



AISL

American International
School of Lagos

ANNUAL REPORT 2025- 2026



A SCHOOL YEAR IN REVIEW



TABLE OF CONTENTS

5	LETTER FROM THE SUPERINTENDENT
7	LETTER FROM THE BOARD PRESIDENT
9	STUDENT LEARNING RESULTS
14	STUDENT SAFETY
15	ACCREDITATION TIMELINE
17	STUDENT COUNCILS: PRIMARY AND SECONDARY
19	CO-CURRICULAR: ATHLETICS AND ACTIVITIES
22	VISUAL AND PERFORMING ARTS CELEBRATIONS
26	EDUCATIONAL TRIPS
29	STUDENT SUPPORT SERVICES



31

INSPIRING LEARNING ENVIRONMENTS

34

CELEBRATING OUR DIVERSITY

36

ANNUAL EVENTS: NIGERIAN CULTURE DAY AND INTERNATIONAL

38

FACULTY PROFILE

39

PROFESSIONAL LEARNING

41

FINANCES

42

ADVANCING THE AISL MISSION

44

PARENT INVOLVEMENT

46

SPONSORING ORGANIZATIONS/ AISL PARTNERS

47

BUILDINGS AND GROUNDS MASTER PLAN





VISION

Empowering our community of learners to create a just and sustainable world.



MISSION

AISL provides exceptional learning experiences within a global community where all voices count. We spark the inspiration in students to be the best version of themselves so that they can joyously soar on their own paths of learning, growing, leading, and contributing as world citizens.

CORE VALUES



RESPECT

We are considerate of ourselves and others in order to foster an inclusive and equitable environment.



EMPATHY

We honor our diversity, treat one another with kindness, and demonstrate compassion through service.



RESPONSIBILITY

We are accountable for ourselves, others, and our community.



INTEGRITY

We act morally, tell the truth, and feel good about what we do.



COURAGE

We take on life's challenges with resilience and are confident in mind and spirit.





A LETTER FROM THE SUPERINTENDENT

Dear Eagles, friends and family, friends who become family:

It is an honor for me to share with you the American International School of Lagos Annual Report, which includes notable highlights from the 2025-2026 school year and details what we strive to achieve in 2026-2027. At the heart of this report is our community. We are an international school with a 60-year history in supporting students, parents, staff, and alumni. This is our community of learners. Our unwavering enthusiasm, resilience, and love of learning reflect the very best of what we continually demonstrate as both a school and community. We have focused this year on improvements of various types. We have achieved some of these, and others are in progress.

There are further improvements with which we have only drafted and some we have yet to dream of. However, this is only the beginning. Quite literally, this was only my first year at AISL! I have enjoyed this year immensely. I saw the beginning of the IB Middle Years Programme, the addition of a new building on campus with a truly inspirational Secondary Library, and stadium-quality lights on our amazing football field. We have hosted the Association of African Schools (AISA) West Africa Summit, the Lagos Teachers Conference for supporting less-resourced Lagos school teachers, and WAISAL Swimming, Football, and Multi-Sport events, as well as numerous other sporting meets. Most recently, we had the pleasure of seeing the all community performance of The Sound of Music, featuring Primary and Secondary students, parents, volunteers, and staff. We re-modeled our Middle School Trips and provided new experiential learning opportunities. I was even able to travel with our talented Model United Nations High School students. We are an enviable school by many accounts! As one of the oldest international schools on the continent of Africa, we need to continuously improve to be the market leader not just for Lagos, but also for Africa, and for other world-class international schools. This year, we nearly completed our Strategic Plan 2030. A robust plan to focus on learner agency, community engagement, and organizational excellence. At the heart of the plan is a focus on student learning, in the classroom and through co-curricular activities. In order to be the leading school we have the potential to be, we must build opportunities for community engagement, leadership development, and alumni involvement. In order to have a reputation as a leading international school, we have to see ourselves as a leader. We need to be an excellent organization worthy of admiration. We have to improve our communication with parents and alumni, develop our marketing, and tighten our internal systems.



We have already made tremendous progress this year. Through careful analysis of the survey data you provided for our Council of International Schools (CIS) Accreditation process, we have strengthened communication clarity and transparency, focused on the evaluation of our teaching faculty, and improved our safety protocols. This Annual Report gives evidence of our pedigree and our future promise. It shows that we are striving for continuous improvement. None of these accomplishments would have been possible without our outstanding faculty, staff, administrators, parents, and alumni. Our dedication to improving the student experience shines through every day with dedication, heart, and hard work. We make it possible for our Eagles to soar. You have my deepest thanks and gratitude for your immeasurable commitment to our students. I have always believed that the culture of a school is the strongest indicator of student success, in schools I have been a part of in Italy, Mexico, India, and the United States, as well as the schools I have visited and led accreditation teams.

You can feel when a school is flourishing. Our diverse population that makes up our community is our most vital asset. It is what makes us an international school. “The strength of our community and the strength of learning go hand-in-hand.” Malcolm McKenzie said that at my first Board of Directors meeting, “I came to AISL because of the international reputation of the school. I stay because of the people.”

I look forward with great pride and enthusiasm to all that we can accomplish as a community.

With gratitude,
Dr. Dan Love
Superintendent



A LETTER FROM THE BOARD PRESIDENT



Dear AISL Community,

As we conclude another successful academic year, I am pleased to reflect on the achievements, progress, and collective efforts that continue to strengthen the American International School of Lagos.


AISL's success is built upon a shared commitment to excellence by our students, faculty, staff, parents, and leadership team. On behalf of the Board of Directors, I extend my sincere gratitude to every member of our community for their contributions throughout the year. Academic excellence continues to be one of AISL's greatest strengths. Our students consistently perform above global averages in internationally benchmarked assessments, including MAP, Olympiads, and the International Baccalaureate programmes. The recently graduated Class of 2026 has received offers from prestigious universities reflecting the strong academic foundation and opportunities available to our students. The school is currently undergoing the review and renewal process for multiple international accreditations, including those of the Council of International Schools (CIS).

We are also in the final stages of obtaining authorization for the International Baccalaureate Middle Years Programme (IB MYP), which would position AISL as the first school in Nigeria to achieve this important milestone. These accomplishments reinforce our commitment to continuous improvement and international best practice. To further support educational excellence, the school has introduced a structured teacher evaluation and development framework aimed at strengthening faculty growth, retention, and recruitment. The Board fully supports these initiatives, recognizing that exceptional teaching remains the cornerstone of student success.

The Board has also continued to prioritize investment in our facilities and learning environment. During the year, several important capital projects were successfully completed, including the High School Library building and the refurbishment of annexed classrooms, both delivered on schedule.

