

ANGLICAN INTERNATIONAL SCHOOL JERUSALEM

Annual Report 2024/25

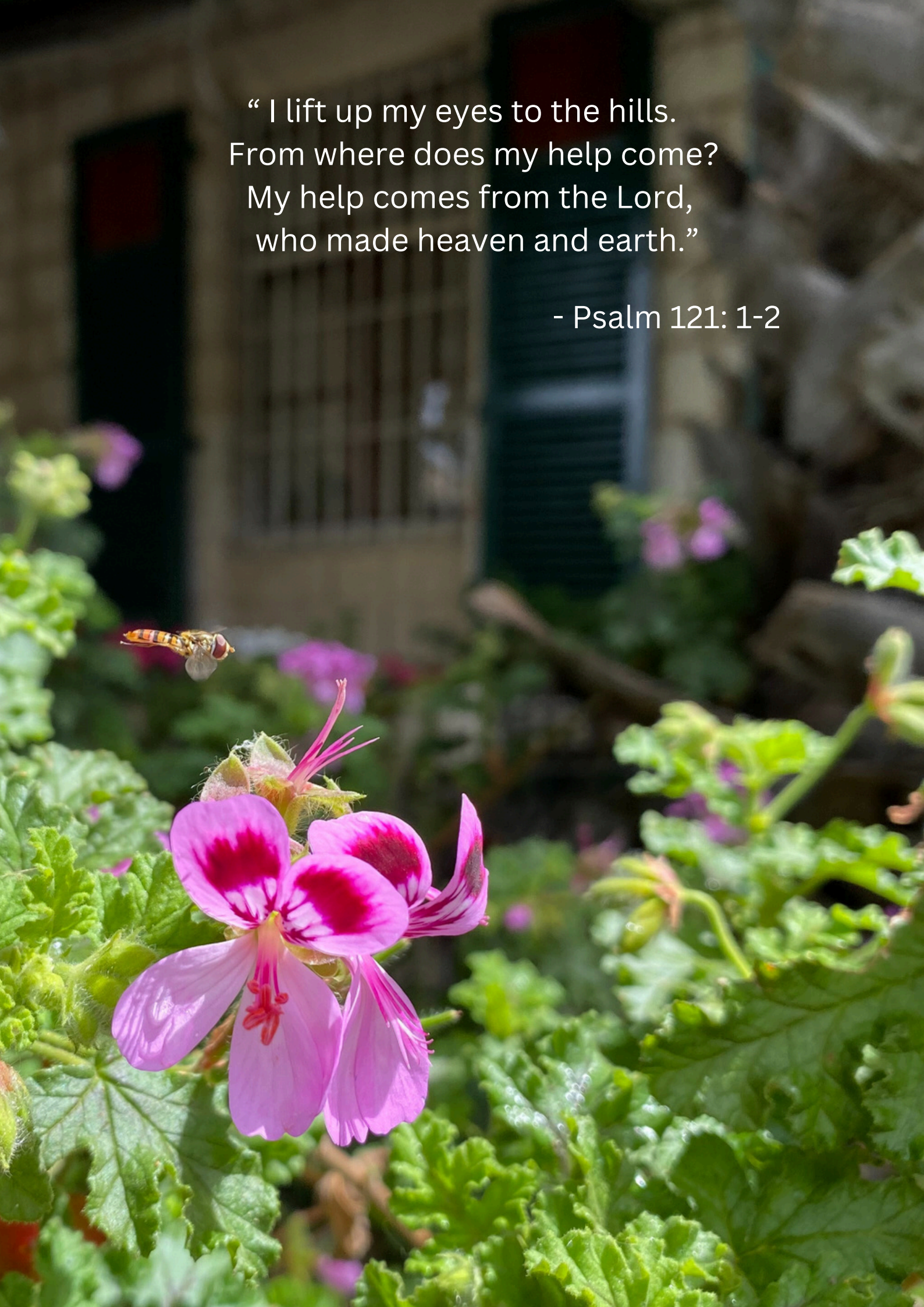

“ I lift up my eyes to the hills.
From where does my help come?
My help comes from the Lord,
who made heaven and earth.”
- Psalm 121: 1-2

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Chair of the School Board



Revd. Daryl Fenton

Chairman of the School Board

For all of us at AISJ this has been a year of hope and hopes dashed. Despite that, with the Lord's help, we have persevered...parents, teachers, and students...with remarkable calm and good humour.

