

S I N C E 1 9 8 4



American International School of Guangzhou

ANNUAL REPORT 2016-2017

American International School of Guangzhou



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A Grade 5 student in the classroom, 2017.

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Message from the Director

Dr. Bernadette Carmody
Director



I am pleased to present the 2016-17 Annual Report, a snapshot of our 35th Anniversary year, to the American International School of Guangzhou community,

I'd like to take a moment to focus on the significance of SY2016-17 being our 35th Anniversary year by highlighting what it means for us and our AISG community.

Founded in 1981, we are the longest-established International school in South China and because of this, we have been fortunate enough to establish strong relations with many different areas of the Guangzhou community. Across government, corporate and charitable sectors, AISG is a trusted name and we continue to build on the excellent reputation we have earned in our 35-year history to uphold the trust and support of our community. We honor our heritage, for we know the role it has played in helping us to become the school we are today.

At the same time, we know it is important to look forward, emphasizing our school-wide commitment to nurturing our students as they reach for success, however that may look, as they aspire towards the future they wish for themselves. We want our students to be inspired by the possibility of what lies ahead, of a bright future.

Throughout the SY2016-17, there were countless causes for celebration and the highlights were many. As you read through this report, you'll understand our many reasons for joy.

I've found delight in a host of different accomplishments. During my time at the Science Park Campus last year, I celebrated the sound of construction! At different stages during the year, the construction site completed its

renovations, and is now a beautiful, world-class theater facility for our school and wider community to enjoy.

On both campuses, I celebrated the creative and innovative ways in which technology enhanced learning. At Science Park campus, the Innovation Lab became an inspiring, innovative and engaging learning and teaching space for our students. At ErSha campus, the new playground was a daily source of joy for students; and extra space and light at the MPR made the students' lunch time more enjoyable. Every campus improvement and refurbishment made last year was a celebration, all in the name of supporting our children and demonstrating our commitment to providing the very best in teaching and learning.

Our 35th Anniversary Gala Ball in May 2017 offered the focus point of our celebrations. The event was a magnificent demonstration of community spirit and support for the school. The Gala also provided us with the venue to both celebrate our heritage and revel in the prospects of the bright future for our students and the school.

And even though our 35th Anniversary year has now come to an end, I know that we have many more wonderful years ahead of us as we continue inspiring bright futures for our students.

A handwritten signature in cursive script that reads "BP Carmody". The signature is written in dark ink on a white background.

Dr. Bernadette P. Carmody

Board of Directors

AISG is governed by a seven-member board. Four members are elected from among the membership of the AISG Parents Association; membership in the Association is automatically conferred on the parents or guardians of children enrolled in the school. Three members are appointed: one from among the consular corps of Guangzhou, and one from among business leaders in Guangzhou.



Aaron Finley
Chair



Dr. Winston Zhang
Vice Chair



Tor Petersen
Treasurer



Jason Rieff
Interim Secretary



Danial Shaikh
Board member



Karolina Sudwoj Nogalska
Board member



Justin Wen
Board member

Parent Teacher Association Board

The AISG PTA strives to support and advocate for our children by partnering with faculty, families and the wider community to create a safe and healthy learning environment where students can excel and feel confident in themselves. The PTA Executive Board consists of eight parent officers who are elected at the end of each school year, and are supported by one teacher representative from each division. The PTA organizes, sponsors and assists the school in social and cultural events along with some fundraising efforts.



Sarah Barnett
Co-President



Rita Pohl
Co-President



Melissa Van Daam
Secretary



Jenny Suter
Treasurer



Agatha Yang
Elementary School
Liaison



Ying Sun
Middle School
Liaison



Anna Baumgartner
High School
Co-Liaison



Yanping Zheng
High School
Co-Liaison



Joanna LaCourse
Elementary School
Liaison



Tami Cutter
Middle School
Liaison



Ruth Volz
High School
Liaison

The AISG Mission & Vision



AISG Girls holding their Third Place trophy at APAC Table Tennis, 2017.

Periodically engaging members of the AISG community in reflection on, and dialogue about, the fundamental purpose of the school is a powerful strategy for improvement. Any school that hopes to improve for its students must regularly stop to ask the question: why do we exist and what exactly do we want to accomplish together? Research reminds us that there is a high correlation between clarity of purpose and effective schools (DuFour et al, 2016).

As the strategic care takers of the school, the Board of Directors has the responsibility to undertake regular review and refinement of the school's purpose, i.e. its mission and vision.

Early on in SY2016-17, the AISG Board of Directors launched a project to renew the Mission and Vision of the school. Questions such as: *Where are we heading? What do we want to develop? What are our priorities?* are critical to ask throughout the reflection process.

Over the last 35 years, AISG has overcome many challenges. As the city of Guangzhou has grown and changed, so too has AISG. Currently, we face competition not only inside Guangzhou but also in Hong Kong and further afield. The base of our parent community has changed from being predominantly expat employees, to being predominantly self-paying parents. Educational

research is presenting new information as to how best to stimulate learning, and transferable skills, rather than specific subjects, are attracting more and more attention in this globalized world.

AISG, as a learning organization, has the responsibility to maintain best practice approaches to teaching and learning, and to continue to stay abreast of innovative ways of integrating technology into learning. It is our responsibility as a school to reach, grow and flourish so that our students may continue to do so as well. It is our responsibility to ask questions as to what is our competitive advantage and what we provide that makes us different from other schools. We're obliged to question the extent to which we're responding and how the school is remaining attractive for students and parents.

The process to renew our mission and vision involved input from all stakeholder groups within the school. The board members realized that unless we engaged the whole community in helping to develop the mission and vision of the school, we would not be able to continue along a path of improvement for the future.

The process connected well to the theme of our 35th anniversary year. We were looking back to honor our heritage over the past 35 years, in order to develop a road map that would allow us to inspire bright futures for

many, many years to come.

Alive and well at AISG is a shared desire for our great school to be an even greater one. From our volunteer board members, to our talented leaders, to our dedicated faculty, to our supportive parents and our hard-working students, is a sense of connectedness that we're partnering in the effort to continually improve AISG, to make it the best that it can be.

Peter Drucker (1992), one of the leading researchers in organizational development, states simply that the first question that any organization must consider if it hopes to improve results is the question of purpose. Knowing why AISG exists, what we are working toward together, what we wish to accomplish, what our core business is, etc. is critical. Research has consistently shown that there is a strong relationship between clarity of purpose and effective schools. For AISG to be the best it can be, we need to be tightly aligned as a community around our compelling common purpose and shared identity.

We were fortunate that we were not starting from zero, that our mission and core beliefs are highly valued within the community. Our task wasn't one of creation but one of renewal and refreshing.

Mission

Why does the American International School of Guangzhou exist?

Thirty-five years ago, the employees of the US Consulate who established the American School of Guangzhou (ASG) were crystal clear in their understanding of the fundamental purpose of the school. For the seven students who were children of foreign passport holders, employees of the US Consulate or other US based companies, the volunteer teachers aimed to keep the traditions of American schooling alive to the full extent to which it was possible. At that time, it was likely that all of the students, teachers, and parents were American. Students would likely be returning to America to continue their schooling in two or four years. Thirty-five years ago, ASG had a clear understanding of the fundamental purpose of the school and of the student population that the school served: to provide American curriculum and traditions of schooling to American students who were the children of employees at US Consulate or other US based companies.

Over time, and particularly since 2007 when the mission statement, "nurture students to aspire and achieve" was

drafted, there have been significant changes in and around the school, such that it was essential to confirm our understanding of our purpose of AISG in SY2016-17.

With a renewed mission statement, we can establish priorities and sharpen our focus on the important factors that should guide our decision making.

Vision

Imagine a school where the fundamental purpose was to instill in all students a lifetime love of music. What would the school need to become to accomplish that fundamental purpose?

How might that school be different from a school where the fundamental purpose was to enroll only students who had sporting talent, and help them develop those talents to secure sporting scholarships from top universities around the world? What would that school need to become in order to achieve that fundamental purpose?

Imagine a school where the fundamental purpose was to celebrate the learning successes of all students as they strive toward their fullest potentials. What would the school need to become in order to accomplish that fundamental purpose?

Each of these three fictitious schools evokes a set of different potentials, as the fundamental purpose for each of the schools hopes to become something very different from the other. Sharing a commitment to a vision of AISG, sharing a commitment to helping AISG become the school that will accomplish its fundamental purpose, will create a sense of direction and provide a basis for assessing our current reality and improving upon that for the future.

There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile and achievable vision of the future, widely shared (Burt Nanus, 1992).



The AISG Mission & Vision

Mission Statement

AISG nurtures future-ready individuals to aspire, achieve and contribute.

Vision Statement

AISG will be a leader of dynamic, compassionate and connected learning.

Dynamic Learning

- Starts with a vibrant school committed to preparing students for the future they choose. At the same time, AISG is constantly learning and adapting to an ever-changing environment.
- Promotes inquiry, allowing for student choice and flexibility in the pursuit of their passions and interests, extending beyond the classroom to authentic, real world challenges and opportunities.
- Designed and delivered by innovative educators who embrace change and share best practice instructional strategies. Technology and its responsible use is deeply embedded into learning.
- Provides creative and differentiated learning opportunities to ensure all learners achieve personal excellence.



