



ANGLICAN INTERNATIONAL SCHOOL JERUSALEM



Annual Report 2023/24

“ The Lord looks down from heaven;
He sees all the sons of man,
from His dwelling place,
He looks closely upon all the inhabitants
of the earth ,
He who fashions the hearts of them all,
who considers and understands
all that they do”

- Psalm 33: 13-15

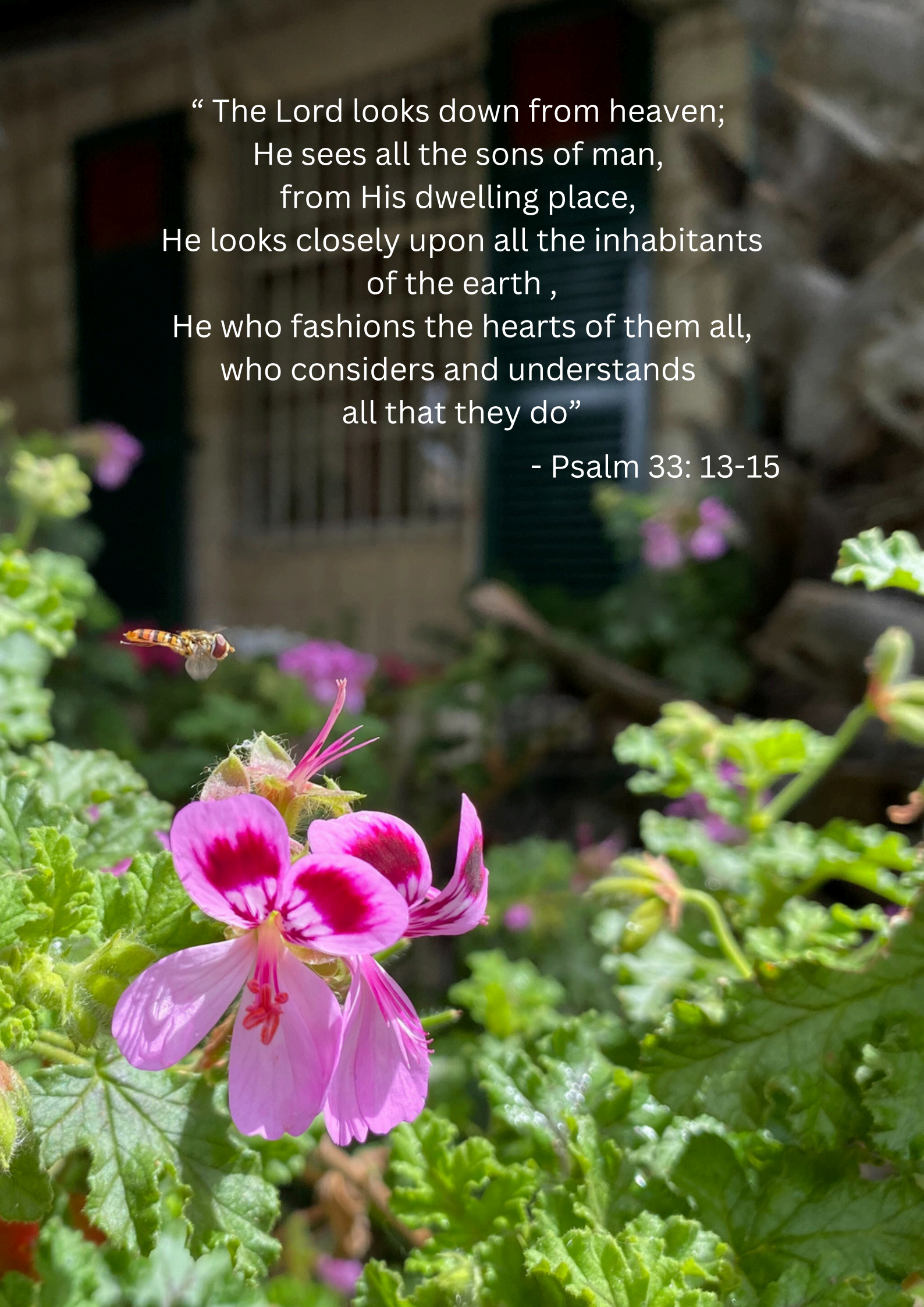


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Revd. Daryl Fenton

Chairman of the School Board

This is my second war. I lived and worked through the Balkan war of the 1990's. Then as now, the proximity of my thoughts and feelings to death and injury compelled me to reflect carefully and often on the meaning of human life. Then as now, the issue arises of the importance of the ideas and activities to which we human beings commit ourselves. My reflections throughout the course of this war, which affect our life together at AISJ, sent me back to a talk delivered in 1939 to Oxford undergraduates. The speaker, Medieval Literature professor C. S. Lewis, said, "Life has never been normal." He titled his address. 'Learning in Wartime.'