Schools often point to academic testing scores and student achievement as the most important metrics of success. It is, indeed, true that these are requirements of quality education. But we all know that life is more than achievements.

One lesson of this last year must be that the fragility of human life undoes dependance upon achievements alone as the marker of a successful life.

Our board worked hard this year to professionalize our constitution, revise our corporate handbook, and will focus next year on future development.

At each meeting we remarked and offered thanks that a calm goodwill accompanied the school throughout the year. That calm good will is the unmeasured metric of a staff dedicated to character building as well as academics.

Next school year will still prove challenging, I am sure, even if external events improve. We will carry on striving to do our work. It is our hope that this year of struggle and calm will bear fruit in the lives of your children for the rest of their lives.

A Message from the Interim Directors



Devin Mitchell
&
Sarah Coleman

Interim Directors

"For I know the plans that I have for you," declares the Lord, "plans to prosper you and not harm you, plans to give you a hope and a future." Jeremiah 29:11

These words were written by the prophet Jeremiah when the kingdom of Judah was in a situation that was becoming increasingly desperate. The world powers at the time were descending on this small piece of land and the inhabitants had no idea if there would be a future for them.For those who believe the Bible is as applicable today as it was back then, these words stand as a reminder that no matter how difficult our circumstances become, God's plan for us is a wonderful source of hope.

The conditions now may not be as desperate as it was in the time of Jeremiah, but the conflict, as it persists in this part of the world, challenges our sense of security and leaves us all wondering what will be next. None of us know what is to come, but we are grateful to see all that we have already passed through and what we have achieved together as a school.

We have been blessed to receive comments from parents indicating that the school has been a source of peace and security for their children. This is the environment that we have always tried to provide for our students and we are gratified to see that we are succeeding in this, at least by some measure.School standards have continued to improve through the diligent work of our amazing teachers and coordinators.Even as we write these words, our staff is preparing for the upcoming BSO inspection which will accredit the Elementary school for the next three years. In this thorough process, we are able to see all the places in which we have excelled as well as the areas that need improvement. At AISJ, we always strive to improve the already excellent education that we provide.

Thank you to all the parents who have been a constant support for the school. Thank you to the teachers who have been tireless in their pursuit of excellence in education. Finally, thank you to the School Board for being a strong source of encouragement for us as co-directors. We could not have come through these challenges without the support of the whole school community. As co-directors, we believe that AISJ has a hope and a future. We are humbled to have been given the opportunity to lead such an amazing school.

Devin Mitchell & Sarah Coleman

Elementary Early Years



Sarah Coleman

Head of Elementary

From ages 2 to 5 years old, children join our Early Years department, where we follow the British Early Years Foundation Stage (EYFS) Curriculum.

The children's natural curiosity is nurtured through exciting topic work based on the International Primary Curriculum and their 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 their full potential. Our staff are highly skilled in helping each child to feel at home and make friends. It is a joy to see how quickly our children- who come from so many different nationalities and speak so many different languages- can relate so confidently with 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. These outstanding results are particularly impressive, given that some children only join us in EY2 with little or no spoken English. We greatly appreciate that children develop at different rates, and our curriculum is designed to meet each child'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).

