indicator 1

AISJ considers student learning to be the highest priority

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

Measure	Year	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. 83%	
C. 95% of our graduates gain admission to at least one of their top three choices.	The measure has been met. 97% of the Class of 2019 gained admission to at least one of their top three choices; 7 students opted for a Gap-Year.	

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

Measure	Year	Notes
A. At least 3.5% of annual expenses are committed to providing resources for teaching and learning.	The measure has been met. 3.95%.	
B. Class sizes are no greater than 18 students.	The overall intent of the measure was met for 2018-2019 SY.	For some elective classes, class numbers need to be greater to ensure the quality of those programs—i.e. Music. 41 MS/HS sections out of the 748 offered last year were slightly above the target number due to the nature of the class.
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	



Target Met



Area of growth that is within the measurement error



Target not Met

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

Measure	Year	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 for the 2018-2019 SY. Greater emphasis still needs to be placed on ensuring that all components, plans, ideas, assessments, etc. are properly housed within ATLAS as opposed to links to other platforms.	
B. Scope and sequence documents are audited annually to: - 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	The measure has been met for the 2018-2019 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.	Parts of the measure have been met. Students – 82% Parents – 91% Teachers – 95%	The effort is needed to reduce the gap between teacher/parents and student perceptions regarding using a variety of strategies 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.	Parts of the measure have been met. Students – 87% Parents – 92% Teachers – 63%	Students' and parents' level of agreement extended beyond the 85% threshold for the first time; however, this was the lowest teacher rating for this sub-indicator. The teacher responses were surprising; this represents a drop from previous years. A closer review of the survey suggests that the discrepancy is largely associated with two divisions and likely around the implementation levels of personalized learning.

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

Measure	Year	Notes
A. All teachers have at least one annual goal directly focused on student learning.	The measure has been met.	
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.	The PGCT schedule was varied between divisional, team, and individual goals; however, we still want to improve the impact of the time on learning and learners.

C. Team meetings focus on student learning.

This measure has been met.

We continue to support this measure through ongoing professional development—including the introduction of Impact Teams with Dr. Paul Bloomberg.

Leading School Indicator 2

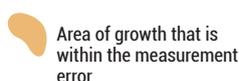
AISJ attracts, develops, and retains excellent teachers and leaders

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	Year	Notes
A. All teachers will have a relevant degree.	The measure has been met.	
B. 70% of faculty have a post graduate education qualification.	62% of current faculty hold a post-graduate degree.	While we have dipped below the target, several teachers in “Band Two” are close to completing their post-graduate programs.
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.	The measure refers to full-time, permanent teachers.
E. 70% of classroom teachers have previous experience in a non-South African system or international school setting.	The measure has been met. 83%	
F. AISJ receives applications from at least 10 qualified applicants for each available position.	The measure has been met.	Overall, 2181 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.	



Target Met



Area of growth that is within the measurement error



Target not Met

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

Measure	Year	Notes
A. The overseas hire teacher package will be among the top 40% of identified leading international schools.	This measure has been met.	The Board approved a 3% salary increase for overseas hires that moved this measure above the threshold. Based on a Worldwide Compensation Survey, our total compensation package is now 12% above the median and mean for international schools.
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 ISASA data.	
C. 80% of departing teachers have been employed at AISJ for at least four years.	The measure was not met for the last exiting cohort. 73% of exiting teachers had more than 4 years at AISJ.	Due to the size of the departing cohort, we would have met the measure with just one more teacher above the four year threshold.

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	Year	Notes
A. At least 3% of annual expenses are allocated to faculty professional learning.	The measure has been met. 3.31% of the total budget was allocated for professional learning in 2018-2019 SY.	
B. 90% of faculty participate in at least one externally recognized professional development experience per year.	90% of teachers engaged in at least one, externally recognized professional learning experience during the 2018-2019 SY.	We continue to make progress due to ongoing participation in workshops, graduate-level coursework, and the continuation of our Reframing our Learning Symposium.
C. Growth-oriented supervision and evaluation models support a strong culture of continual improvement.	The measure has been met.	More work is required for the new rubrics to overcome the "implementation dip" and assist teachers as they improve their practice.
D. 75% of faculty strongly agree or agree they have an active voice in the school's direction as per the annual climate survey.	66% of faculty strongly agreed or agreed that they have an active voice in the school's direction.	Attention is needed in this area to ascertain why the responses from faculty have significantly changed.