Compassionate Learning

- Starts with an inclusive organization that fosters an appreciation of common humanity and a commitment to care for others.
- Balances challenge and rigor with encouragement and support. Empathy, resilience and growth mindset are continuously nurtured.
- Advocates for global awareness, intercultural understanding, and perspective.
- Cultivates strong character, social and emotional wellness, and personal happiness.

Connected Learning

- Places relationships at the heart of the school, in pursuit of strong relationships within local, national, and global communities.
- Demands strong collaboration and communication within and across multiple partnerships and communities.
- Emphasizes the importance of student voice and ideas. Each member of the AISG community actively knows, values, and advocates for one another.
- Inspires a unified, positive, and vibrant school spirit.

Our students



High School students at an APAC Choir performance, 2016.

With over 50 different nationalities represented, AISG has a wonderfully diverse student population. Our optimal capacity is 1100 students and we are steadily approaching that number as part of our school’s long-term master plan.

In SY2016-17, there were 487 students at our Ersha Island Campus (Preschool - 79, Elementary - 408), and 520 students at our Science Park Campus (Middle School - 220, High School - 300). Our students follow the guidelines set in the ESLRs to excel in their academics and lead a balanced life. This is especially demonstrated in the graphs representing MAPs and SAT scores, the list of colleges students are accepted to, and in the community service performed each year. To demonstrate our

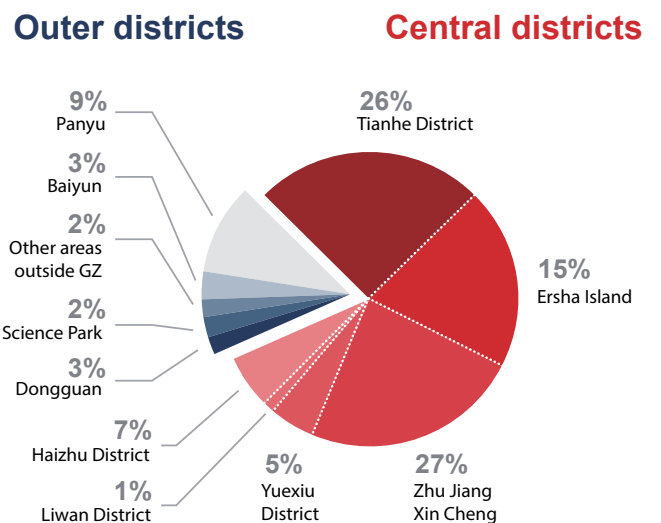
Global Understanding and Citizenship, each of the divisions participated in community service projects. Our students learn to Communicate and Collaborate in a number of ways, whether it is in the explanation of a piece of art, writing an essay, giving a speech or teaming up for a group project, or learning how to listen to the ideas of all participants.

At every step of the way in their education at AISG, students are encouraged to Think Critically and Creatively to Solve Problems which, in turn, creates the Enthusiasm, Self-Direction and Perseverance students demonstrate in their study habits. Examples of all these ESLRs in action are listed on the divisional pages in this report.

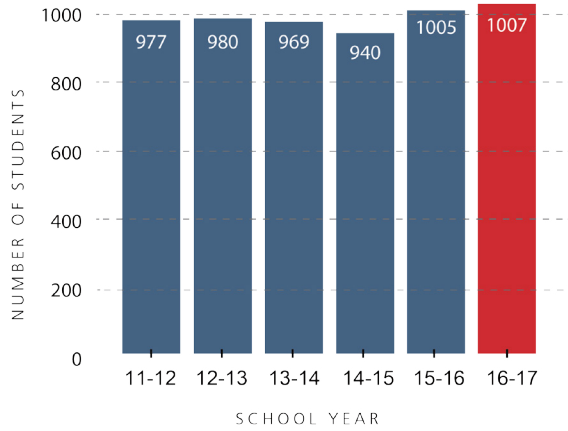


Elementary School Choir students performing at Holiday Bazaar, 2016.

Where AISG families live

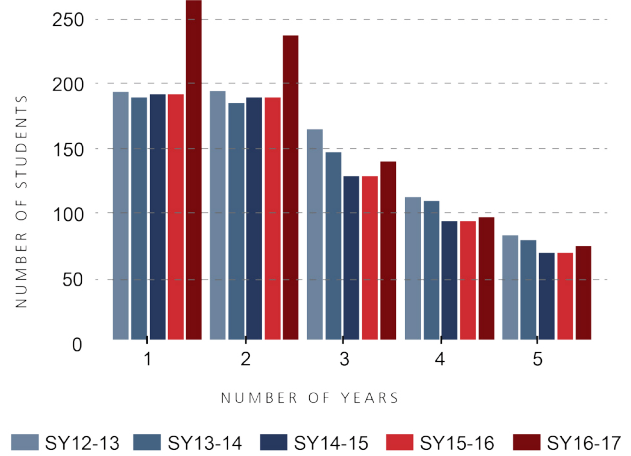


Enrollment trends



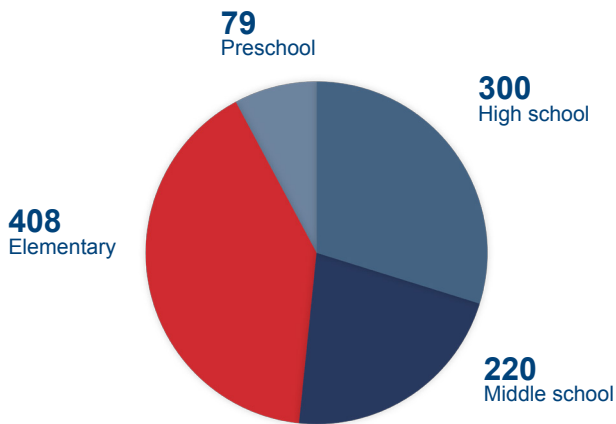
*Data as of SY 2016/17

Number of years at AISG



*Data as of SY 2016/17

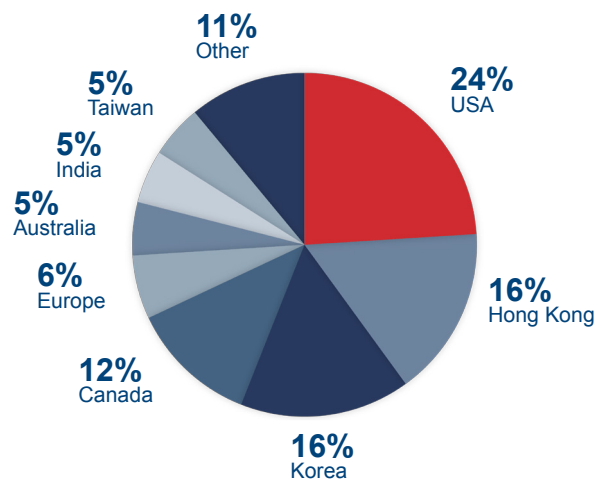
Students by division



1007 students

*Data as of SY 2016/17

Student nationality %



50 nationalities

*Data as of SY 2016/17



Elementary School students studying with their teacher in class, 2017.

Our faculty

In SY2016-17, AISG employed 103 teachers, 11 administrators, 36 teaching assistants and 54 support staff.

There were many school-wide professional development opportunities last year. We began the 16-17 year with workshops led by a consultant from PD Academia out of Hong Kong, Michael Iannini, to further our understanding of Professional Learning Communities.

Consultants were invited to AISG to work with EAL, Math, and English Language Arts teachers. Additionally, teachers and administrators from all divisions attended numerous PD workshops on and off campus, including regional conferences, EARCOS sponsored weekend workshops, and a variety of online courses and webinars.

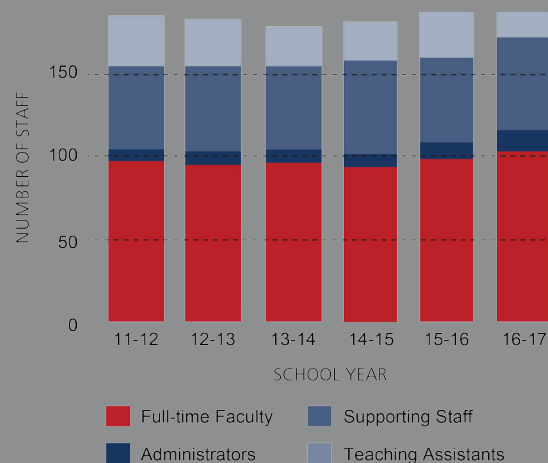
To support teachers in AISG increasing their use of technology and innovation, a wide variety of PD opportunities were offered to the school. Both campuses held three Tech TTT's (Teachers Teaching Teachers) events in which teachers demonstrated their use of technology and shared the students' creations from their courses.

The school hosted two major tech PD conferences on campus: the 3rd annual EdTechGZ conference and the Office 365 Learning Summit. The EdTechGZ was attended by 180 teachers, including 20 from AISG. The Office 365 Learning Summit was attended by 100 teachers from India, Australia, the US and China, including 15 from AISG.