Down through the ages of Jewish and then Christian thinking and teaching the biblical idea "Choose Life" is repeated again and again.

This idea always gives rise to questions when living through the emotional flotsam and jetsam of wartime.

"How important is art or music or even learning if we might die tomorrow?" And always as parents and educators we cannot help but ask the question, "How do we protect the children from the emotional and spiritual acids of this current conflict?" Implicit in the questions are the questions, "What about the future?" and "Do I have a future?"

Lewis observed, "A Christian attitude, which can be attained at any age is that of leaving futurity in God's hands. We may as well, for God will certainly retain it whether we leave it to Him or not."

Whether we believe in God or not, the advice is sound and often human beings will choose it. Orchestras were formed in the concentration camps of Nazi Germany. A whole body of poetry emerged from Flanders Fields in WWI. Earnest Hemingway turned the dark experiences of the Spanish Civil war in a novel.

Lewis' conclusion affirms the value of continuing to learn and continuing to do those things that enrich human life. But, as a Christian, he adds one essential idea that can provide a steadying reality in these turbulent times. All beauty and knowledge, "all schemes of happiness that centered in this world alone, were always doomed to a final frustration. Even these frustrations point us to an eternal reality that means that learning, humbly offered to God,...is in its own way an approach to the Divine reality."

In that light, whatever the current circumstances, learning must continue because, in God's economy it need never be wasted.

A Message from the School Director



Sandra Matthews
School Director

The steadfast love of the Lord never ceases; His mercies never come to an end; they are new every morning ; great is Your faithfulness " - Lamentations 3:22-23

Every school year has its unique challenges, but following the events of October 7th, the academic year of 2023-2024 saw unprecedented challenges for AISJ.

Initially the school closed its doors due to security issues, but within 24 hours, the school was able to offer the students online learning.

Within 2 weeks, students were allowed to return to the school site, but with so many students remaining absent, ‘hybrid learning’ was created, which gave students the opportunity to learn on site or online.

In spite of the immense additional work load hybrid learning created for so many school staff, the staff’s commitment to students was unstinting, and I cannot praise the staff of AISJ high enough for their achievements during that period.

During the Spring Term, many previously absent students returned to AISJ, and with new students additionally joining the school, online learning was suspended from January, and all learning returned to being class based.

The dramatic changes that occurred as a result of October 7th, cannot be over stated. External pressures and tensions could sometimes be felt within the school community, yet throughout these challenging times, the staff remained professional and committed to teaching the students in their care.

AISJ is a school that welcomes students from all cultures, faiths, and nationalities. AISJ is an aspirational school that seeks academic excellence for all its learners. But AISJ is also an aspirational school in its vision and values.

AISJ draws its values and vision from Scripture, and the qualities and characteristics we wish to see across our school community are exemplified by St. Paul in his letter to the Galatian church,

Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Qualities such as these are what our students are going to need if they are going to suc-cessfully engage with a hurting and fracturing World, because Global citizens of the future need to be able to conduct themselves with integrity, compassion, understanding, and respect.

Throughout this challenging year , our core values and high aspirations, have held AISJ strong, and this solid commitment to the students in our care, is not something that will ever change.



Sarah Coleman

Head of Elementary

From 2 years until 5 years, children join our Early Years department, where we follow the British Early Years Foundation Stage Curriculum.

The children's natural curiosity is captured within exciting topic work based on the International Primary Curriculum and the children's own interests.

Our Early Years classes buzz with the excitement of learning. We provide a happy and secure learning environment in which every child is valued as a unique individual and enabled to achieve. Our staff are extremely skilled in helping each child to feel at home and to make friends. It is a joy to see how quickly our children from so many different nationalities and with so many different languages relate so confidently to each other and their teachers.

At the end of the Early Years Foundation Stage, the EYFS Profile is used to assess the children according to the Early Learning Goals. Our children consistently achieve well compared to UK schools. Our results are really outstanding, considering that some children only join us in EY2 with little or no spoken English. We have great appreciation that children develop at different rates and our curriculum is designed to meet each one's individual needs. Children's progress is captured through careful observations and teachers are able to plan for their next steps in learning. All this is recorded on our online Learning Journey, (Tapestry).

Over the summer holidays, our outdoor play area underwent a complete transformation, removing old play equipment and surface, and creating a calm, natural learning environment. This supports the idea of 'play being a child's work' and the importance of children having sustained periods of time to develop their learning through play, the teacher's role in this learning process is to skillfully interact with the child to move the learning on.

- Our Early Years classes follow the Early Years Foundation Stage Curriculum supported by the International Early Years Curriculum
- In our Early Years classes approximately 20% are local families and 80% are international
- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured and all mature in every area of development at their own pace and in their own individual ways.
- Standards achieved at the end of EY2 are consistently in line with UK schools.