Leading School Indicator 3



AISJ offers a balanced, well-rounded program

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

Measure	Year	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 further refining 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.	This measure has been met. Our ratios for the 2018-2019 SY were: 1:22	
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.	This measure has been met. Our ratios for the 2018-2019 SY were: 1:15	
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.	This measure has been met. Our ratios for the 2018-2019 SY were: 1:26	
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.	This measure has been met. Our ratios for the 2018-2019 SY were: 1:3	
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.	The measure has been met. Students - 89% Parents - 85% Teachers - 87%	



Target Met



Area of growth that is within the measurement error



Target not Met



<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 - 89% - Parents - 88%</p> <p>Although they are not referenced in the measure, the Faculty response rate was also above the threshold; 88%.</p>	<p>This is the first year we have met the measure across all groups.</p>
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2. Social and emotional learning at AISJ supports students' health and well-being.

Measure	Year	Notes
<p>A. Social and emotional learning is clearly defined and visible within physical spaces, school planning, and instruction documentation and unit planning.</p>	<p>The measure has been met.</p>	<p>While the dimensions have been visible, we want to continue to embed the ethos of socio-emotional well-being throughout the school.</p> <p>90% of faculty agreed/strongly agreed.</p>

3. Leadership opportunities are encouraged and promote student success.

Measure	Year	Notes
<p>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>The measure has been met.</p> <p>Students - 90% Parents - 88% Faculty - 90%</p>	<p>This continued to be an area of positive improvement from the previous year - especially with the increases in positive responses from students and faculty.</p>

Leading School Indicator 4



AISJ Students Achieve Strong Academic Results

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

Measure	Year	Notes
A. Year to year effect sizes of cohort results in all Measure of Academic Progress (MAP) reporting categories exceed the selected comparison groups (Grade 3-8).	The measure has been met. AISJ effect sizes exceed the international school averages 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% = 70% reduction - top 20% = 71% retention - Math: - lowest 20% = 66% reduction - top 20% = 73% retention - Reading: - lowest 20% = 70% reduction - top 20% = 77% retention	It is worth noting that a large number of students who initially were below the top 80% reporting threshold progressed into the highest 20% by the end of year. Ongoing investigations continue as to better support retaining students in the highest category.
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.	The measure has been met. 2018-2019 was the second year that all 10th Graders took the PSAT; our average was 1007 (520 EBRW & 488 Math).	Initial reports from the College Board suggested our scores were going to be below average in math; a recent review of all norms indicate that we actually met the measure. That said, we have conducted an item-analysis of all questions and made adjustments to year-long instructional plans to further assist our learners.
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 2019 remained 32. Overall, from the 32 assessments (that were not self-study classes and had at least five students), results were higher than the world average 25 times. - 16 HL courses (with at least five students), our results surpassed world average 13 times. - For the 16 SL assessments (with at least five students), our results surpassed world averages 12 times	Our school average increased slightly from the previous year and was 2.2 above world average. We are also beginning to collect and review IB-DP results from "similar" schools for future data analysis.



Target Met



Area of growth that is within the measurement error



Target not Met

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

Measure	Year	Notes
<p>A.. Results from internal assessments utilized by the school indicate 80% of the students are at or above benchmarks.</p>	<p>DRA 67% at or above grade level as of May 2019</p> <p>Math 86% at or above grade level as of May 2018</p>	<p>While the DRA results improved from the previous year, we do not believe it was providing teachers with actionable data. A decision was made to transition from the DRA to the F&P as of the 2019-2020 SY to provide teachers with 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.</p>	<p>Based on parent responses to the Climate Survey, 89% agreed/strongly agreed that the school provides clear progress reports and 96% agreed/strongly/agreed that they received timely feedback from teachers.</p>

Leading School Indicator 5

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

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	Year	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; teachers incorporate or embed the service learning rubric into other reflection tools—beyond the rubric.	
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	Year	Notes
A. The school ensures that a minimum of 4% of students in Grade 7-12 are part of the scholarship program.	For the 2018-2019 SY, 3.2% of students in Grade 7-12 were part of the scholarship program.	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: we would have met the measure with four additional participants.