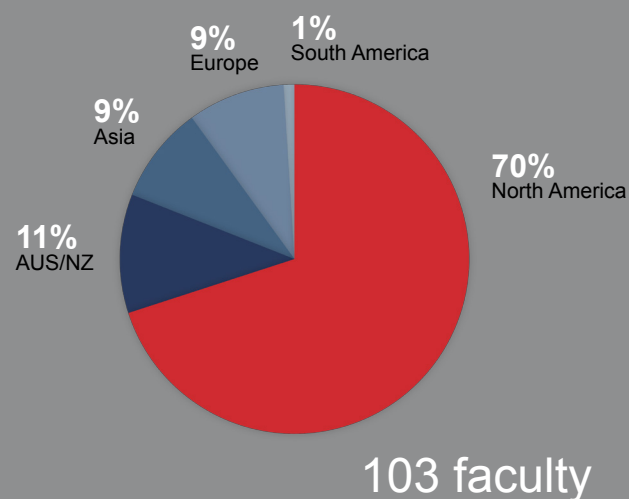
Finally, 15 AISG teachers were sent to the 21st Century Learning conference in Hong Kong in March, 2017. This significant investment in time helped AISG teachers find new and innovative ways to engage our students in all grade levels to meet the ISTE technology standards, which were revised for 2016.

All of these PD events also supported AISG's Innovation Initiative which introduced students in all divisions to 3D printing, robots, drones, coding, electrical engineering, digital music composition, design thinking and other aspects of learning which were relatively new to AISG.

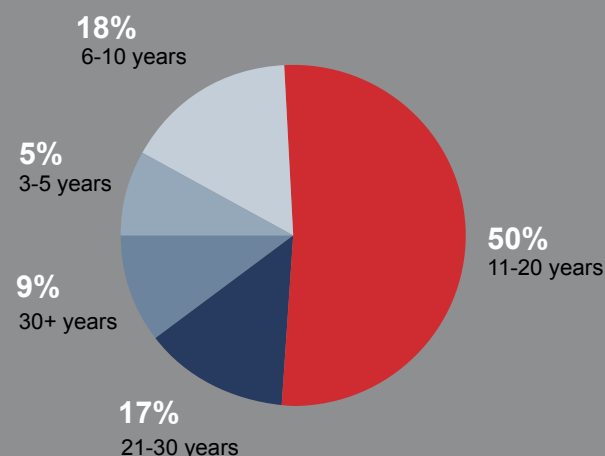
Historical staffing



Faculty nationality %



Years of teaching experience



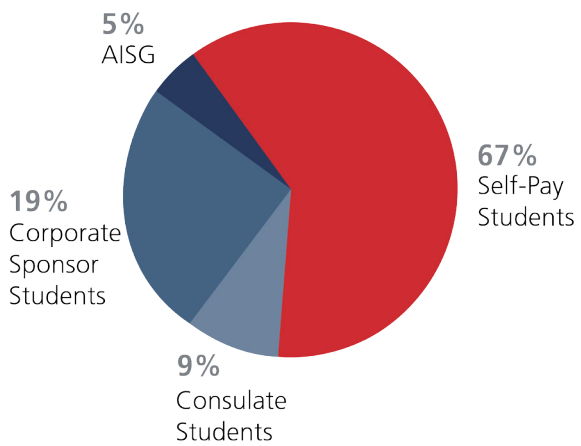
*Data as of SY 2016/17

Our partners & affiliates



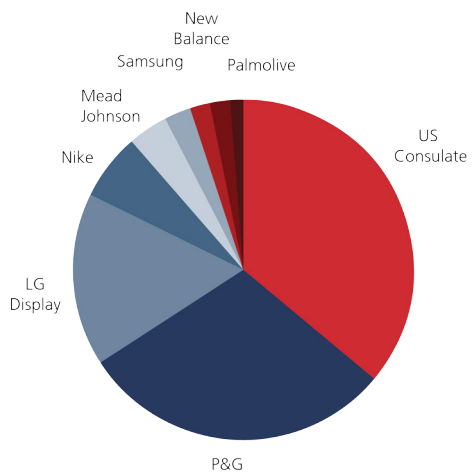
Family Fun Day at Science Park Campus, 2016.

Student fee breakdown



*Data as of SY 2016/17

Major sponsor companies



*Data as of SY 2016/17

Affiliations and associations





Academic progress

Elementary School 2T students showing their learning in class, 2016.

Supporting student learning is at the core of our work at AISG. Student learning data informs our instructional practices and curriculum, and is communicated to parents.

Student learning data is found in two forms; standardized (i.e. SAT or MAP) and internal data (i.e. classroom unit test). A complete understanding of a student as a learner is a “mosaic” of assessment data from a variety of sources, which paints a rich picture and allows teachers, students and parents to best meet and support learning needs using both types of data, standardized and internal.

Standardized data is helpful in tracking long-term academic progress of our students as groups and in comparing how our students do in comparison to global and US averages, however, it is important to remember that this data is just one piece of the “assessment mosaic”. The standardized assessment data included in this report are from the SAT, IBDP and MAPs tests.

Measurement of Academic Progress (MAP) Test

The MAP test is an online standardized assessment measuring both achievement and growth in mathematics, language and reading. Each test is approximately one hour in length, but without a set time limit. Testing is conducted twice a year and student results are tracked from year to year. The results are aligned to the AERO

standards (which AISG uses for its curriculum). Students from grades 3 through 10 take each test and results are available to teachers within 24 hours.

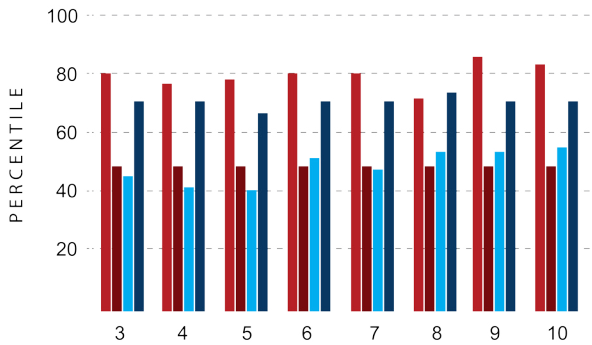
Because the test adapts its difficulty based on how the student responds, there is no “maxing out” or “bottoming out” on the test; rather, each student’s learning level is reported, regardless of his or her current grade. Results are reported in a manner that allows AISG to translate them into a national percentile ranking for each grade, and AISG can compare the results with schools in the United States as well as schools in the East Asian Region of Schools (EARCOS) who also administer the MAP test.

AISG MAP Score Interpretation

A growing number of international schools use MAP as a standardized assessment. As a result, the Northwest Evaluation Association (NWEA), which develops and manages the assessment data, provides assessment statistics from schools outside of the US. While we have always known that, on average, our students perform well above the US norm group in all areas (math, language usage and reading) on standardized assessments, we are also very pleased to see that AISG students perform very well compared to the group of all international schools.

When we compare our scores with other schools in our geographic region (East Asian Region of Schools), we find our students are scoring in a similar range in reading, math and language usage.

MAPs language - Fall 2016



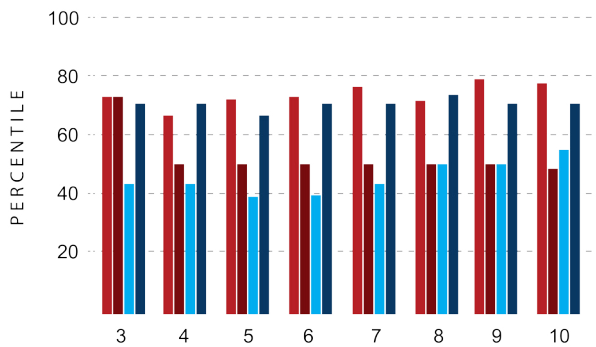
The MAP Language Usage test assesses student ability in four major strands:

- Grammar/Usage
- Spelling/Punctuation/Capitalization
- Paragraphs and Sentences
- Genre/Purpose/Audience

The AISG results in Fall 2016 indicate that our students are performing well above US and international norms and comfortably above EARCOS norms in Language Usage skills across most grades. AISG scores in grades 7-10 are particularly high compared to US and EARCOS norms.

■ AISG ■ US ■ International ■ Earcos

MAPs reading - Fall 2016



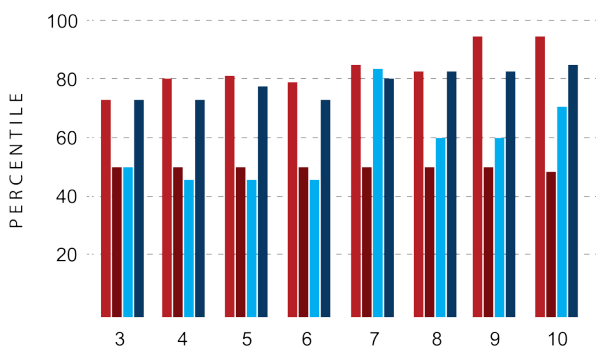
The MAP Reading test assesses student ability in three major strands:

- Reading Process
- Literary Texts
- Nonfiction Texts

The AISG results in Fall 2016 indicate that our students are performing well above US and international norms, and comfortably above EARCOS norms in Reading skills across most grades. AISG Reading scores in grades 10 are particularly high compared to US and EARCOS

■ AISG ■ US ■ International ■ Earcos

MAPs math - Fall 2016



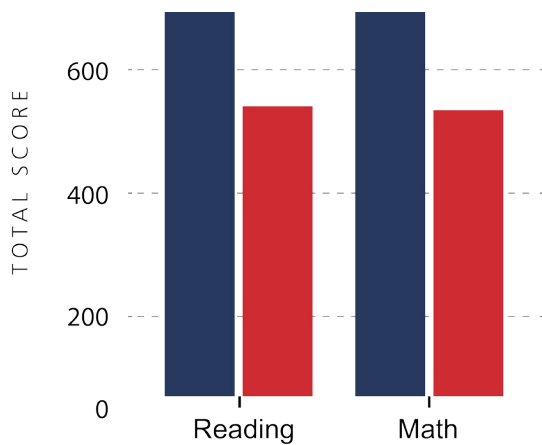
The MAP Math test assesses student ability in five major strands:

- Numbers and Operations
- Measurement
- Algebra
- Geometry
- Data Analysis and Probability

The AISG results in Fall 2016 indicate that our students are performing well above US and international norms, and comfortably above EARCOS norms in math skills across most grades.