Having completely transformed our outdoor play area last year, we have seen a real improvement in the children's level of engagement and focus as they engage in imaginative play, construction activities and exploring the natural world. Our staff have continued to receive high quality, professional development on how to maximize the learning for each class. This year, we have been thinking carefully about good transition between Early Years and Primary Year 1. As part of this change, the PY1 children share the outdoor space at break times, allowing for the benefits of mixed age play. We welcomed 2 new teachers into Early Years; Mrs. Lisa Mohler, a highly experienced teacher as our EY1 teacher, and Ms. Tsivia Turtletaub, having previous experience as assistant in Nursery, became our Nursery teacher.

- **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 each 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. The majority of our children are EAL and many start EY2 with no English**

	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

*58% EAL



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, Fun Factory, German, Choir and outdoor games, along with individual music lessons.

An important development this year has been the introduction of 'HeartSmart', our new PSHE and assembly programme. HEARTSMART is a PSHE curriculum and toolkit that helps to shape an emotionally healthy culture in primary schools. HeartSmart is a resource that builds resilience, emotional intelligence and active empathy in the hearts of children. Mrs. Michelle Loubser, our newly appointed Pastoral Coordinator has been leading this.

Another development over the past 18 months has been to increase the time spent on PE across our Primary classes. There are now PE lessons (and swimming in the Autumn Term), 4 periods each week. We have seen many benefits including increased concentration, development of motor-skills and of course enjoyment.

We have continued to invest in our staff professional development and coaching for teachers. Staff have been developing skills in different assessment techniques and planning for exciting and engaging learning opportunities. We have also continued to access high quality training and opportunities for moderation online.

At 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 starting points for those children who go right through Primary are very high.

A.I.S.J. Key Stage 2 SATS results with comparative data 2024

		Reading Writing Maths combined	Reading	Writing	GPS	Maths
At expected standard	**AISJ**	**62%**	**77%**	**69%**	**77%**	**77%**
	England	61%	74%	72%	72%	73%
At higher standard	**AISJ**	**8%**	**31%**	**31%**	**46%**	**31%**
	England	8%	28%	13%	32%	24%
Average Scaled Scores	**AISJ**		**107**		**108**	**104**
Average Scaled Scores	England		105		105	104



Secondary MYP



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 2024

School: 001043 - Anglican International School Jerusalem

Role: MYP Coordinator

Personal Project Results

Number of Candidates 19

Average grade (school)	Average grade (World-wide)	Highest grade grade	Highest grade grade
4.16	4.00	5	3

SAT Mean Scores

Class	No.	Reading	Math
2021	3	530	500
2022	6	622	629
2023	4	546	548
2024	7	611	605

* 52% 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

	2021	2022	2023	2024
Diploma Candidates	7	15	10	16
Diplomas Awarded	6	12	6	14
Bilingual diplomas	1	1	2	0
Mean diploma score	29	37	35	33
Highest diploma score	31	45	43	42
IB Certificate candidates	7	1	4	1
Average course score	4.6	5.1	4.6	5.0