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

Measure	Year	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.	



Target Met



Area of growth that is within the measurement error



Target not 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> <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>The measure has been met.</p>	
<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>	<p>The school reinstated a K12 Learning Support Coordinator/Coach position to further support this measure.</p>

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

Measure	Year	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 implementation began 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>This is continually being reviewed as a longer-term School Director's goal to increase diversity within the faculty—the new cohort of teaching staff is reflective of these efforts.</p>

Leading School Indicator 6

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

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	Year	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. 2018-2019 Budget – 20% \$1m USD insurance \$1.31m USD Fixed Deposits account R52.4m ZAR Fixed Deposit account	
B. Personnel costs are not greater than 70% of the operational budget.	During the past SY, the operational budget was above the benchmark. 2018-2019 Budget – 73%	Current staffing levels are under review.
C. At least 3.5% of annual expenses will be committed to providing resources for teaching and learning.	The measure has been met. 2018-2019 SY – 3.95%.	
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.	0.12% was set aside which meant that the measure was not met for the past school year.	Despite missing the measure, the budget line was increased from 200,000 to 500,000 Rand.
E. AISJ's measures of long-term financial health are trending positively.	The measure has been met.	

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

Measure	Year	Notes
A. AISJ maintains a detailed Financial Procedures Handbook.	The measure has been met.	
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 will be reviewed in October 2019.
D. AISJ will maintain a long term financial plan.	The measure has been met.	



Target Met



Area of growth that is within the measurement error



Target not Met

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

Measure	Year	Notes
<p>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.</p>	<p>- Students - 90% - Parents - 82% - Faculty - 71%</p>	<p>With the completion of the new multi-purpose building in Pretoria, we anticipate responses for this measure improving. Another contributing factor may have been that some capital projects were postponed for the past fiscal year.</p>
<p>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>	<p>The measure has been met. - Parents - 87% - Faculty - 80%</p>	



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Strategic Plan

- Conceptual Goal (28)
- Connected Goal (31)
- Personalized Goal (35)

Conceptual

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



Objectives

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

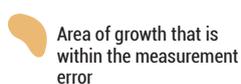
Measure	Baseline Data	Year	Notes
100% of students will show evidence of application and transfer of knowledge, skills and understanding by 2018.	Approximately 80% - June 2016	Approximately 95%	There is a segment of our student population who require assistance and modification to demonstrate their ability 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.	88% - 2017	We have surveyed the students the past two years and their "conceptual section" self-ratings in the has held consistent at 88%.	The rubrics that were initially developed were lengthy, complex, and difficult to explain. Self-assessment differs from external rating systems; however, the consistency in which students have responded lends itself towards using this as baseline data.

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

Measure	Baseline Data	Year	Notes
100% of units will have the elements of inquiry embedded by 2019.	Approximately 90% - June 2017	Exceeds 95%	Inquiry as a guiding focus for our instructional unit plans continues to improve--while not perfect, definite progress is evident in our documentation.
<i>The adoption of new AISJ Teacher Rubrics (in 2018) necessitated an update to this measure.</i> The overall rating from teachers on the "Planning for Learning" rubric will be at or above a 3.0 by 2021.	New baseline data was collected in September 2018.	The overall rating for the first year was 2.4. We are confident that we are ontrack to meet the new target by 2021.	Moving forward, teachers will be surveyed twice a year to ascertain growth over time. The previous measure read: 90% of teachers will reach an exemplary level on the Curriculum, Understanding, Integration rubrics by 2019 56% of teachers self-rated as Applying and 33% as Exemplary.