■ AISG ■ US ■ International ■ Earcos

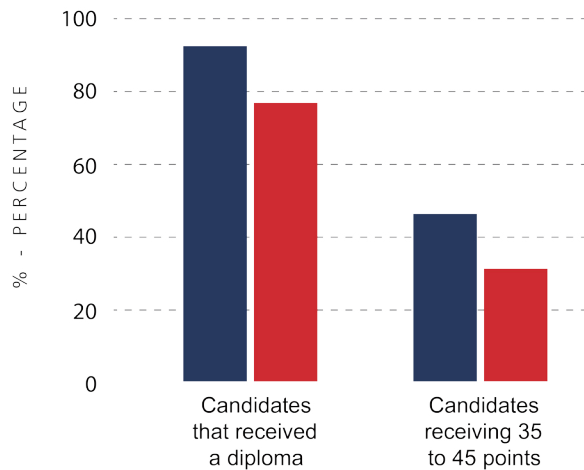
SAT scores - SY 2015/16



This chart shows the average scores (out of a maximum 800) of AISG students who sat the SAT in 2016, compared with the US average in the two areas (reading and writing, math).

■ AISG ■ Global

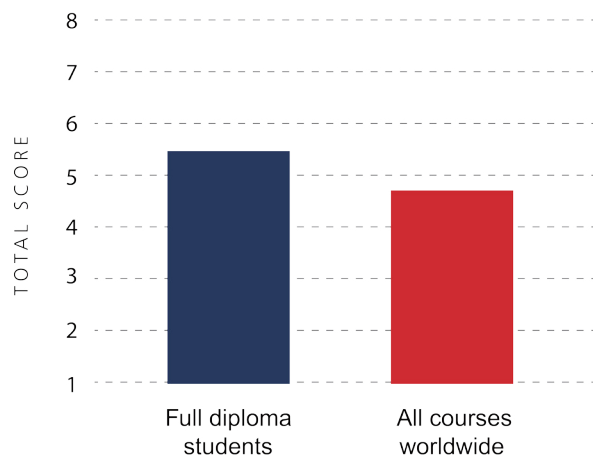
IB diploma scores - SY 2015/16



To be eligible for the IB diploma, students must complete a range of in-school assessments during the two-year program, and participate meaningfully in a balanced program of after-school activities. The left side of the chart shows the percentage of eligible IBDP candidates (i.e. students who completed those internal requirements) who sat the final exams and successfully obtained the diploma. The maximum IB diploma score is 45, while 24 points are required to receive the diploma. The world average score is 30 while AISG students average a total of 33 points. The right of the chart shows the percentage of AISG students who received an IB diploma with a score of 35 or more points, compared to the global average.

■ AISG ■ Global

IB average subject grade - 2015-16



At the end of each IB course, a student receives a score of 1-7. The chart shows the average subject score for AISG students in 2015-16, compared to the global figure.

■ AISG ■ Global

University Acceptances (2013-2017)

Australia

U of Melbourne
U of Sydney

Canada

Carleton U
Dalhousie U
Humber College
McGill U
McMaster U
Mount Saint Vincent U
OCAD
Ontario Institute of Technology
Queen's U
Ryerson U
Sheridan College
U of British Columbia
U of British Columbia (Okanagan)
Simon Fraser U
St. Mary's U
Wilfrid Laurier U
U of Toronto
U of Waterloo
York U

China

Shanghai International Studies U
Sino-British College

Europe

Delft U of Technology
Ecole Hotelier de
Lausanne
ESSEC Business School
ESADE
John Cabot U
Les Roches International School of
Hotel Management
Poznan U of Medical Sciences
U College Utrecht
U of Groningen
U Leiden
U of Oslo

Hong Kong

City U of HK
CUHK
HK Polytechnic U
HKUST
HKU
SCAD-HK

Japan

Bunka Women's U
International Christian U
Keio U
Waseda U

Korea

Ehwa U
KAIST

Korea U

Seoul National U
Sungkyunkwan U
Yonsei U

Kuwait

Kuwait U

Mexico

Instituto Tecnológico Autónomo De
Mexico

Philippines

Ateneo de Manila U
De La Salle U Manila
U of the Philippines
U of Santa Tomas

Singapore

National U of Singapore

United Kingdom

Durham U
Imperial College London
King's College London
Lancaster U
Leicester U
Newcastle U
Oxford Brookes U
Swansea U
U of Edinburgh
U of Exeter
U of Kent

United States

Academy of Art U
Arizona State U
Babson College
Baldwin Wallace U
Binghamton U
Bard College
Bentley U
Boston College
Boston U
Bowdoin College
Brandeis U
Brooklyn College
Bryant U
California State Poly, Pomona
California State U, Fullerton
U of California, Berkeley
U of California Davis
U of California, LA
U of California, Riverside
U of California, San Diego
U of California, Santa Barbara
U of California, Santa Cruz
Calvin College
Carleton College
Carnegie Mellon U
College of Staten Island

College of William and Mary
Columbus State Community
College

Cornell U
Dartmouth U
De Anza College
U of Alberta
U of Guelph
DePaul U
Drexel U
Duke U
East Carolina U
Elmira College
Emerson
Elon U
Emory U
Fashion Institute of Technology
FIDM
Florida Institute of Technology
Florida State U
Fordham U
George Mason U
Goucher College
Indiana U at Bloomington
Ithaca College
Jacksonville U
Johns Hopkins U
Knox College
Lehigh U
LMU
Manhattanville College
Mass College of Liberal Arts
Mass College Pharm and Health
Sciences
Messiah College
Miami U Oxford
Michigan State
Mount Holyoke
NC State U
New York U
Northeastern U
Northern Arizona U
Northwestern U
Oberlin College
Occidental College
Ohio U
Pace U
Pacific U
Pacific Lutheran U
Parsons
Pennsylvania State U
Pepperdine U
Pratt Institute
Princeton U
Purdue U
Rensselaer Polytechnic U
Rhodes U
Rutgers U
San Diego State
Santa Clara U
San Jose State
Savannah College of Art and
Design
School of the Art Institute of
Chicago

School of Visual Arts
Skidmore College
Stonybrook U
St. Thomas Aquinas College
Suffolk U
Syracuse U
Temple U
Texas Christian U
The New School
The Ohio State U
The U of Georgia
Tufts U
U of Arizona
U of Buffalo SUNY
U of Connecticut
U of Illinois at Urbana-Champaign
U of Illinois Chicago
U of Central Missouri
U of Colorado, Denver
U of Indianapolis
U of La Verne
U of Maryland, College Park
U Mass Amherst
U of Miami
U of Michigan
U of Minnesota, Morris
U of Minnesota, Twin Cities
U of North Carolina, Wilmington
U of Oregon
U of Pittsburgh
U of Puget Sound
U of Redlands
U of Rochester
U of San Francisco
U of Southern California
U of Texas Austin
U of Virginia
U of Washington
U of Wisconsin, Madison
Vanderbilt U
Virginia Tech
Washington and Lee U
Wentworth Institute of Technology
Western Carolina U
Western State Colorado U
Webster U
Wheaton College (MA)
Whittier College
Xavier U



Elementary School

Elementary School students showing their coding certificates at the Hour of Coding activity, 2017.

The Preschool and Elementary curriculums are framed by the philosophies and practices of the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO), and AERO and Common Core standards.

Preschool

AISG Preschool teachers have implemented the use of digital portfolios to track student growth and progress. In addition to digital portfolios teachers maintain ongoing records of student work and development through photographs, anecdotal notes, observational data and formal and informal student assessments. Teachers continue to provide preschool parents with up-to-date information about student growth and learning experiences on a weekly basis through class blogs, weekly emails, WeChat messages and ongoing conversation.

With the help of the Elementary School Assistant Principal, and faculty members, we have hosted Parent Coffee Mornings to address various educational topics intended to assist AISG preschool parents to further understand the Creative Curriculum and how the Objectives for Development and Learning are taught and assessed throughout the preschool program. Likewise, preschool parents were invited into the classrooms on numerous occasions this year to participate in learning celebrations that showcased some of the amazing work preschool students had accomplished during their inquiries into different topics. For the second year in a row our Preschool Sports Day took place in March, 2017.

Preschool teachers also plan learning experiences outside of school in order for students to formulate stronger connections to the content they are learning in school.

All preschool students continue to also engage with the outdoor learning environment every day. Once outside, the students participate in a variety of activities meant to develop their fine and gross motor skills as well as their cognitive and social abilities.