Looking ahead, the Board has approved the next phase of campus improvements, including the development of a new Primary Library, additional classrooms, a new Administrative Block, and the refurbishment of the Gymnasium. These projects represent an important investment in the future of AISL and will further strengthen our learning environment for years to come.





We were also pleased to recognize and celebrate individuals and organizations whose generosity and commitment have supported AISL over many years. Their contributions have played a significant role in helping the school achieve its mission, and we extend our sincere appreciation for their continued partnership.

Health, safety, and well-being remain among the Board's highest priorities. Throughout the year, management has implemented several initiatives to enhance campus safety and support student and staff welfare. The Board continues to monitor these efforts closely and remains committed to ensuring that AISL provides a safe, secure, and nurturing environment for all members of our community.

This year also marks an important milestone as our Strategic Plan 2025 reaches its conclusion. Over the past five years, the plan has provided a clear framework for growth, innovation, and institutional advancement. The Board considers the plan to have been highly successful in guiding AISL through a period of significant achievement and development. The school is in an advanced stage of developing its next three to five year plan and looks forward to engaging with the wider community as we collectively shape the future of AISL.

As we look ahead, we remain confident in the school's direction and optimistic about the opportunities before us. AISL continues to be recognized as one of the leading international schools in the region, and we are committed to ensuring that it remains a place where students thrive academically, socially, and personally.

On behalf of the Board of Directors, thank you for your continued trust, support, and partnership. Together, we will continue building a stronger future for AISL and the generations of students who will benefit from its excellence.

Sincerely,
Nitin Senan
President, Board of Directors



STUDENT LEARNING RESULTS (IBDP)

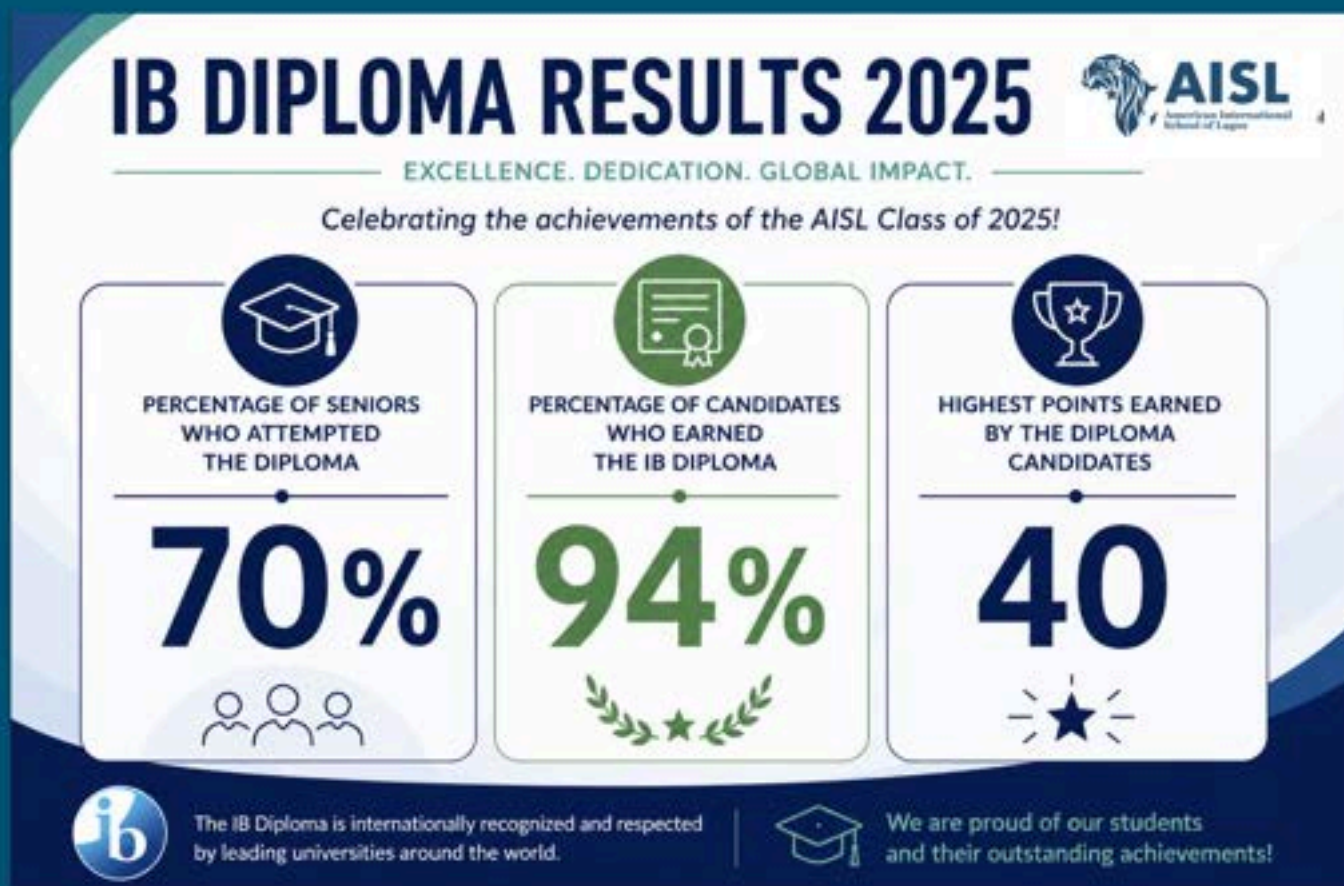
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP) RESULTS

At AISL, the International Baccalaureate Diploma Programme (IBDP) enriches students' educational experience by offering a rigorous, comprehensive, and integrated course of study during the final two years of high school.

Our IB programme is fully inclusive, and no student is excluded from pursuing the full diploma. We encourage all students to challenge themselves academically and take pride in every student who undertakes the full diploma journey, regardless of the final outcome.

The IB Diploma is awarded to students who earn a minimum of 24 points while meeting the required standards of achievement across the programme and demonstrating satisfactory completion of the IB core components: Creativity, Activity, and Service (CAS), Theory of Knowledge (TOK), and the Extended Essay (EE). The maximum score attainable in the Diploma Programme is 45 points.

The IB Diploma is internationally recognized and highly respected by leading universities around the world, reflecting the programme's strong emphasis on academic excellence, critical thinking, research, intercultural understanding, and holistic student development.