Target Met



Area of growth that is within the measurement error



Target not Met

<p><i>The adoption of new AISJ Teacher Rubrics (in 2018) necessitated an update to this measure.</i></p> <p>The overall rating from teachers on the "Maximizing Teacher Efficacy" rubric will be at or above a 3.0 by 2021.</p>	<p>New baseline data was collected in September 2018.</p>	<p>The overall rating was 2.44. We are confident that we are on-track to meet the new target by 2021.</p>	<p>Moving forward, teachers will be surveyed twice a year to ascertain growth over time.</p> <p>The previous measure read: 75% of teachers will reach an exemplary level on the Inquiry rubric by 2019.</p> <p>63% of teachers self-rated as Applying and 18% as Exemplary.</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>

Connected

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

Objectives

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	Year	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	87%	All HS students participate in a service activity outside of normal school hours; however, students shared that they do not equate that to being "outside the curriculum". The question needs to be clarified for the next survey.
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	77%	All HS students participate in a service activity outside of normal school hours; however, parents did not indicate that on previous surveys. Again, language surrounding "outside the curriculum" needs to be clarified.
90% of students will reach "level 3" on the Connected Learner continuum by 2020.	90% - 2018	We have surveyed the students the past two years and their self-ratings in the questions related to being a Connected Learner have returned agree/strongly agree has been above 90%.	The rubrics that were initially developed were lengthy, complex, and difficult to explain. Students are asked if learning in their classes requires the relevant use of technology (93%) and if their school-issued laptop has helped their learning (90%).
90% of students will reach 'level 3' on the Collaborative Learner continuum by 2020	90% - 2018	We have surveyed the students the past two years and their self-ratings in the questions related to being a Collaborative Learner have returned agree/strongly agree has been above 90%.	The rubrics that were initially developed were lengthy, complex, and difficult to explain. Students are asked if they had opportunities in their classes to learn as part of collaborative groups (91%) and is the learning environment is welcoming of diversity in its ethos and actions (91%).

 Target Met

 Area of growth that is within the measurement error

 Target not Met

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

Measure	Baseline Data	Year	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	91%	All MS/HS students utilize technology in their classes; the survey results have held consistent for the past two years.
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	91%	We anticipated crossing the 95% threshold this past year; however, survey results have held consistent for the past three years.
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	89%	This question is specifically asking about opportunities inside classes, which is slightly below their overall experience noted in the next measure.
90% of students will Agree or MS/HS Strongly Agree that they are given an opportunity to develop their leadership skills by 2019.	MS/HS – 81% - April 2016	91%	This question is asking about opportunities inside and beyond the classroom environment.
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	90%	Achieved.

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

Measure	Baseline Data	Year	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 - 95%	Achieved.

<p>90% of parents will Agree or Strongly Agree that their child utilizes global information networks to make informed decisions and contributions by 2018.</p>	<p>73% - April 2016</p>	<p>93%</p>	<p>Achieved.</p>
<p>100% of students will demonstrate the relevant use of technology in their learning by 2018.</p>	<p>85% - April 2016</p>	<p>100%</p>	<p>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.</p>

Personalized

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

Objectives

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

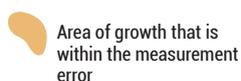
Measure	Baseline Data	Year	Notes
100% of students will set goals and reflect on them by 2016	Approximately 70% - June 2016	80%	The feedback from students have been consistent for the past three years. The results remain surprising as it is contrary to the work that both the MS advisory and HS Eagle Forum together with Service Learning requires. 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	93%	Achieved.
80% of students will reach 'level 3' on the Personalised Learner continuum by 2020.	78% - 2018	We have surveyed the students the past two years and their self-ratings in the questions related to Personalized Learning have returned agree/strongly agree has been above 78%.	The rubrics that were initially developed were lengthy, complex, and difficult to explain. Student feedback indicates that they believe they are gaining a level of agency over what they learn and how they might be assessed but that more work is needed in setting goals and student-specific time-frames.

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

Measure	Baseline Data	Year	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 – 94%	While the ES has remained above the threshold, the MS/HS response rate was unchanged.
90% of parents will Agree or Strongly Agree that learning is differentiated by 2018.	90% of parents will Agree or Average 73% - April 2016 Strongly Agree that learning is differentiated by 2018.	91%	Parent responses have continued to improve and have made significant progress from the initial, benchmark data.