Preschool report cards are issued twice a year; at the end of each semester. The school schedules parent/teacher conferences in October and student-led conferences in March.

Kindergarten – Grade 5

Elementary school students participate in hands-on, student-centered learning experiences that adhere to a constructivist pedagogy for teaching and learning. AISG elementary teachers plan learning experiences collaboratively and design lessons that foster both an independent and collaborative working environment. Through these daily learning experiences, students develop the skills and attitudes necessary to be successful in a global, interconnected world.

Throughout the 2016-2017 school year elementary students continued to use technology in ways that were meaningful and purposeful to enhance their learning experiences. The use of Spheros and coding in multiple areas has been popular with students and teachers alike. Over the past three years, the elementary school

has seen a dramatic increase in iPad and technological resource availability. The one-to-one and two-to-one iPad environments allow students to showcase their learning in a creative, manageable and innovative manner.

Blogging is common practice for all homeroom teachers, and students from Kindergarten to Grade 5. Parents can find up-to-date information about what is happening in their child's classroom by frequently visiting the classroom blog where students and teachers post photos, videos and information surrounding their daily learning experiences. In Grade 1 last year we piloted the use of SeeSaw as a platform for students to show parents video, audio and photo evidence of learning happening at school.

The Elementary School has also seen an increased interest and adoption of a "Maker Culture" based upon the "Maker-Movement" developed through the encouragement of DIY (design it yourself) learning experiences that promote engineering-orientated pursuits. These include the use of electronics, robotics, 3-D pen creations, metal and woodworking, and traditional arts and crafts. This hands-on learning approach naturally aligns with the philosophy of the Primary Years Programme and all grade levels and subject-area teachers have explored the ways in which they can incorporate a maker-approach into their daily teaching and learning practices. The Elementary Library has lead the way in establishing a Maker Culture through the establishment of various maker spaces which allow students of all ages to create and innovate. The library is truly a hub of the school and we strive to ensure that this space is utilized to its fullest capacity. This year the library has added some new events and materials to encourage even more community participation. Upgrades to the library include:

- Lights, shelving and curtains for the large reading loft to create a space for students and parents to regularly enjoy as a reading zone.
- An Obidos Book Fair, as well as Scholastic book ordering allowed parents and students to purchase books in both English and Chinese.
- Visiting author David Schwartz showed students a love of math with his books and presentations.
- Maker materials, as well as board games, and lego, continued to be available in the library during lunch times, after school and when open on weekends.

- Upgrades to furniture created greater opportunities for student collaboration spaces.

The Elementary Library also continues to implement the Birthday Book Club, Saturday at the Library, and Battle of the Books. These events continue to foster a love and engagement of reading and literacy throughout the entire elementary community. The incorporation and display of student artwork from Art lessons, as well as a display board to showcase creative student work, has added to this community space. Increased connections between library lessons and homeroom units has also contributed towards a more dynamic learning space for our library this year.

Over the course of the 2016-2017 school year, there was continued emphasis on helping students understand the Expected School-wide Learning Results (ESLRs). Students in Grades 1-5 completed student ESLR rubrics that were aligned to the PYP Learner Profile. This assisted students in reflecting on themselves as learners and how they are meeting the ESLRs and PYP Learner Profile both within and outside of school. The student data was then correlated and analyzed to identify student trends; those results were discussed with the elementary faculty.

Finally, we had many special assemblies and presentations through the school year, including the Winter Concert, Terry Fox Assembly, Halloween Parade, Chinese New Year Celebration, ES Musical, The Talent Show and all the K-5 homeroom assemblies. We are proud of our elementary students and celebrate the fact that our school is a safe and nurturing place for students to study, learn, play and support each other.



Gary MacPhie
ES Principal



Duncan FitzGerald
Assistant Principal



Middle School

AISG Middle School Robotics team *Brick* won the Championship, while team *Cloud 9* won Runners Up, at the Shanghai International School First Lego League (FLL) Tournament, 2017.

The AISG Middle School is comprised of grades 6, 7 and 8 (ages 11-14). The curricular and co-curricular programs are similar to those found in North American middle schools, are in keeping with the philosophy of the Association of Middle Level Education, and maintain an “international” approach reflecting our student population.

The academic standards are drawn primarily from American Education Reaches Out (AERO), a common source for international schools, and are closely aligned to the Common Core standards from the U.S., or from other national standards where AERO standards do not exist. 2016-17 was the fourth year in which all subjects in MS used a “standards - based” reporting system, whereby teachers assess and report on mastery of multiple Learning Goals and Approaches to Learning for each subject. Student achievement is reported as Beginning, Approaching, Meeting or Exceeding the Learning Goal, and single letter grades are no longer used. We provide frequent updates to parents on their child’s progress through bi-weekly “gradebook snapshots” in our online gradebook, enabling them to monitor their child’s academic growth much more effectively.

Especially important in middle school is the Advisory Program. At AISG all MS students are in an advisory group of 13-15 students, with one teacher-advisor who meets with the group daily to focus on the social and emotional growth of students through experiential

and discussion-based activities. The Middle School implemented a new Advisory Program last year called TARGET (Teen, Action, Reflection, Growth and Teamwork), that endeavors to provide opportunities for collaboration, character building and self-reflection, in addition to building strong work habits, and improving interpersonal skills and relationships through a range of structured experiences and activities.

The China Trips (3 to 5 days in the southern China region) are excellent opportunities for the students to learn about the physical and cultural beauty of the area, make connections with our curricular goals, as well as for TARGET group development. As in past years, grade 6 visited Zhao Qing, grade 7 toured Fujian and grade 8 explored Yangshuo.

At AISG we believe in providing the middle school students with a choice to study a second language course (Chinese, French, or Spanish), or to study English through the EAL program. In keeping with research-based practices, the MS English Language Arts program integrates the Readers and Writers Workshop model, building on the program and experiences of the elementary school. Considerable professional development was done in this area by our Language Arts teachers in SY2016-17 and will continue into SY2017-18.

Students in need of learning support are able to access the support through our learning support teacher during the day or after school, and can also meet with individual teachers on a regular or as-needed basis. Power Hour

(a supervised study hall), continues to be offered after school and at lunch, providing a structured and quiet environment for completion of work for those who need it.

2016-17 was the 6th year for middle school to emphasize technology integration. We are proud of our 1:1 MacBook laptop program in all three grades. Since 2011, the faculty have been collaborating to align instructional strategies with this powerful teaching and learning resource. Students have been impressive in their use of laptops to produce creative communications and also for research and collaborative strategies, incorporating 21st century learning goals into our curriculum.

Curriculum development work that ensures the integration of the ISTE-Students (International Society for Technology in Education) Standards is continuing. A technology course is offered to all 6th grade students to help them develop the independence and good decision making needed to operate in a 1:1 environment, a robotics course is offered to all 7th grade students while multi-media courses are offered to all 8th grade students. The MS Robotics Team (an after school activity) was hugely popular last year, with 65 students participating in the activity. Technology integration where appropriate is the expectation in all other courses. In addition, students have elective options in digital music composition, digital arts, coding and design thinking/engineering.

The co-curricular program for both clubs and athletics is as inclusive as possible. Students want to stay at school after the last bell to be with friends, and we want to provide a structured, safe and supportive environment for their co-curricular growth. Athletic, community service, academic and creative after-school activities are available for all MS students. After-school sports in the Middle School has been re-structured so that students are grouped more according to ability than age or grade level. "Divisions" have been created in each sport so that students of similar experience and ability can play appropriate competition and receive appropriate coaching. The emphasis in Middle School athletics continues to be on skill development, sportsmanship, and teamwork over competition.

The middle school "Dynasty House" system, in which students become part of one of four dynasty groups (Tang, Han, Yuan or Qin) from all three grade levels, continues to take root in its third year. Students remain in the same dynasty for their entire middle school time.

The leadership of this program has been taken on by the Assistant Athletic and Activities Director.

The 2016-17 school year was one of refinement and consolidation of our program, but also one in which new programs and initiatives were introduced. In 2016-2017, the middle school offered more elective subjects and provided additional options for growth and exploration. We moved to a push-in model of EAL support, having expanded our staffing in EAL to accommodate this change. As noted earlier, 2016-17 was the inaugural year of the TARGET program, an initiative that is off to a flying start.

Throughout the 2016-17 school year the spirited energy of early adolescence remained strong and positive, and it was a great year to be part of the Middle School community!



Middle School Division 1 volleyball teams took out the championship at the SDRC Volleyball Championship in Shenzhen, 2017



Rick Bunnell
MS Principal



William Tragert
Assistant Principal



High School

Cast from the High School musical, "The Addams Family", 2016.

AISG High School comprises grades 9-12 (ages 14 to 18). The high school program is designed to provide a broad exposure to a balance of academic disciplines and co-curricular activities that collectively facilitate the development of well-rounded, self-directed and enthusiastic learners.

Last year was an exciting one for all of our APAC (Asia Pacific Activities Conference) teams and saw many successes. 2016-17 marked the first year that AISG participated in table tennis, which provided our students an additional opportunity to compete and excel. SY2016-17 had many highlights, including a hard-earned 2nd place trophy for our APAC girls basketball team. Our teams continue to improve their athletic prowess and represented us in fine fashion throughout the year.