STUDENT LEARNING RESULTS (MAP)



MEASURES OF ACADEMIC PROGRESS (MAP) RESULTS

At AISL, we use the NWEA Measures of Academic Progress (MAP) assessment to evaluate student achievement and growth in reading, language usage, and mathematics for students in Grades 2–10. MAP data enables us to monitor student progress over time and supports teachers in designing targeted, data-informed instruction.

AISL has consistently administered MAP assessments each fall and spring, with results demonstrating student performance above NWEA normative averages. This year, the school introduced MAP Science as a pilot assessment in Secondary Grades 6, 8, and 10. Building on the success of the pilot, MAP Science will be expanded to all secondary grade levels next year as part of the school’s regular MAP assessment program.

Historical data from Fall 2022 through Fall 2025 indicates that AISL students continue to outperform peers in both international schools globally and schools within the Association of International Schools in Africa (AISA) network.

To strengthen understanding and engagement within the AISL community, Parent Coffee Mornings were organized to explain the purpose of the MAP assessment and guide parents in interpreting the Family Growth Report. In addition, data-informed professional conversations were facilitated for teachers in Grades 2–5 in the Primary School, as well as for English and Mathematics teachers in the Secondary School, to deepen instructional decision-making and support student learning outcomes.

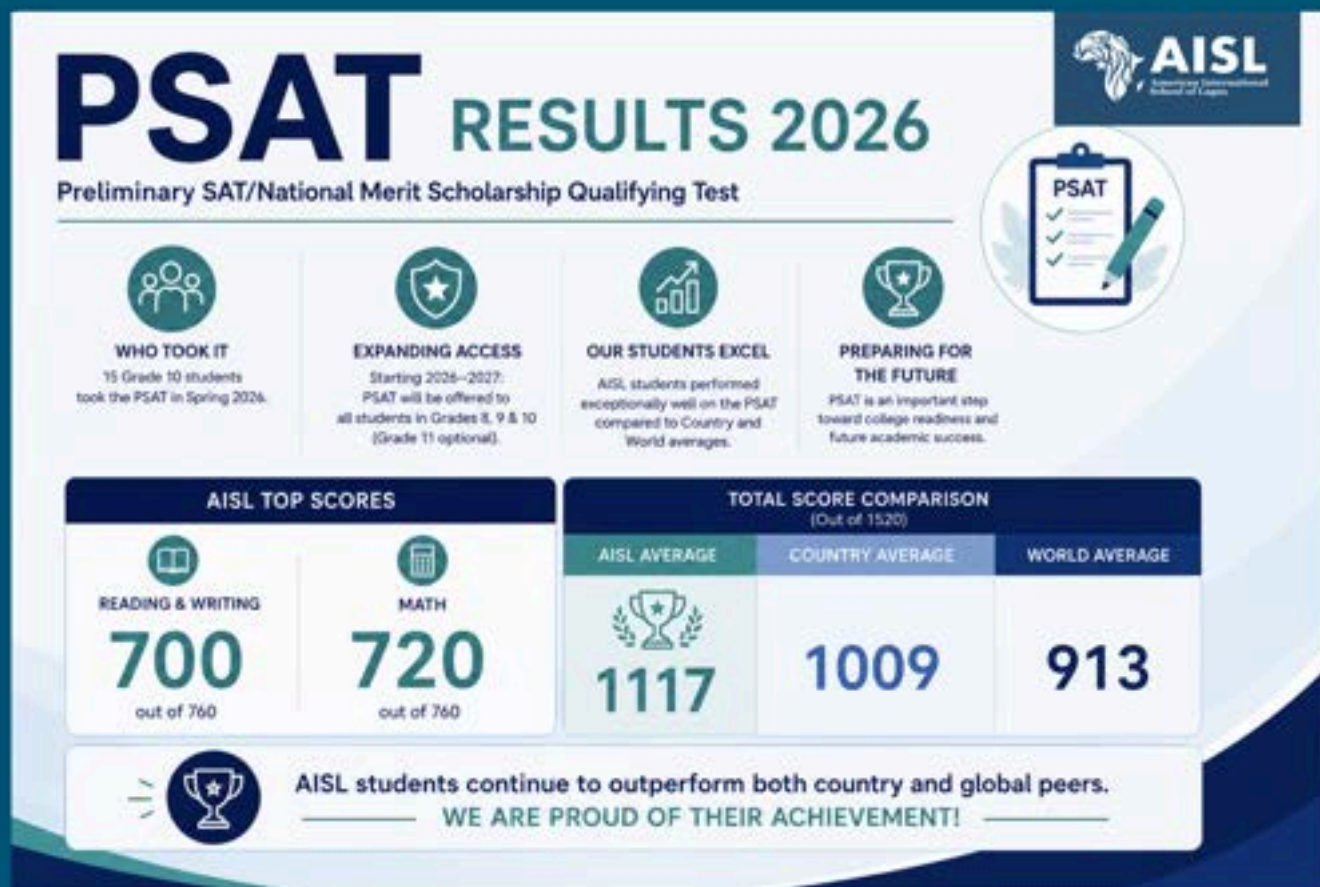


STUDENT LEARNING RESULTS (PSAT)

PSAT RESULTS

AISL reintroduced the PSAT this year for Grade 10 students. As this was the first year of implementation, participation was optional, with 15 students taking the examination this spring. Building on this successful reintroduction, AISL will expand the PSAT program next year to include all students in Grades 8, 9, and 10, while maintaining optional participation for Grade 11 students.

Our students performed exceptionally well on the PSAT, with AISL average scores exceeding both national and global benchmarks, as reflected in the comparative data below.



COLLEGE BOARD TEST CENTER

AISL is a registered College Board Test Center, which means that we are authorized by the College Board to administer the PSAT/NMSQT, SAT, and AP exams on the scheduled dates throughout the year.