Target Met



Area of growth that is within the measurement error



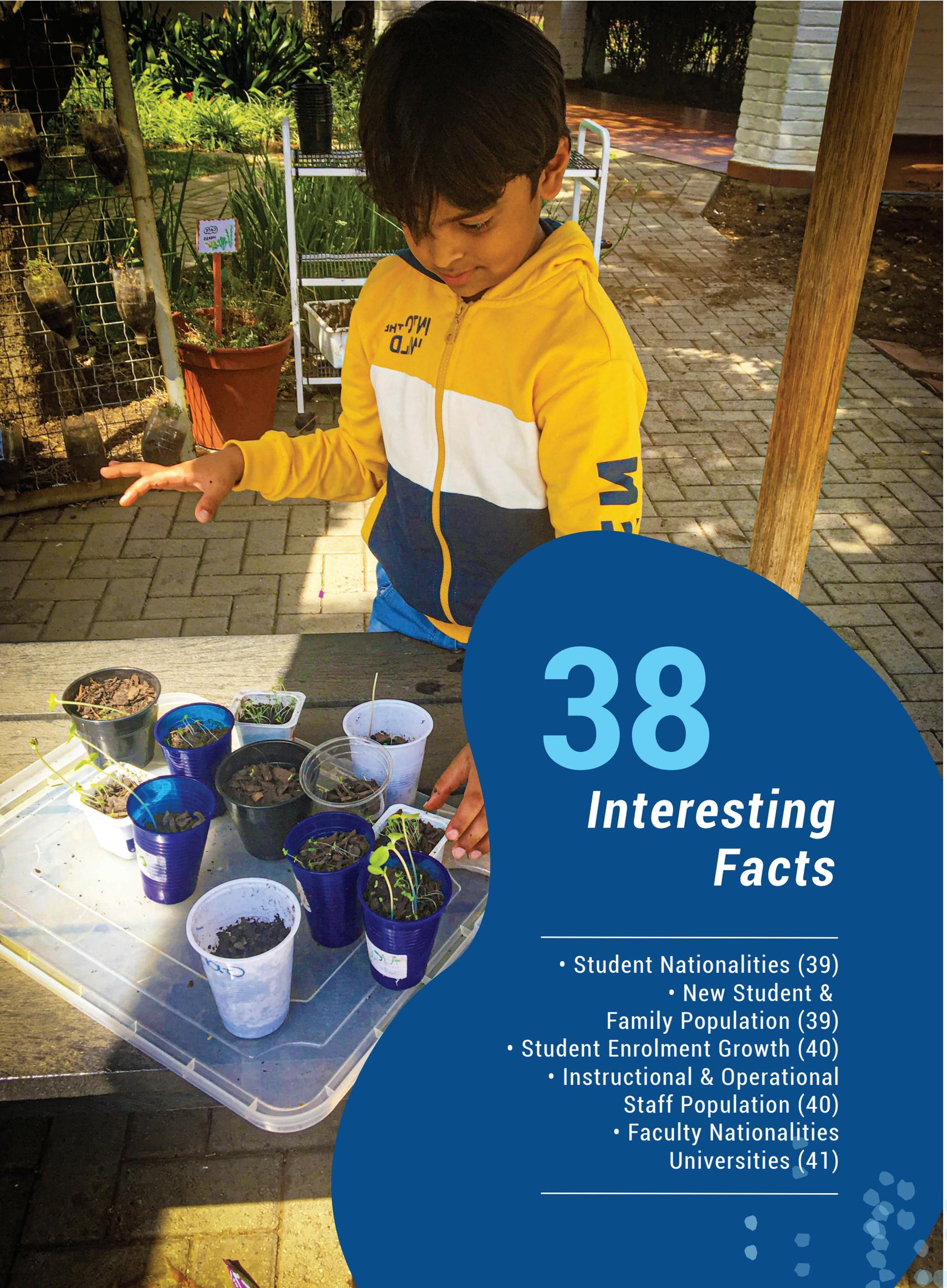
Target not Met

<p><i>The adoption of new AISJ Teacher Rubrics (in 2018) necessitated an update to this measure.</i></p> <p>The overall rating from teachers on the "Promoting Community, Culture, and Relationships" rubric will be at or above a 3.0 by 2021.</p>	<p>New baseline data was collected in September 2018.</p>	<p>The overall rating was 2.62. We are confident that we are on track to meet the new target by 2021.</p>	<p>Moving forward, teachers will be surveyed twice a year to ascertain growth over time.</p> <p>The previous measure read: 90% of teachers will reach exemplary on the "Know Your Students" and "Instructional Strategies" strands of the Differentiation and Assessment rubrics by 2019.</p> <p>58% of teachers self-rated as Applying and 30% as Exemplary.</p>
<p>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.</p>	<p>80% - April 2017</p>	<p>89%</p>	<p>The aggregate is a combination of five questions from the survey.</p>
<p>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.</p>	<p>To be determined October 2017</p>	<p>100%</p>	<p>It is common practice for our teachers to differentiate instruction in the classroom; that said, we still need to improve documentation of these practices in the unit plans.</p>