"The Addams Family" graced the Xing Hai Concert Hall in December 2016, and those in attendance were treated to the special talents of our High School students. The choir, string ensemble, and jazz band performed at numerous community events in and around the region. Many of our High School students also had the opportunity to learn from Roger Emerson and John Jacobson, last year's musicians-in-residence.

The High School's community service efforts continue to expand, and more importantly, improve. In SY2016-17 the Global Issues Network, after years of supporting many scholarships to girls who would otherwise not be able to attend High School, raised enough support to provide scholarships to the entire cohort of scholarship

girls, (60 in total), attending Renhua Middle School in ShaoGuan. Last year each of our community service organizations increased their outings and interaction with the community, acting as positive ambassadors of AISG while also learning how to self-direct their own learning and become increasingly aware global citizens. Community service initiatives provide students the opportunity to gain a stronger understanding of themselves as members of society, while practicing their leadership skills.

During the 2016-17 school year, the high school was able to secure a week-long visit from FCD (Freedom from Chemical Dependency), a non-profit organization that provides healthy living and positive decision-making in relation to tobacco, alcohol, and drug use. These guest counselors worked collaboratively with the grade 9 and 10 PE/Health classes for the week, and held class/assembly meetings with students in grades 11 and 12, as well as meeting with counselors, teachers and parents.

During the 2016-17 school year, the high school faculty continued on a path of professional growth. Teachers had the opportunity to update their IB-training, and to review and discuss data within their own Professional Learning Community (PLC). Our school was fortunate to again work with numerous consultants and experts, including Penny Kittle, Steve Leinwand, and Michael Ianini.

High school students were actively involved in our co-curricular programs and community events; most students were involved in more than one type of activity across the range of clubs, athletics, activities and community service opportunities we offer. Last year the



22 AISG students traveled to Beijing to participate in BEIMUN, the 25th annual Beijing Model United Nations conference hosted by ISB, 2017.

AISG chapter of the National Honors Society welcomed 12 new inductees to its ranks and the Chinese National Honor Society welcomed 5 new members. Being selected for one of these highly esteemed honors societies acknowledges the student's commitment to, and demonstrated excellence in, scholarship, service, leadership and character. That so many of our students demonstrate this breadth of excellence validates the programs and opportunities we provide, and models the importance of co-curricular involvement to all students.

100% of the Class of 2017 will study at the university level next year. Our students applied and were accepted to many top colleges and universities around the world, with a great deal of attention paid to finding the right "fit" for each individual.

Students will matriculate at leading universities in the USA, Canada, Hong Kong, Australia, and Europe,

proving that an AISG diploma is truly a "springboard to the world."



AISG HS students performing at the Chinese New Year Celebration, 2017.

"AISG has been a great experience - the faculty and administration know you by name. They are accessible and genuinely interested in impacting the lives of our children in a positive way."

AISG Parent of Elementary and Middle School students



Kerry Timmerman
HS Principal



William Tragert
Assistant Principal

Our curriculum



Middle School students work with teachers as part of the robotics program, 2016.

AISG has a standards-based curriculum. Therefore, our written curriculum consists of standards (across all grades and subject areas), and performance indicators (specific grade level expectations).

The standards and performance indicators are aligned to unit plans, instructional activities and assessments. These components collectively address the questions:

1. What will students learn? (Curriculum)
2. How will students learn? (Instruction)
3. How will we know that students have learned? (Assessment)

AISG teachers work collaboratively, with the support of divisional curriculum coordinators and administrators, to develop units that are aligned to the standards, are developmentally appropriate, engaging and relevant, and thoughtfully sequenced.

Using a wide range of technology, resources, instructional activities and assessment tools, teachers strive to meet the needs of all learners at AISG. The AISG learning standards have been adopted from a variety of sources. In the core academic areas (language arts, math, science, and social studies) AISG has adopted standards from Project AERO (American Education Reaches Out) and the US Common Core State Standards (CCSS)

These standards represent developmentally appropriate, well-sequenced skills and competencies that are aligned

to national standards in the United States. Other subject areas have a similar set of adopted standards developed by a variety of American educational associations.

Curriculum Review and Revision

In order for curriculum to be dynamic and current, regular review and revision is necessary. Curriculum in various subject areas is reviewed and revised on an on-going basis, determined by need. The AISG Curriculum Review Cycle represents a systematic way to review and develop curriculum in every subject area over a six-year period. Having a curriculum review cycle adds structures and procedures to ensure that AISG students have access to a comprehensive, relevant, well-articulated preschool-grade 12 program in every subject area.

Curriculum Review Cycle Overview

2016-17 was another year of curricular progress in many areas. Of special note was the work done by the K-12 Math teachers moving forward with the implementation of the new Common Core Math Standards in K-7, and the Common Core Integrated Pathway from grade 8-10. As well, Elementary and Middle Schools continued work related to the English Language Arts, Reading/Writing Workshop and the continued implementation of the Fountas and Pinnell Benchmark Reading Assessments to provide more insight into student progress in reading.

As a result of the Science, Visual and Performing Arts,

Technology and Library program reviews in SY 2015/16, those teams began to develop programs in line with recommendations made in the review. For example, Science teachers examined the Next Generation Science Standards and the Arts teachers began to align units to the New National Core Arts Standards. The EAL and LS teachers continued to refine and align their practices in relation to assessment and reporting. EAL push-in support was continued in Kindergarten. All students in these grades were then able to participate in Chinese classes. With the continued growth of our EAL program, push-in support will be provided from grades K-8 beginning SY2017-18.

The programs under review in SY 2016/17 were PE, Health, and Counseling. Teams of representatives from each division were led by Directors of Curriculum and Learning, Jill Watson and Simone Lieschke. Each team reviewed literature of best practices in the respective area, developed a Philosophy Statement and Essential Agreements, which describes teacher expectations with regards to classroom environment, instruction and assessment. These foundational documents were then aligned to the school's mission, ESLRs and other school-wide standards. Finally, teams analyzed learning and perception data gathered from report cards, standardized tests, and community surveys. The final "Subject Area Reports" contain all of the new documentation listed above, as well as program commendations and recommendations resulting from these reviews.



Simone Lieschke

ES Director of Curriculum and Learning/ PYP Coordinator



Jill Watson

MS/HS Director of Curriculum and Learning



Preschool students making papier-mache balloons, 2016.

After School Activities

AISG runs an extensive After School Activity (ASA) program at both the elementary school (called EASA) and at the secondary (grades 6-12) school.

Elementary School After-school Activities

The Elementary After School Activity (EASA) program continues to be well attended by students in the Elementary School.

The use of outside teachers for activities was introduced into the EASA program. The activities of Soccer (K-1), Zumba Kids (1-3) and Table Tennis (4-5) were offered during the school year 2016-17.

The field, located on the East end of Ersha Island, was reserved to allow a Grade 4/5 boys soccer activity and a Girls Grade 3-5 soccer activity. The activities were



Elementary School students in Grade 4 and 5 participated in a first ever U11 (students age 11 or younger) Quad Athletics event, 2017.

extremely popular with these students.

The Elementary Choir performed during the holiday season at the PTA Holiday Bazaar and the Christmas Tree Lighting Ceremony at the following hotels: Ritz Carlton, Garden Hotel and Langham Hotel.

The cast of the Elementary Musical, "No Strings Attached", gave two performances to showcase the talent, abilities and hard work of students in Grades 4 and 5. The Musical was produced under the direction of Ms. Laura Pihowich, Lower Primary Music Teacher.

In late February, students in Grades 4 and 5 had the opportunity to participate in the first ever "Quad Kids" Athletics Event. Students competed against 4 other Primary schools in Guangzhou. A total of 12 girls and



The Elementary Choir performing at the Christmas Tree Lighting Ceremony at the Langham Hotel, 2016.

12 boys were formed into 3 teams and participated in 5 events. An exciting highlight of this inaugural event was seeing AISG Team 3 take 1st place in the 50M Shuttle Run.

Middle and High School After-school Activities

2016-17 was another outstanding year for interscholastic athletics and activities at AISG.

The AISG Boys Cross Country team placed 2nd in the eight-team field and, also won the Sportsmanship Award, while the girls finished 4th. AISG Cross Country runners also earned 2nd place at the Association of Chinese and Mongolian International Schools (ACAMIS) Cross Country Championships.

AISG also hosted the Tri Cities Boys and Girls Volleyball Championships with the boys finishing 2nd and the girls 3rd. Rams Boys and Girls Volleyball teams also won the GISAC League Championships and GISAC League Tournament Championships. Both the AISG Girls Basketball team and Boys Basketball teams won the Guangzhou International School Athletic Conference (GISAC) Championship and League Tournament. AISG's inaugural Table Tennis team competed in the APAC Table Tennis Championships with the boys team finishing in 5th place. AISG's Girls Table Tennis team won the GISAC League Table Tennis Championships and placed 3rd in the APAC event. AISG's HS Badminton team competed in Tri Cities Badminton with the boys team finishing 4th while the girls team finished 3rd. AISG's Boys and Girls Soccer teams also competed in the Tri Cities Soccer Championships with the girls earning 4th place and the boys team in 2nd place. Swimming at the MS and HS level continued during the winter season with our



High School students won their first trophy in the APAC Badminton Tournament, 2017.

combined team winning the Pearl River Conference (PRC) Swimming Championships. AISG's Middle School Girls Touch Rugby team earned a championship in the SDRC Tournament as did both the Boys and Girls Volleyball teams.