CUMULATIVE UNIVERSITY ACCEPTANCES

Members of the Classes of 2021-2026 were accepted to and are attending the following colleges and universities:

UNITED STATES OF AMERICA

American University
Arizona State University (Tempe)
Barry University
Baylor University
Becker College
Beloit College
Bemidji State University
Bentley University
Boston College
Boston University
Brown University
Cal Poly, Pomona
California State University, Long Beach
California University of PA
Case Western Reserve University
Colorado State University Fort Collins
Cornell University
DePaul University
DePauw University
Drexel University
Duke University
Embry-Riddle Aeronautical University
Emory University
Emerson College
Florida Institute of Technology
Fordham University
George Mason University
George Washington University
Georgetown University
Georgia Institute of Technology
Georgia State University
Hult International Business School
Illinois Institute of Technology
Illinois State University
Indiana University (Bloomington)
Indiana University of PA
Iowa State University
Ithaca College
Kalamazoo College
Loyola University Chicago
Macalester College
Marshall College
Marist College
Miami University Ohio
Marymount University
Miami University (Oxford)
Mesa Community College
Michigan State University
Michigan Technological University
New Jersey Institute of Technology
New York Institute of Technology
New York University
Norfolk State University
North Carolina State University
Northeastern University
Northwestern University
Pacific Lutheran University
Penn State University
Purdue University
St. Michael's College
Seattle University
Siena College
Southwestern University
St. Cloud University
Stephen F Austin State University
St. John's University, New York
St. Olaf College
SUNY, Albany
Swarthmore College
Suffolk University
Syracuse University
Temple University
Texas A&M University
Texas State University
The Ohio State University
The University of Tampa
The University of Texas at Dallas
The University of Texas at San Antonio
The New School
Tufts University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara
University of Illinois, Urbana-Champaign
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of Nebraska, Lincoln
University of Nebraska, Omaha
University of North Carolina, Chapel Hill
University of North Dakota
University of Rochester
University of Southern California
University of Virginia
University of Washington, Seattle
University of Wisconsin, Madison
Washington University
Wesleyan University
Western Michigan University
Whitman College
Worcester Polytechnic Institute

UNITED KINGDOM

Aberystwyth University
 Alliance Business School
 Birmingham City University
 Cardiff Metropolitan University
 Cardiff University
 City St George's, University of London
 Concordia University
 Coventry University
 Hartpury University
 Newcastle University
 St. Mary's University
 Swansea University
King's College London
 London Metropolitan College
London School of Economics
Loughborough University
Manchester Metropolitan University
 Royal Holloway, University of London
SOAS University of London
 University College London
University of Bath
 University of Birmingham
 University of Bradford
 University of Brighton
University of Bristol
University of Essex
University of Exeter
University of Glasgow
University of Leeds
University of Leicester
 University of Lincoln
University of Manchester
 University of Northampton
 University of Nottingham
 University of Salford
 University of Sheffield
University of Southampton
University of Strathclyde
University of Stirling
University of Surrey
University of Sussex
University of the West of England
University of West London
University of Warwick
University of Winchester
University of Worcester
 University of York
 York St. John University

CANADA

Brock University
 Carleton University
 Concordia University
 Lakehead University
 McMaster University
Mount Allison University
 Queen's University
 Seneca College
Toronto Metropolitan University
Trent University
 University of Alberta
 University of British Columbia
University of Calgary
 University of Guelph
 University of Manitoba
 University of Ottawa
University of Prince Edward Island
University of Toronto
University of Waterloo
Western University
 Wilfred Laurier University
 York University

EUROPE AND THE MIDDLE EAST

American University of Beirut
 Constructor University
 Ecole Hoteliere de Lausanne
 Erasmus University College
 Franklin University
IE University
International University of Cataluna
John Cabot University
 Leiden University
Maastricht University
 Queen Margaret University
Royal College of Surgeons Ireland
 University College Utrecht
University College Roosevelt
University of Groningen
 University of Twente
 VU Amsterdam
 Webster University, Geneva
 WHU, Beisheim School of Management



CHILD PROTECTION AND SAFEGUARDING

Child Protection and Safeguarding remained a key priority at AISL throughout the year. The school strengthened its safeguarding systems through the purchase and activation of the MyConcern platform, enhancing documentation, communication, and follow-up processes. Our Child Protection Officers continued their professional learning through training with the International Centre for Missing and Exploited Children (ICMEC) and The Association of International Schools of Africa (AISA), while all faculty engaged in increased child protection training across the school year, including required beginning of year sessions and ongoing professional development opportunities.

AISL also became a member of the Global Safeguarding Collaborative, further reinforcing our commitment to best practices in safeguarding. Students from EC through Grade 12 continued to receive age-appropriate Child Protection lessons led by counselors, helping build awareness, confidence, and trusted reporting practices. In addition, safeguarding visibility across campus increased through the placement of posters and reporting information throughout the school.



ACCREDITATION TIMELINE

CIS - MSA ACCREDITATION

AISL has maintained a long-standing commitment to quality assurance through international accreditation. The school has been accredited by the Council of International Schools (CIS) and the Middle States Association of Schools and Colleges (MSA) for more than 16 years. Following its most recent reaccreditation in 2022, AISL is now preparing for the next reaccreditation cycle, as the current five-year term concludes in 2027.

As part of this process, AISL hosted a Preparatory Evaluation Visit from March 25–27, 2026, conducted by a two-member CIS-MSA team. During the virtual visit, the evaluators engaged with a broad range of stakeholders—including students, faculty leaders, parents, and members of the Board—gaining valuable insights into the school’s culture, systems, and practices.

The visiting team found that AISL’s guiding principles, policies, and procedures—the foundational cornerstones of the school—are firmly in place and well aligned with its mission and vision. Based on their findings, they recommended that AISL proceed to the next phase of the accreditation process: the comprehensive self-study.

As one team member reflected:

“What this visit reinforced is that while virtual accreditation may change the medium, it does not have to diminish the message. When a school has a deep sense of community, is clear in its purpose, grounded in its values, and united in its commitment to students, its essence comes through, screen or no screen. AIS Lagos is a vibrant living and learning community where students thrive—joyfully, authentically, and as part of something greater than themselves. They are AISL.”

During the visit, the CIS-MSA team also facilitated workshops with the leadership group, helping identify three key developmental priorities and guiding the structure of the self-study process to support implementation and measure impact.



ACCREDITATION TIMELINE

Over the next school year, AISL will undertake a comprehensive self-study centered around three identified learning priorities:

- **Organizational Excellence**
- **Learner Agency**
- **Community Engagement**

This process will culminate in a full CIS-MSA accreditation visit in the spring of 2027. A four-member CIS-MSA evaluation team will visit the school to review evidence related to these learning priorities, along with other aspects of school life and operations, before making a recommendation regarding AISL's reaccreditation.

GLOBAL ACCREDITATION AND MEMBERSHIPS:

AISL is fully accredited by the Council of International Schools and the Middle States Association of Colleges and Schools. The International Baccalaureate Organization (IBO) has authorized AISL to offer the Middle Years Programme and the IB Diploma Programme. Additionally, AISL has an ongoing cyclical review of curricular needs and academic programs.



STUDENT COUNCIL (PRIMARY)

This year, our Grade 3-5 Student Ambassadors led a range of authentic leadership experiences that strengthened student voice and created meaningful opportunities for students to shape school culture and community life. To support their peers in building stronger classroom communities, they planned and facilitated weekly Morning Meetings informed by ideas and feedback gathered from classmates. They also designed and led a school-wide assembly on leadership, emphasizing that leadership is about actions and choices rather than titles. Student Ambassadors extended this work through read-alouds and conversations with younger students focused on leadership, integrity, and Earth Care.