* 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



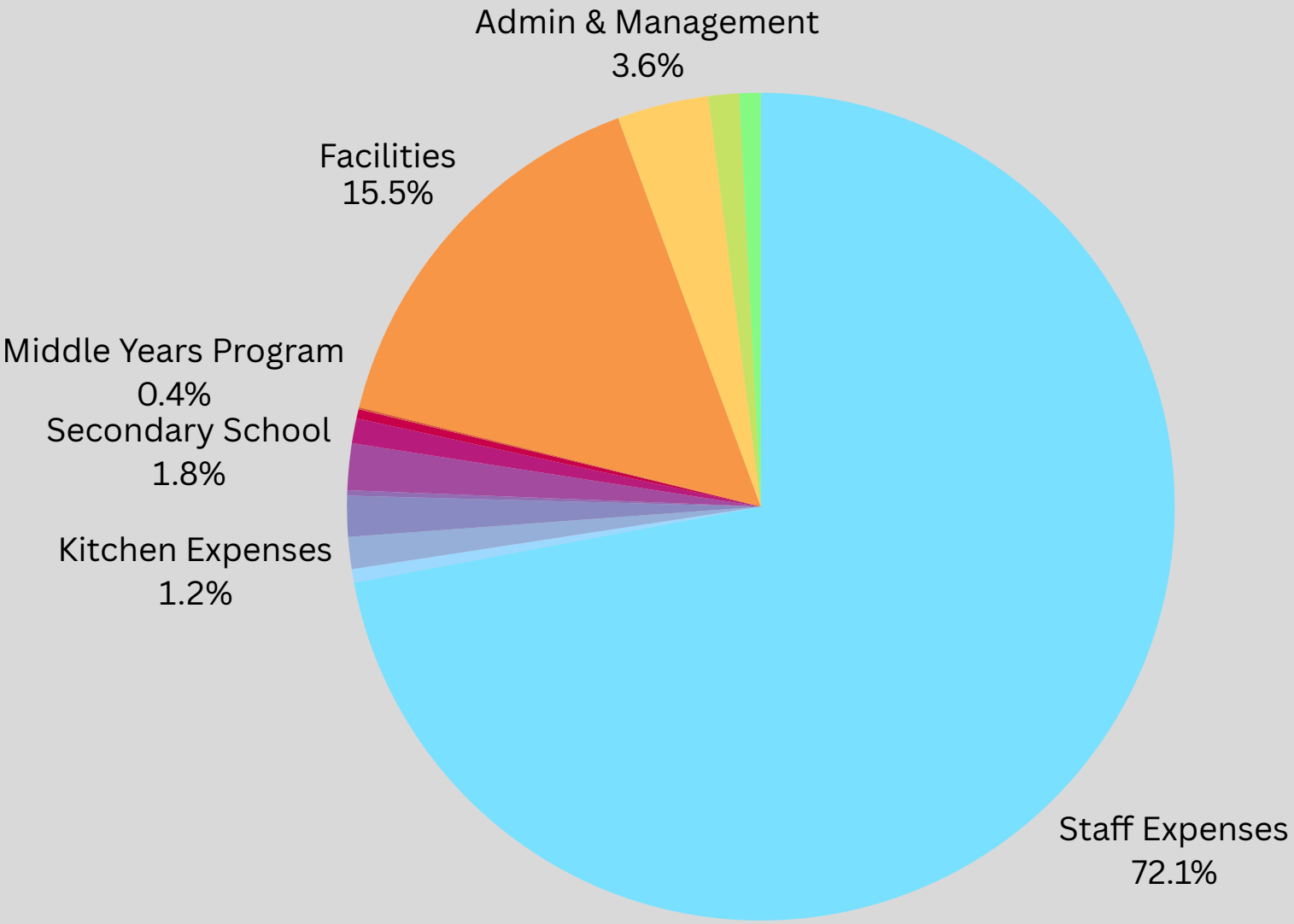


Sports
Day

Book
Week



AISJ Budgeted Expenses 2023-2024



According to School Year August - July

Income	2023/24	2022/23	Expense	2023/24	2022/23
Operating	18,242,930	18,441,008	**Operating**	18,397,665	18,513,678
Capital	1,615,080	1,847,146	**Capital**	1,040,645	1,718,402
Total Income	19,858,010	20,288,154	**Total Expense**	19,438,310	20,232,080

72.06%	Staff Expenses
0.53%	School Expenses All Levels
1.25%	Kitchen Expenses
1.59%	Primary School
0.21%	Early Years
1.82%	Secondary School
0.97%	IB Diploma Programme
0.36%	MYP - Middle Years Programme
0.08%	Extra Curricular
15.54%	Facilities
3.57%	Admin & Management
1.20%	ICT & Communications
0.83%	Finance Expenses - Expense

ANGLICAN INTERNATIONAL SCHOOL JERUSALEM



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