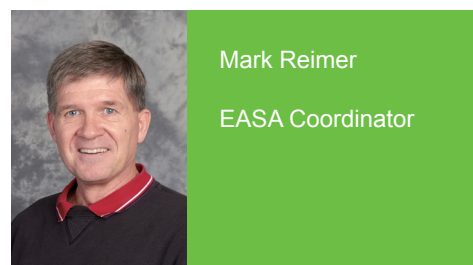
AISG's first ever Quiz Bowl team traveled to several competitions in the region and qualified to attend the World Quiz Bowl Championships in Atlanta, Georgia by virtue of their first place finish in the Brent Quiz Bowl Championships in Manila.

AISG Robotics team Brick attended the FLL World Championships in Houston, Texas. They earned this honor by placing first in the FLL Robotics event in Shanghai.

GO RAMS!



Middle School robotics team Brick participated in the FLL World Festival at Houston, 2017.



Mark Reimer
EASA Coordinator



Mark Elliott
MS/HS Athletics and
Activities Director

Technology at AISG



Middle School students combine their knowledge of science, technology, art and math to create 3D replica printed cells, 2017

AISG has always focused on what our students make and create using technology, but it's never been more the case than this last school year. While we have mature 1:1 laptop and iPad programs, this year's explosive growth in student learning through our Innovation Initiative had a major impact on both campuses.

The AISG Board's support of the Innovation Initiative allowed the school to make a major investment which was immediately visible on the first day of classes. Now, students are creating and making extraordinary projects that showcase their learning.

This report shares a few examples. To read even more, please visit the Make-Innovate blog at <http://ramlog.aisgz.org/makeinnovate/>.

The new Innovation Lab was opened at Science Park and since then, nine new 3D printers have been added. Tech coaches worked with teachers in Grades 6 to 12 in the Innovation Lab to show them how to use the new printers, and develop their understanding of the design thinking process.

Amazing products reflecting students' thinking and learning have come out of the lab, including two prosthetic hands, trumpet mouth pieces, helmets, 3D scanned statues of AISG faculty and a whole lot more.



Middle School student learning about the 3D design process with the HS Innovation Coach, 2017

One of the main focuses of the Innovation Initiative was computational thinking and bringing coding to students. Both campuses saw wide-spread use of robots which are coded to execute the students commands.

These opportunities for coding, a precursor to full-blown computer programming, extended from High School students, Middle School to the youngest children at Ersha. At Elementary School students were introduced to coding using the BeeBots. The Sphero round robots are seen routinely in Ersha hallways, used by students to learn math and coding side-by-side. Spheros are used at Science Park by IB Physics students to measure friction coefficients.

In the Middle School students composed music on iPads. In the High School a drone club was started by students. They have created their own requirements for a student pilot license and offer courses to other students wanting to learn to fly. Students have used the drones to take pictures of the AISG campuses and sporting activities, all producing unique high-quality products of their learning. Students in the Electrical Engineering class used the Arduino micro-controller to construct LED arrays and control them using computer programming. This is the same technology used to control building lighting such as the Canton Tower.

These, and other projects, can be found at ramlog.aisgz.org/makeinnovate.

AISG invests heavily in both supporting our own teachers and also sharing with our community of international teachers. In October a record 180 teachers from across China attended AISG's 3rd annual EdTechGZ conference.

In January Asia's first-ever Office 365 Learning Summit was held at Science Park. This further cemented AISG's role in promoting and leading the use of Office 365 in China. 100 educators from China, Australia, India and the US gathered at the AISG event.

Finally, AISG attended the 9th Annual 21st Century Learning conference in Hong Kong. AISG has participated every year since its inception and continues to send presenters to the conference to ensure we remain at the forefront with best practice.



Elementary School students learning with their iPads, 2017

Community Service

Elementary School

The AISG Elementary School (Grade 3-5 students) community service group collaborated with High School Roots and Shoots group and Baiyun Community Centre to conduct fun activities designed to promote language and cultural exchange with local Chinese students from low-income families. Last year at the Winter Bazaar, our community group students, Chinese students from community center, social workers, and AISG teachers all worked together to promote the booth and successfully collected almost RMB4000 in donations and sales. All proceeds went to purchase items for needy, elderly families in the community. Elementary School has now participated in the annual Guangzhou Terry Fox Run for 14 years in a row. Over the past 14 years, AISG has raised funds through the selling of t-shirts and holding of assemblies in the lead up to this community-wide running event.

Middle School

Throughout last year, AISG's Middle School Community Service group worked hard to raise and provide money, resources, and awareness to help charities all throughout China, including Concordia Welfare International, Heifer International, and our most recent charity, Hopeful Hearts. We raise money through competitions, games, and other events that bring the community together in a common goal: to help change people's lives for the better. The support we've given to these charities has provided education, food, and even helped save the lives of people all around China, including children in Guangzhou.

Our first project centered around raising money for girls' education in Shaoguan through the 'Yuan Wars'.

The Yuan Wars was an event where the grades competed against each other to raise the most money for Concordia Welfare International. By the end of a three-week period, the grades worked together to raise over 7,705.6 RMB, which provided three scholarships to high school girls.

The next project organized was for Heifer International, a charity that provides livestock to poor families in rural areas. We hosted a fundraiser called 'Read to Feed', which helped raise money with a similar setup to a walk-a-thon, where people collected sponsors to give them money for every page they read. We raised about 1,300 RMB, enough for two farm animals to be donated to poor families in rural China.

High School

Last year, AISG's community service students were highly active in the Guangzhou, and Guangdong community. Together, they worked with migrant children, helped build houses, created a magazine for Chinese students studying English, organized a community basketball tournament, collected and redistributed clothing to those in need, tutored their peers, and organized high school dances and parties. They also documented events through media; raised funds to support the education of girls; partnered with local schools to organize a variety show; taught English to local students; worked with orphans and those who struggle with mental and physical challenges; raised awareness about environmental concerns, poverty, discrimination, and abuse to animals and cancer.

In SY2016-17, we also welcomed two new groups: Connect4Cancer, and High School Union. C4C reaches out to children who are victims of cancer and High School Union works to bring together local high school and AISG students in a talent show performance.



The AISG community participated in the 14th annual Guangzhou Terry Fox Run, 2016

PTA update

CANADA



International Day hosted by PTA, 2017.

Every parent or guardian who has a child in the school is invited and encouraged to become an active member of the Parent Teacher Association.

The annual PTA events, and the PTA managed Ram Shacks all aim to strengthen our community ties, bridge and celebrate our cultural differences, and fund the annual “resource list” from faculty and staff.

Family Fun Day, September 24th, 2016: This annual event is held at the Science Park Campus and serves as a “meet & greet” for the community as well as providing the opportunity for the student community service groups to kick-off their charity fundraising efforts. Though the PTA does not consider this a fundraising effort, the attendance exceeded expectations and over 20,000rmb was added to the funds.

Holiday Bazaar, December 3rd, 2016: The Holiday Bazaar is the one PTA event of the year that is open to the public. Revenue to the PTA comes from table (space) rental, a lucky draw, and the auction of elementary school “themed” gift baskets. This year, the event raised 130,000rmb.

International Day, April 22nd, 2016: This is the PTA event with the most parent participation, hosting booths with foods or activities from their home countries. The revenue to the PTA from this event comes in the form of donations from each of the booths. In 2016-17 the event netted just over 110,000rmb.

Ram Shacks: Stores at both campuses continue to contribute to the overall funding balance.

“Resource Lists” are requests by the AISG faculty and staff that would enhance the educational experience of our students. “Signature Events” are annual events, usually one for each division, that the PTA funds. Some of the items and events funded by the PTA this year include:

Elementary School:

- Magnetic blocks for Pre-school
- Library furniture and games
- ES Chinese Cultural Festival
- Chinese New Year Lion Dance & acrobatics performance

Middle School:

- 8th Grade Celebration Day
- New Ping Pong tables
- New Library accessories (e.g. microphones, speakers, etc)

High School:

- APAC Awards Night
- Renovating High School Counsellors' Lounge
- White Board Tables for High School Student Lounge

Middle and High School:

- Chinese New Year Lion Dance & acrobatics performance
- Printing of student-designed posters for library

35th Anniversary Celebrations



35th Anniversary

SY2016-17 has been one of tribute and festivities at AISG in celebration of the school's 35th Anniversary. A number of events were held throughout the year to celebrate AISG as the longest-established and only not-for-profit International School in Guangzhou, and the recognized leader of education in South China.



Art Exhibition

The AISG 35th Anniversary Art Exhibition was the first in a series of events as part of the 35th Anniversary celebrations. The exhibition showcased the AISG story written over the course of our 35-year history and featured a photographic display of AISG's milestone achievements as well as a range of student-created artwork from across all divisions.

Theater Opening Ceremony

The AISG Theater Opening Ceremony was held on May 23rd, 2017. The AISG theater is a centerpiece for the Science Park Campus. Students' talents are showcased in this world class facility, with our community able to come together and be connected through world class performances and learning opportunities.