Throughout the year, Student Ambassadors promoted AISL's Core Values by organizing activities, including the Core Values Week, that helped connect these values to students' daily experiences.

The Student Ambassadors also took the lead on several school-wide projects. They planned and coordinated Earth Week, including a one-hour power shutdown, awareness activities, and a Gratitude Hour honoring AISL's custodial staff, during which students created thank-you cards and custom t-shirts to recognize their important contributions to the school community. They also helped design and facilitate the 'Superintendent for a Day' voting process.

In ongoing collaboration with students from Tarkwa Bay, they continued to work on the 'Right to Play' mural as a shared symbol of partnership between the two schools, while also building friendships through collaborative play experiences. They also met with the incoming principal to share perspectives and answer questions, ensuring that Primary student voices helped inform school leadership.

Throughout the year, Student Ambassadors demonstrated that leadership can be grounded in service, empathy, and action. Through their work, they strengthened student voice, promoted AISL's Core Values, and contributed meaningfully to both the school community and the wider Nigerian community.



STUDENT COUNCIL (SECONDARY)

SECONDARY COUNCIL

The councils in the secondary school include the National Honor Society, National Junior Honor Society, National Arts Honor Society, the Middle School Student Council, the High School Associated Student Body, and the Service Council. These provide ample opportunities for students to join a leadership body and serve the school in various capacities.

Numerous events took place through these bodies that engaged students in service through Thanksgiving celebrations for our custodial staff, book drives, oration of assemblies and pep rallies, various team-building activities, and our SET clubs, which culminated in two community engagement days over the course of the year.



A ROBUST CO-CURRICULAR PROGRAM

AISL offers a robust co-curricular program to students in Kindergarten through Grade 12 over the course of three trimesters. Students have an opportunity to discover new areas of interest, engage in healthy competition, and pursue their passions by participating in a range of activities during the school day and after school.

During the 2025-26 school year, AISL offered the following sports and activities.

Sports/Movement	The Arts	Technology/Games	Leadership / Global Citizenship
 <ul style="list-style-type: none"> Basketball Soccer Volleyball Swimming Track and Field Karate Pickleball Taekwondo Table Tennis Boxing Handball Cheerleading Gymnastics Yoga Mindful Breath and Movement Fencing Jump Rope 	 <ul style="list-style-type: none"> Drama Ballet Hip Hop Dance Beads and Crochet Hair and Makeup Piano Voice Lessons Band 	 <ul style="list-style-type: none"> Robotics E-Sports Photography STEAM Coding Coding and Programming Chess Design Drones Math Counts 	 <ul style="list-style-type: none"> Nigerian Culture and Language Cooking Boy Scouts Girl Scouts Model United Nations Green Eagles ES Student Council MS Student Council HS Service Council HS Associate Student Body National Honor Society National Junior Honor Society

STUDENT PARTICIPATION



AFTER SCHOOL
ATHLETICS/ACTIVITIES







SATURDAY SPORTS

Throughout the year our younger AISL student-athletes participated in Saturday Sports. Coaches worked with students to develop their talents and skills in the following sports:

Trimester 1 - Soccer, Swimming

Trimester 2 - Basketball, Swimming

Trimester 3 - Soccer, Swimming

Saturday practices are also provided for our in season Secondary WAISAL Activities.

Trimester 1 - Volleyball, Swimming

Trimester 2 - Soccer, Swimming

Trimester 3 - Basketball, Swimming





WEST AFRICAN INTERNATIONAL SCHOOLS ACTIVITIES LEAGUE (WAISAL)

AISL is a member of the West African International Schools Athletics League (WAISAL). During the course of the year, AISL student-athletics competed in the following WAISAL events:

MS/HS Swimming at AISL

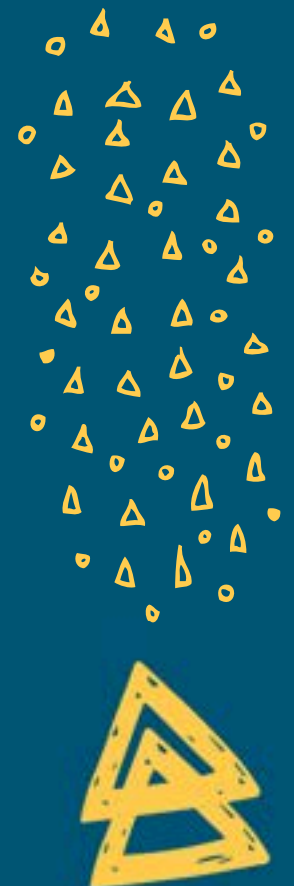
HS Volleyball at International School of Dakar (Senegal)

HS Basketball at Lincoln Community School (Ghana)

HS Soccer at Lincoln Community School (Ghana)

MS All Sports Festival at American International School of Lagos

MS Football at American International School of Abuja (Nigeria)







WAISAL HIGHLIGHTS

MS Multi-Sport- Overall Champion of Boys and Girls Competition

Swimming - Multiple individual medals, 3rd Place overall Team Score

Volleyball- HS Girls - 1st - Boys placed 2ND

Basketball- HS Boys placed 4th

Soccer- HS Boys placed 3rd

AISL HOSTS WAISAL SWIMMING AND MS MULTI-SPORT TOURNAMENT

AISL also hosted WAISAL High School + Middle School Swimming in December and Middle School MultiSport (Volleyball + Basketball) in May. Student-athletes representing five WAISAL schools spent three days competing at AISL.

Participating Schools:

American International School of Lagos

American International School of Abuja (Nigeria)

International School Dakar (Senegal)

Lincoln Community School (Ghana)

International Community School of Abidjan (Cote D'Ivoire)





EDUCATIONAL TRIPS



STUDENT TRIPS & EXCURSIONS

Students represented AISL internationally in a variety of international school events that enhanced the AISL curriculum and provided them with memories to last a lifetime.



EDUCATIONAL TRIPS



This year, members of the school took trips for various purposes. We took a Model United Nations trip to Rome, Italy in order to participate in one of the central MUN conferences in Europe. Despite challenges with the Iran conflict happening simultaneously as the return trip, and incredibly agile actions from the leadership on the trip including Dr. Love, and Dr. Ashiru, the trip was a success.