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

Measure	Baseline Data	Year	Notes
<p>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.</p>	<p>MS/HS – 81% - April 2016</p> <p>ES – 85% - April 2016</p>	<p>MS/HS - 83%</p> <p>ES - 92%</p>	<p>We have made progress in the ES but continue to need more attention in the MS/HS.</p>
<p>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.</p>	<p>Average – 73% - April 2016</p>	<p>78%</p>	<p>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.</p>

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	80%	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	90%	Achieved.
<p><i>The adoption of new AISJ Teacher Rubrics (in 2018) necessitated an update to this measure.</i></p> <p>90% of teachers would agree or strongly agree that learning opportunities (targeting individualized student's strengths, planning for unique needs, and creating proactive learning environments) are more personalized by 2021.</p>	New baseline data was collected in April 2019.	<p>Teachers were asked to self-assess their progress in relation to creating more personalized instruction; the response rate was above 83% agree/strongly agree.</p> <p>We are confident that we are on track to meet the new target by 2021</p>	<p>Teachers reported that they plan lessons (90%) and have adaptable lessons (95%) so that their instruction is more personalized for students. However, more work is needed to identify student strengths beforehand (83%).</p> <p>This is a revised measure based on phasing out the previous teacher rubrics and adopting the new set.</p> <p>The original measure read: 90% of teachers will reach applying on the "Personalized Learning" strand of the Differentiation rubrics by 2020.</p>
90% of units will show evidence of personalization by 2020.	87% as of 2017-2018 SY	90% based on teacher self-reports.	Teachers continue to report that they personalize instruction and that this is documented in their units.