35th Anniversary Gala

The 35th Anniversary Gala was held on Saturday May 13th, 2017 at The Garden Hotel, Guangzhou. More than 500 people from the AISG community attended the event, including Consul Generals, AISG alumni, faculty, parents and corporate sponsors. A total of 276,591RMB was raised, which will go directly towards the enhancement of student programs.

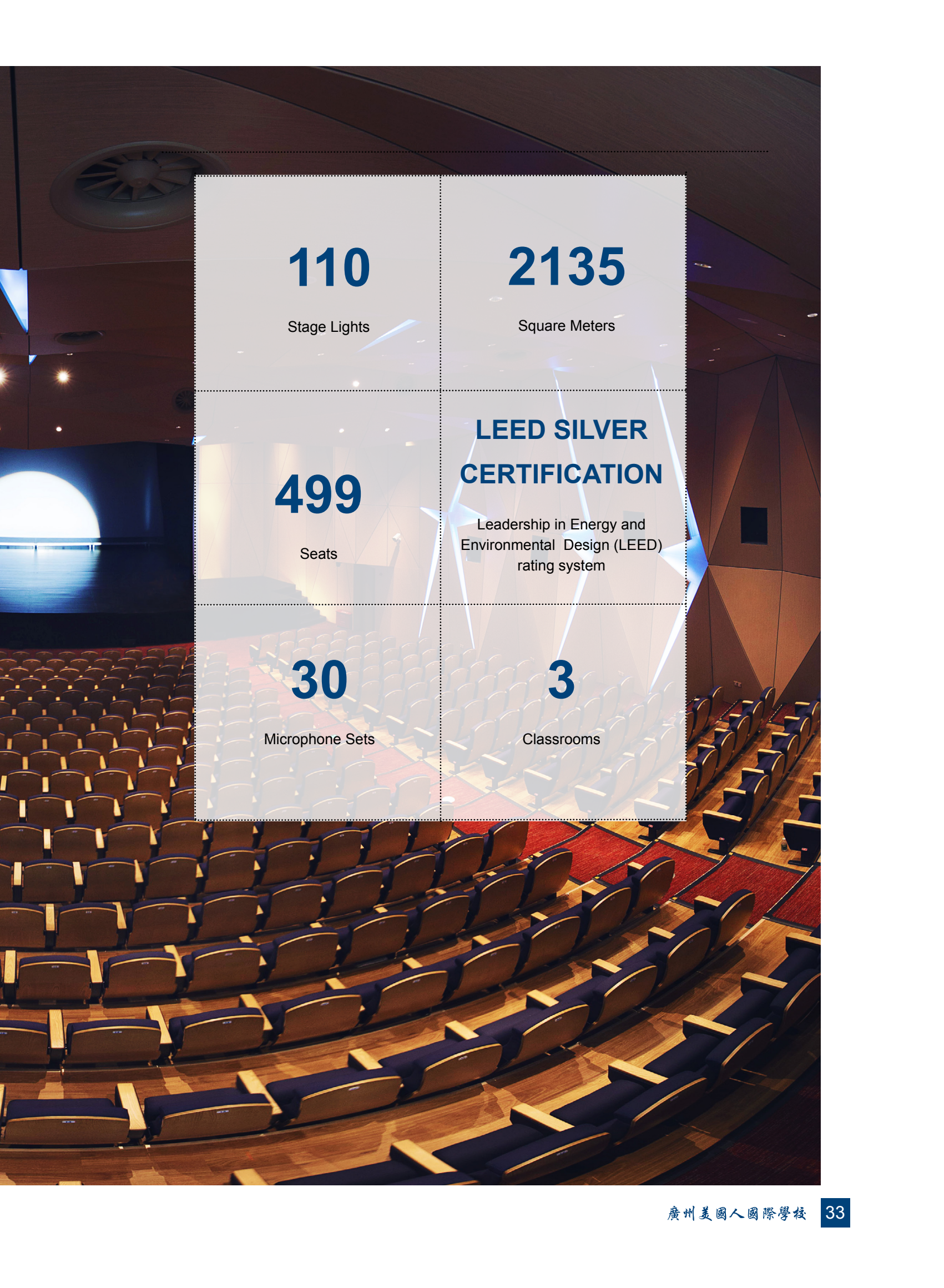
Alumni Reunion

The 35th Anniversary Alumni Brunch was held on May 14th, 2017 at The Garden Hotel, Guangzhou. AISG alumni, current and previous faculty joined our soon-to-be-graduating Grade 12 students in an afternoon of lovely food, drinks and conversation. Nina Schneider, the Inaugural AISG Alumni Award recipient, shared her experience of studying at New York University, and working for the United Nations.



AISG Theater





110

Stage Lights

2135

Square Meters

499

Seats

**LEED SILVER
CERTIFICATION**

Leadership in Energy and
Environmental Design (LEED)
rating system

30

Microphone Sets

3

Classrooms

Finances

AISG is a non-profit school. Its organization and structure enhances the school's responsibility to be good stewards of the its resources.

The School Director of Financial and Operations, under the guidance of the school director, manages AISG's finances and operations. The Board provides financial oversight through the Finance Committee, which is chaired by the Board's Treasurer, and includes Board members and parents experienced in taxes and finances. Annually, AISG hires an international firm of auditors to conduct an external audit. Their report, along with the school's financial statements, are presented to the bi-annual Parent Association Meeting in October.

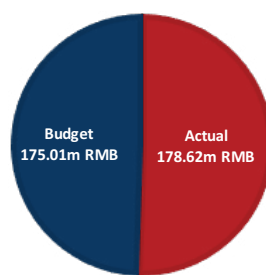
Financial Review

We are pleased to report that our audited financial results for 2016 – 17 school year compare favorably to the budget approved by the board in March 2016. Overall revenues were favorable to budget due to full enrollment despite numerous vacancies at competing schools. Operating expenses were below budget due to savings in salaries and benefits costs, and maintenance costs. Overall, the total surplus amounted to US \$4.4 million favorable to budget. The actual operating income surplus was approximately US \$5 million, or 19 percent of budgeted revenue.

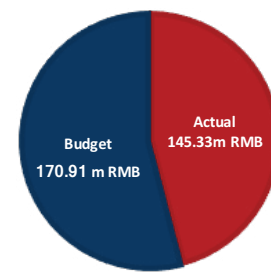
Planned Reserves

The school's reserves are intended to ensure the school's long term financial health. The operating revenue provides a backstop in case of an unexpected decline in enrollment, while the capital reserve underpins the long-term facilities plan. The school's reserves began the 2016 – 17 year with US \$41 million in total funds. The addition of surpluses from fiscal year 2016 – 17 resulted in a total valuation of nearly US \$46 million on June 30, 2017.

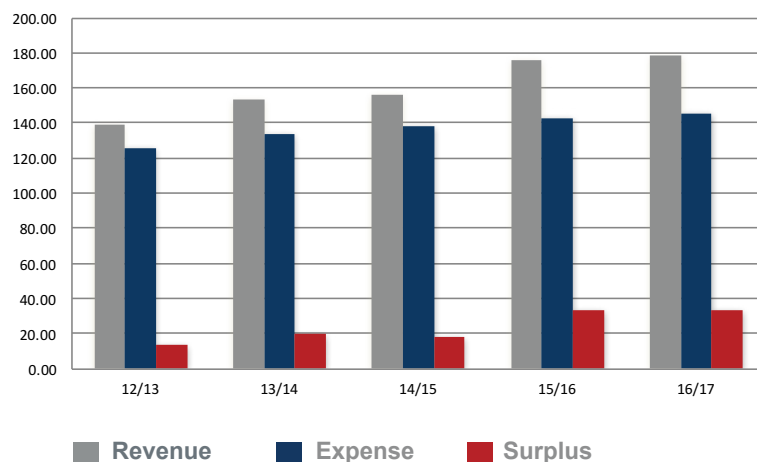
Operating revenues



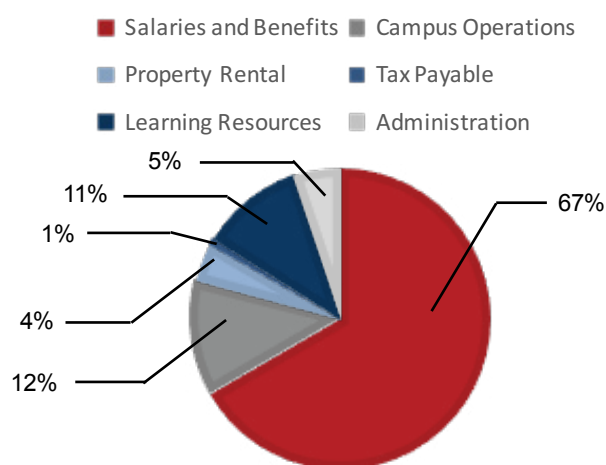
Operating expenses



Operating fund



Operating expenses



*Data as of SY 2016/17



Russell Cooke
 Director of Finance and Operations
 (onboard in school year 2017/18)



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Ersha Island Campus (Preschool - Gr. 5):

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二沙岛校区 (幼儿园至5年级) 地址: 广州市越秀区二沙岛烟雨南街3号邮编: 510105
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Science Park Campus (Gr.6 - 12):

19 Kexiang Road, Science Park, Luogang District, Guangzhou, China, 510663
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