Grade 6 – European Space Center, Belgium

Grade 6 students embarked on an exciting STEM-focused adventure at the European Space Center in Belgium. Through hands-on activities and immersive simulations, students explored the challenges of space exploration, experienced anti-gravity simulators, and worked together in a Mission Control exercise to launch and land a space shuttle. The trip brought classroom learning to life while fostering collaboration, problem-solving, and curiosity about science and technology.



Grade 7 – Village Camps, Switzerland

The Grade 7 trip to Switzerland combined outdoor adventure with personal growth. Students developed teamwork, resilience, and confidence as they learned survival skills, navigated challenges on a high ropes course, and participated in a variety of group activities. A visit to a local chocolate factory offered a taste of Swiss culture and craftsmanship, making the experience both educational and memorable. The trip encouraged students to step outside their comfort zones while strengthening friendships and independence.



EDUCATIONAL TRIPS



Grades 9–11 – Paris Cultural Trip, France

Students in Grades 9–11 traveled to Paris for a rich cultural and educational experience that deepened their appreciation of French language, history, and the arts. Highlights included visits to iconic landmarks such as the Louvre Museum and the Eiffel Tower, where students engaged directly with some of the world's most celebrated cultural treasures. By navigating daily life in a French-speaking environment, students also had the opportunity to apply their language skills in authentic contexts, bringing their classroom learning to life while broadening their global perspectives.



STUDENT SUPPORT SERVICES

LEARNING SUPPORT



American International School of Lagos values diversity and strives to create an inclusive and supportive learning community. The Student Support Services program is designed to give every student access to learning opportunities. By fostering a caring and inclusive environment, the school encourages students to grow into confident, independent learners who are prepared to thrive in a global world.

COUNSELING



AISL continues to have three counselors who engage students in our social and emotional learning curriculum and provide students with social/emotional support to help students find success in the classroom. The academic and university counselor also provides career/university advising to help students find the right path for them after high school.

ENGLISH AS AN ACADEMIC LANGUAGE (EAL)



AISL employs English language learning specialists who provide instruction and support to students developing their academic English language acquisition.

HEALTH SERVICES



AISL partners with International SOS and maintains a fully equipped health office on campus. The office is staffed with a full-time medical doctor and a full-time nurse who provide health services including monitoring student health and well-being. They also support our annual eye exam screener for students in grades EC-2.

MATH ENRICHMENT



Through its multi-tiered systems of support, AISL offers enrichment and extension for identified students. Enrichment is offered in grades 2-10 in the area of math. We also have a Math Olympiad Team, inclusive of grades 4-8.

OCCUPATIONAL THERAPY



For a second year, AISL has partnered with Brittany Rose, a United States National Board Certified Occupational Therapist, to offer Occupational Therapy services on campus. With over a decade of experience in schools and clinical settings, Ms. Rose provides her expertise every Monday and Wednesday. She plans to continue services at AISL next school year.



SPEECH THERAPY



AISL continues to partner with Mr. Sam Chidiak to provide Speech Therapy on campus. Mr. Sam is a qualified Speech Therapist who trained and practiced as a speech therapist for many years in Lebanon before moving to Lagos in 2020. Mr. Sam is available on campus on Tuesdays and Thursdays. He plans to return to AISL next year.

BEHAVIOR INTERVENTIONIST



This school year we hired a qualified behavior interventionist, Maria Housseiny. She is from Lebanon, holds a degree in Clinical Psychology, and is an ABA technician. She has been working with a select group of students to help create and modify behavior intervention plans.

LEARNING INTENSIVE FOCUS TEAM (LIFT)



The LIFT Program is a personalized pathway designed to support students in building independence, strengthening well-being, and ensuring meaningful inclusion and participation in all aspects of school life. As the number of students with specialized needs continues to grow, the program is also expanding to meet a broader range of learning profiles and support requirements.

Some students will follow an individualized pathway toward independence through a Life Centered Education (LCE) program, with three students expected to be on this pathway next year. Over the summer, a dedicated life skills space will be developed to provide hands-on learning opportunities that support the development of practical skills for independent living. This space will also be available for ASAs, classroom instruction, and small group learning beyond the LCE program, maximizing its use across the school. Drafts of the necessary documentation and handbook sections have already been prepared and with hopes of being finalized in the coming year.



DEFINITION OF HIGH-QUALITY LEARNING (PRIMARY)

High-quality learning in the Primary School focused on research-based instructional practices, student-centered experiences, and meeting every learner's needs. This year, teachers enhanced their implementation of the Science of Reading using UFLI Foundations for Early Childhood to Grade 2, supported by ongoing professional development from Erin Kent Consulting. This strengthened foundational literacy instruction and ensured consistency in reading development across grades.

The development of Approaches to Learning (ATL) skills remained a key focus, with explicit teaching of communication, social, self-management, research, and thinking skills integrated across subjects. This approach fostered independent, reflective, and self-regulated learners.

STEAM learning was woven into units of inquiry from Early Childhood to Grade 5, where students tackled real-world challenges, developed creative solutions, and honed critical thinking and problem-solving skills through collaboration and innovation.

Social-emotional learning was prioritized, expanding the Second Step curriculum to include Early Childhood 1 and 2, ensuring all students from EC to Grade 5 received instruction in social-emotional competencies. Bi-weekly counseling lessons supported personal growth and relationship skills, while monthly assemblies promoted student leadership and reinforced school values.

Student learning was assessed through various methods, including observations, projects, performance tasks, and MAP Growth assessments. This data informed instructional planning, supported differentiation, and tailored teaching to meet diverse learner needs.



DEFINITION OF HIGH-QUALITY LEARNING (SECONDARY)

The learning in the secondary school included learning in various spaces and in various modalities. This was enhanced by advisory, a space where learning took place collaboratively in the social emotional realm. The implementation of the Middle Years Program further enhanced the curricular standards previously employed and allowed the school to build on shared language and pedagogy throughout the 6 - 10 program. The Diploma Program continues to be a strong element in the school with various milestones reached and shared with the community including the Theory of Knowledge exhibition, Creativity, Activity and Service projects, and the exams, which were treated as a communal event all staff could celebrate.

In addition to the MAP assessments in Reading, Math, and Language Usage, the MAP assessment in Science was introduced in grades 6, 8, and 10. Data will be analyzed and considered for curriculum development and shared with staff for differentiation purposes and learning enhancement. The PSAT was also introduced this year in grade 10. Next year, grades 8, 9, and 10 will take the PSAT and grade 11 will be able to take on an optional basis.

Transitions from grade 5 to 6 and from grade 10 to 11 were planned and executed with a variety of staff. These will be reviewed and updated in future iterations.