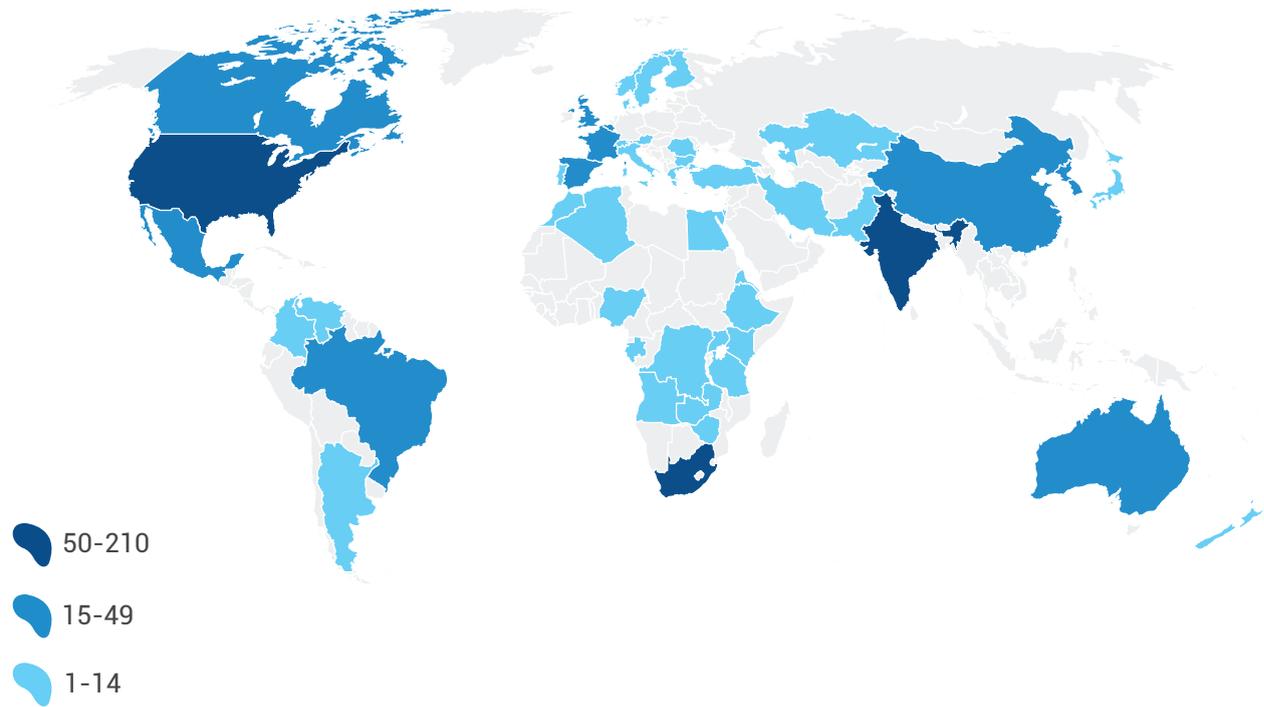


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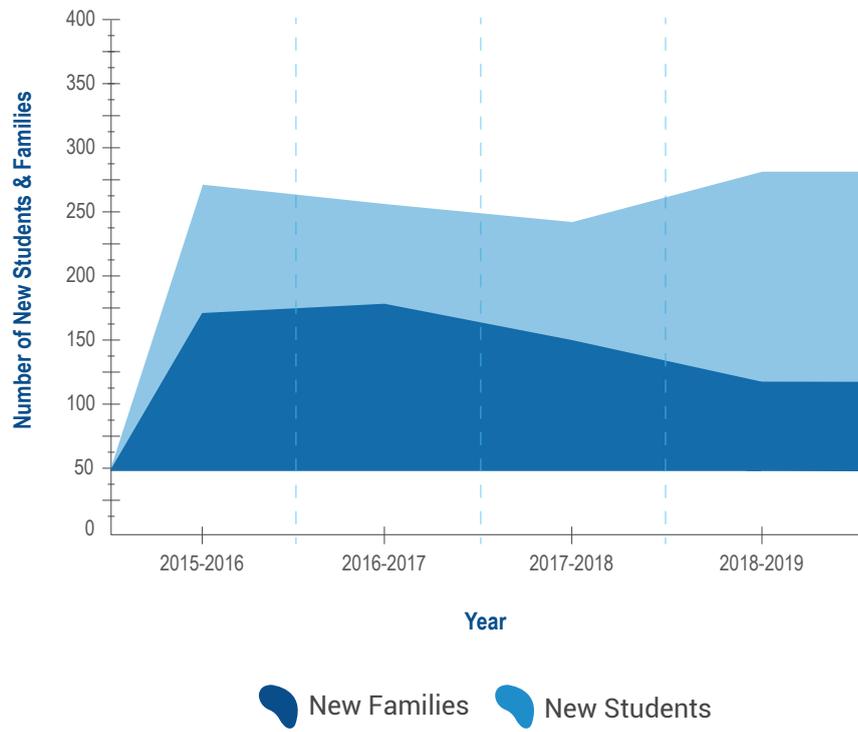
Interesting Facts

- Student Nationalities (39)
 - New Student & Family Population (39)
- Student Enrolment Growth (40)
- Instructional & Operational Staff Population (40)
- Faculty Nationalities Universities (41)