	Percentage of children with a good level of development	Average number of Early Learning Goals at expected level per child
A.I.S.J.	67%	15.0
U.K comparison	67%	14.1



Elementary Primary Years

This is an exciting stage of education where the children further develop their knowledge, independence and friendships. Through noticing and fostering children's unique strengths and abilities, staff encourage children to challenge themselves, to try new things and develop a love of learning. Strong relationships with parents remain important throughout the primary years, so we continue to work closely with you.

Children in Elementary follow the English National Curriculum supported by the International Primary Curriculum. We have high expectations of all our pupils and put in the support and challenge so that each one can thrive and achieve. PSHE lessons, Religious Education and assemblies help the children consider 'big questions', develop character and create a respectful and happy school.

The engaging and innovative themes of the International Primary Curriculum (IPC) help our children develop international, global and intercultural awareness as well as the development of personal dispositions.

Our clubs programme and caring 'After Care' continues to grow and thrive with a wide range of opportunities on offer including gardening, multi-sports, Musical Theatre and gymnastics along with individual music lessons.

We continue to use Doodle Learning to support work in school and homework. As well as the benefit that children can work at their own pace and the programme generates appropriate learning for each child, the children can also work towards rewards and certificates, which for some children are highly motivating.

Despite a very challenging year, we have tried to keep as many of our special events as we can. Although smaller than usual, we held our Nativity plays for parents along with the Carol Service. We had fantastic Book Week and Sports Day.

At the end of Key Stage 1 (Primary Year 2) and the end of PY6 (Primary Year 6), the children are assessed using the English National Curriculum SATs Tests. At KS2, our children consistently achieve highly compared to schools in England and our progress scores from KS1 to KS2 for those children who go right through Primary are very high.



A.I.S.J. Key Stage 2 SATS results with comparative data 2023

		Reading Writing Maths combined	Reading	Writing	GPS	Maths
At expected standard	AISJ	78%	83%	94%	87%	74%
	England	60%	73%	71%	69%	73%
At higher standard	AISJ	6%	17%	5%	22%	39%
	England	8%	29%	13%	30%	24%

A.I.S.J. Key Stage 1 SATS results with comparative data 2023

*89% English as an Additional Language		Reading Year Two	Writing Year Two	Maths Year Two
At expected standard	AISJ	48%	50%	59%
	England	68%	60%	70%





Devin Mitchell
Head of Secondary

The IB Middle Years Programme (MYP) offers students aged 11 to 16 with an opportunity to evolve into lifelong learners through a stimulating and challenging course of study. The MYP consists of eight subject groups integrated through key concepts and global contexts for learning.

Students are required to study at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and design. In their final year of the MYP, students undertake an independent ‘personal project’ to demonstrate the development of their skills and understanding.

The MYP is a criterion based learning system that concentrates on transferable skill development. The skills that they establish in these years are meant to develop them as strong, independent learners who will thrive in any educational setting. The MYP, along with the dedication and quality of our teachers, provides a very good foundation for the IB Diploma Program.

MYP Session -June 2023

School: 001043 - Anglican International School Jerusalem

Role: MYP Coordinator

Personal Project Results

Number of Candidates 18

Average grade (school)	Average grade (World-wide)	Highest grade grade	Highest grade grade
4.94	4.05	7	3

SAT Mean Scores

Class	No.	Reading	Math
2020	3	623	620
2021	3	530	500
2022	6	622	629
2023	4	546	548

* 67% Non-native English speakers

Secondary DP

The International Baccalaureate Diploma Programme (IBDP) is a challenging two-year curriculum, aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities.

Students can choose to participate in the IB Diploma Programme either as IB Course candidates or as IB Diploma candidates. Candidates for the full diploma must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences, mathematics and either an arts subject from group 6, or a second subject from groups 1 to 5. Additionally, they are required to complete the three components of the IB Diploma core (explained below). IB Course candidates may choose to take from 1-6 IB exams in the subject areas of their choice.

If neither of these options is suitable, the school offers AISJ Options courses. These courses have been developed for students who have a more occupational focus. This means we are able to provide a more complete range of educational options to our community. The AISJ options courses provide students the credits they need in order to receive an American high school diploma.