MYP

At the American International School Lagos (AISL), our educators dedicated themselves to intensive training throughout the summer and the academic year to meet the rigorous requirements of the IB Middle Years Programme (MYP). These efforts culminated in successful consultant and verification visits this year; while the verification process was only recently finalized, the school has already earned significant praise for its high-standard implementation of the MYP framework. The final report from the verification visit will be available in the forthcoming weeks.

Building on this momentum, our Grade 10 students reached a major milestone by completing their MYP Personal Projects, showcasing their independent inquiries and diverse talents during a formal exhibition for the school community. Academic rigor has been further strengthened through the use of subject-specific criteria-based assessments, ensuring clear and consistent feedback on student growth. To deepen our inquiry-based model, two new Interdisciplinary Units (IDUs) have been developed for implementation next year, fostering connections across different fields of study. Furthermore, all members of our community—students, staff, and parents—have successfully developed a shared understanding of Approaches to Learning (ATL) skills, key concepts, and global contexts, solidifying the MYP's role in our holistic educational approach.

By integrating the MYP framework with the American standards and curriculum ensures that every student is equipped to earn both an American High School Diploma and the IB Diploma. Through this integration, data-driven instruction, a diverse co-curricular landscape to cultivate critical thinking and a sense of global citizenship, they all combine to pave the way for success for university and beyond.

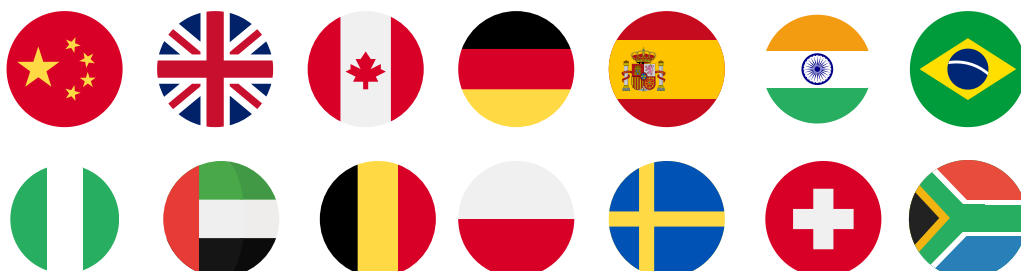


CELEBRATING OUR DIVERSITY



AISL is an inclusive multicultural community. We provide the highest quality international education within an environment of extraordinary care.

One of the most striking features of AISL is the extraordinary sense of community and the warm welcome offered to students and their families from over 74 different countries around the globe. Our students reap the benefits of living and learning in a community that is united in its diversity.



STUDENT & FAMILY ORIGINS

Angola
Argentina
Australia
Bangladesh
Belgium
Benin
Brazil
Burundi
Cameroon
Canada
China
Colombia
Cote d'Ivoire
Croatia
Cuba
Cyprus
Democratic Republic of Congo
Dominican Republic
Egypt
Ethiopia
France
Germany
Ghana
Guatemala
Hong Kong
Hungary
India
Iraq
Israel
Italy
Jamaica
Jordan
Kazakhstan
Kenya
Latvia
Lebanon
Liberia
Lithuania
Malaysia
Malta
Mexico
Morocco
Mozambique
Netherlands
New Zealand
Norway
Pakistan
Palestine
Philippines
Poland
Portugal
Romania
Russia
Senegal
South Africa
South Korea
Spain
Saint Kitts and Nevis
Switzerland
Syria
Tanzania
Thailand
Togo
Trinidad and Tobago
Tunisia
Ukraine
United Arab Emirates
United Kingdom
Uzbekistan
Venezuela
Virgin Islands
Zambia
Zimbabwe
United States
Nigeria



ANNUAL EVENTS

NIGERIAN CULTURE DAY

Nigerian Culture Day is a vibrant celebration of Nigeria's rich and diverse cultural heritage. We pay tribute to the myriad of tribes and cultures that make up this beautiful nation. On this day, students, parents, and faculty immerse themselves in the unique culture, cuisine, music, lifestyle, and traditions of Nigeria.

This year, AISL proudly celebrated the rich traditions of the Hausa Fulani culture from Northern Nigeria. The Hausa Fulani people are one of Nigeria's most influential and historic ethnic groups. Through storytelling, performances, and interactive exhibits, we honored their legacy and everyone had the opportunity to learn, connect, and celebrate.





ANNUAL EVENTS



INTERNATIONAL DAY

International Day is a vibrant, annual school event at AISL that celebrates the diverse cultures, nationalities, and heritages represented by the students and staff. It is a community-wide celebration highlighting global unity, international-mindedness, and cultural exchange.

Students took part in a "Parade of Nations" where they proudly wore their traditional cultural attire and carried flags representing their home countries. Parents set up interactive, decorated booths representing different countries. In addition to the food selections, their country booths featured maps, traditional signage, and artwork.

One of the biggest highlights was the food booths featuring authentic, bite-sized snacks, sweets, food and drinks representing their cultural heritage. Students then gathered to watch students and staff perform traditional dances, and to enjoy music from across the globe.



FACULTY PROFILE

At the heart of every successful school is a strong and dedicated faculty. AISL is proud of its dedicated Nigerian and international faculty, whose expertise, passion, and commitment create an environment where every student is challenged, supported, and inspired to achieve their full potential. Representing 15 nationalities, our faculty brings a wealth of diverse perspectives, experiences, and cultural insights that enrich learning and foster global-mindedness across the school community.



- **LOCAL HIRES (NIGERIA) 14.1%**
- **EXPATRIATE HIRES 85.9%**



70% OF FACULTY HOLD A MASTER'S DEGREE OR HIGHER



14 NATIONS REPRESENTED



5:1 AVERAGE STUDENT-TO-TEACHER RATIO



PROFESSIONAL LEARNING

At AISL, professional learning is viewed as a strategic investment in faculty capacity, enabling the school to advance its mission, strengthen teaching and learning, and achieve its strategic priorities. This commitment is realized through a combination of external expertise, internal collaboration, and opportunities for educators to engage in professional learning networks locally, regionally, and internationally.

During the week of October 13–17, AISL welcomed Keesha Archard, an educational consultant from Erin Kent Consulting, for a week-long professional learning engagement. Working closely with Primary School teachers, Keesha helped deepen understanding of current research and best practices in writing instruction, supporting the continued development of a coherent and effective writing program across grade levels. This work extended beyond the on-site visit, with teachers participating in four additional virtual coaching and learning sessions during the second semester.

AISL also continued to serve as a hub for professional learning within the international and local education communities. In January 2026, the school hosted the Lagos Teachers Conference, supporting the growth of education in Nigeria by providing opportunities for local educators to learn from AISL faculty. During the conference, AISL teachers facilitated workshops and shared effective instructional strategies and classroom practices.