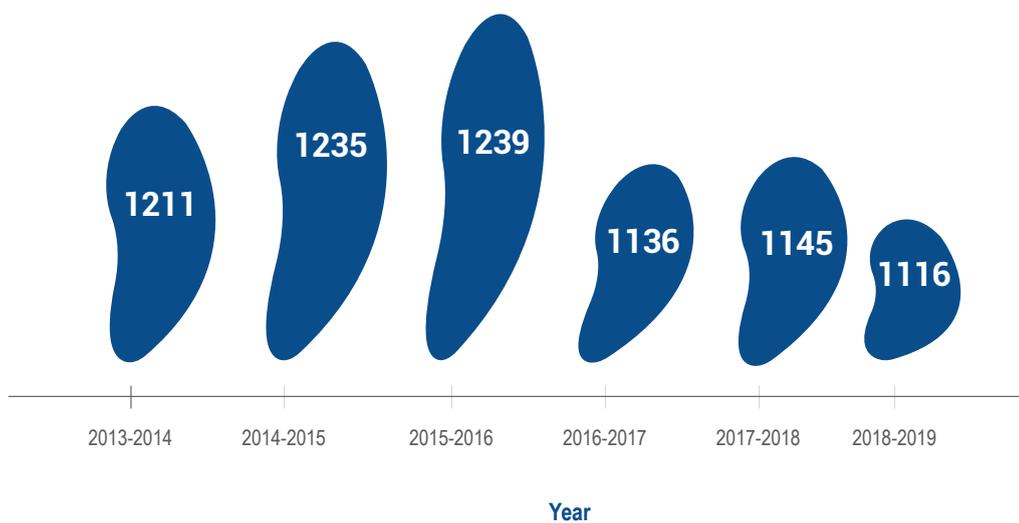
Student Nationalities



New Students & Families Population

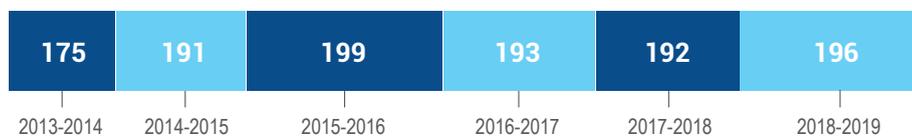


Total Student Enrolment



* Historical numbers have been adjusted to represent actual enrolment numbers.

Total Staff Population



Instructional Staff



Operational Staff

Faculty Nationalities



University acceptances as of Commencement 2019

United States of America

Appalachian State University
 Auburn University
 Barnard College
 Bethany Lutheran College
 Boston University
 Brigham Young University
 Bryn Mawr College
 Calvin College
 Case Western Reserve University
 Clark University
 Colorado School of Mines
 Connecticut College
 Drew University
 East Carolina University
 Emerson College
 Emory University
 Florida State University
 Fordham University
 Hamline University
 Hofstra University
 Hult International Business School
 Indiana University at Bloomington
 Minnesota State University, Mankato
 Montana State University, Bozeman
 Morehouse College
 New York University
 New York University (Stern)
 Northeastern University
 Northwestern University
 Otis College of Art and Design
 Pace University, New York City
 Pennsylvania State University

Purdue University
 Queens College of the CUNY
 Ringling College of Art and Design
 Rutgers University - New Brunswick
 Savannah College of Art and Design
 Seton Hall University
 St. John's University
 Suffolk University
 Syracuse University
 The New School
 The University of Iowa
 The University of North Carolina at Chapel Hill
 The University of Tampa
 Tulane University
 University of California, Davis
 University of California, Los Angeles
 University of California, San Diego
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of Chicago
 University of Colorado at Boulder
 University of Denver
 University of Florida
 University of Massachusetts, Amherst
 University of Miami
 University of Michigan
 University of Minnesota, Twin Cities
 University of New England
 University of North Carolina at Asheville
 University of South Florida, Tampa
 University of Vermont
 Utah State University
 Washington College

Canada

Concordia University Montreal
 Queen's University
 Ryerson
 Simon Fraser University
 Trent University
 Trinity Western University
 University of British Columbia
 University of Toronto

United Kingdom

London South Bank University
 University of Birmingham
 University College London
 University of Exeter
 Kings College London
 University of Manchester
 University of Warwick
 Oxford Brookes University
 Hult International Business School
 Bournemouth University
 Durham University

Netherlands

Amsterdam University College
 Erasmus University
 Katholieke Universiteit Leuven
 Universiteit Gent
 Universiteit Utrecht
 University College Utrecht
 University of Groningen
 Vrije Universiteit Amsterdam
 Wageningen Universiteit

Other

University of Kyushu, Japan
 University of Cyprus, Cyprus
 Independent University of Bangladesh, India
 Korea University, Korea
 City University of Hong Kong, Hong Kong
 University of Stockholm, Sweden
 Lund University, Sweden
 IE University, Spain
 University of Melbourne, Australia

South Africa

University of Cape Town
 University of Johannesburg
 University of Pretoria
 University of Rhodes