IB Diploma Candidate Statistics

	2020	2021	2022	2023
Diploma Candidates	10	7	15	10
Diplomas Awarded	9	6	12	6
Bilingual diplomas	1	1	1	2
Mean diploma score	33	29	37	35
Highest diploma score	41	31	45	43
IB Certificate candidates	4	7	1	4
Average course score	5.3	4.6	5.1	4.6

* 67% Non-native English speakers

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AISJ Facilities



School
Garden

School
Gym



School
Cafeteria

School
Library



AISJ Events



Wine
&
Cheese

Christmas
Fair

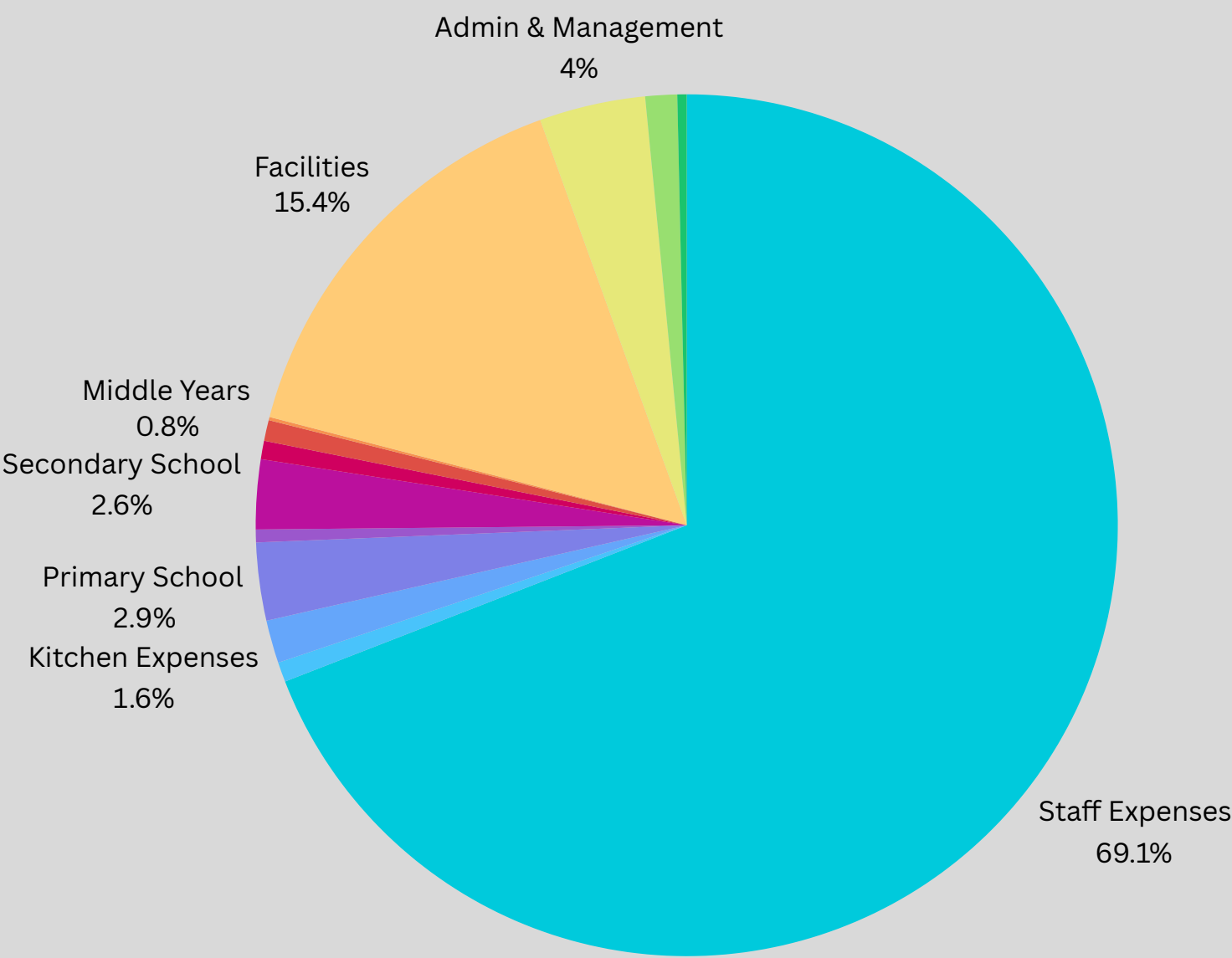


Sports
Day

Book
Week



AISJ Budgeted Expenses 2022-2023



According to School Year August - July

Income	2022/23	2021/22	Expense	2022/23	2021/22
Operating	18,441,008	17,977,969	Operating	18,513,678	16,549,682
Capital	1,847,146	1,780,999	Capital	1,718,402	1,221,125
Total Income	20,288,154	19,758,968	Total Expense	20,232,080	17,770,807

69.10%	Staff Expenses
0.74%	School Expenses All Levels
1.61%	Kitchen Expenses
2.92%	Primary School
0.48%	Early Years
2.61%	Secondary School
0.69%	IB Diploma Programme
0.78%	MYP - Middle Years Programme
0.12%	Extra Curricular
15.44%	Facilities
3.98%	Admin & Management
1.19%	ICT & Communications
0.35%	Finance Expenses - Expense



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