PROFESSIONAL LEARNING

In February 2026, AISL hosted the AISA West Africa Conference, welcoming 105 international educators from across the region for collaborative professional learning and networking. The conference provided a valuable platform for sharing innovative practices, strengthening professional connections, and advancing educational excellence throughout West Africa. To further support the school's strategic priorities, AISL organized two days of in-house professional learning in February 2026, led by consultants Lauren Jones and LeeAnne Lavender. Their sessions focused on learner variability, global citizenship, and community engagement—key areas aligned with AISL's commitment to inclusive, future-focused learning. AISL counselors also participated in a pre-conference dedicated to counseling practices and student support strategies, organized collaboratively by AISA and the International School Counselor Association (ISCA).

This learning experience strengthened counseling practices across the school and enhanced the support available to students' academic, social, and emotional wellbeing. Through these varied professional learning opportunities, AISL continues to foster a culture of continuous growth, collaboration, and excellence, ensuring that faculty remain equipped to meet the evolving needs of students and the future of education.



At a Glance...

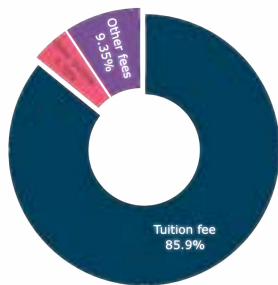
- Life-Centered Education with Kristen Pelletier for teachers
- AI Launch for teachers
- EKC for Primary teachers
- PLC@Work training for ES teachers
- Maintenance Training: Good Housekeeping, Sanitation Practices & Janitorial Excellence for support staff
- Multicultural Ethics, Collaboration, and Professional Conduct in a Diverse Workplace for Office staff
- MYP training for secondary teachers
- Child safeguarding for teachers and staff
- First Aid training for teachers and staff
- Eight faculty members attended the AISA 2025 Conference in Kigali, Rwanda
- Visualizing and Verbalizing reading program certification for all student support teachers

FINANCES

AISL is a not-for-profit school which means that all revenues are directly invested in the education of children. The AISL Leadership Team and Board of Directors engage in sound fiscal planning and management to ensure financial health and sustainability along with the continued development of an excellent educational program and supporting infrastructure. AISL's budget process reflects the following commitments:

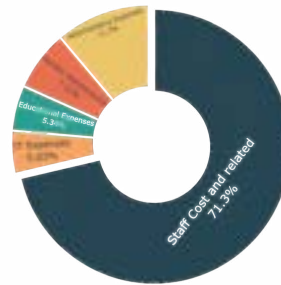
- **AISL's mission and vision, core values, and strategic goals**
- **Recruiting and retaining a highly qualified professional staff**
- **Maintaining personalized education through a low student-teacher ratio**
- **Continuous improvement of curriculum, instruction, and assessment practices**
- **World-class facilities, technology infrastructure, and educational resources**
- **Annual audit of financial accounts (PwC)**

ANNUAL OPERATING INCOME PROJECTED



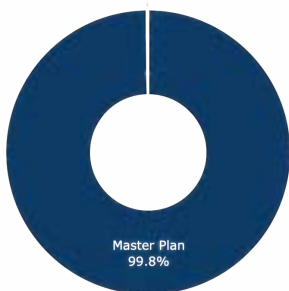
■ Tuition fee ■ Other fees ■ Other income

OPERATING EXPENSES FORECAST



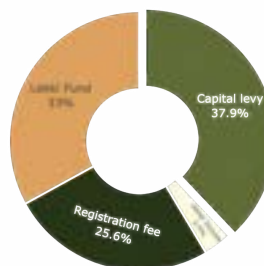
■ Staff Cost and related ■ Administrative Expenses ■ Facility Maintenance ■ Educational Expenses ■ IT Expenses

CAPITAL EXPENDITURE ALLOCATION



■ Master Plan ■ Routine capex

CAPITAL INCOME BREAKDOWN



■ Capital levy ■ Lekki Fund ■ Registration fee ■ Other income



ADVANCING THE AISL MISSION

At AISL, advancing our mission means taking deliberate actions, making strategic decisions, and implementing meaningful initiatives that bring our mission and vision to life for every student. It is about moving beyond what we do to focus on why we do it and ensuring that our efforts translate into impactful learning experiences, student success, and a thriving school community.

This year marked a significant milestone in that journey with the development of AISL's new strategic plan, Roadmap to 2030. A diverse planning committee comprising Board members, parents, faculty, and administrators collaborated to envision the future of education and consider how AISL can continue to lead as a world-class international school in an increasingly complex and interconnected world.

The result is AISL Strategic Plan 2030, a focused and coherent roadmap designed to ensure exceptional learning outcomes, strong student wellbeing and belonging, future-ready innovation, and sustained international school leadership. The plan provides a shared direction for the school community and establishes a framework for continuous growth and improvement over the next five years.

At the heart of the plan are three interconnected pillars that guide all strategic decisions and initiatives:

- **Organizational Excellence** – Ensuring high-quality teaching and learning, effective operations, and a culture of continuous improvement across all aspects of the school.
- **Learner Agency** – Empowering students and adults with voice, ownership, responsibility, and opportunities to shape their learning and growth.
- **Community Engagement** – Fostering meaningful relationships, a strong sense of belonging, and impactful partnerships within and beyond the AISL community.



ADVANCING THE AISL MISSION

These pillars are woven throughout the plan and support five strategic objectives:

1. **Exceptional Teaching and Learning**
2. **Learner Agency, Wellbeing, and Belonging**
3. **Innovation, Technology, and Sustainability**
4. **Financial Stewardship and Operational Excellence**
5. **International School Leadership and Growth**

Together, these objectives create a comprehensive framework for achieving AISL's vision. The first three objectives focus on delivering exceptional value and outcomes for students and staff. The fourth provides the operational and financial foundation necessary for long-term sustainability, while the fifth reflects the school's continued commitment to excellence, growth, and leadership within the international school community. Roadmap to 2030 represents more than a strategic plan—it is a shared commitment to ensuring that AISL remains a vibrant, innovative, and future-focused learning community where every student can thrive.





PARENT INVOLVEMENT

Parent partnership is a cornerstone of the AISL experience. We recognize that students thrive when families and schools work together, and we are grateful for the many ways parents contribute to our community. Throughout the year, parents engaged in school life through performances, athletic events, classroom activities, and community celebrations. In partnership with the AISL Parent Teacher Organization (PTO), families helped bring cultural traditions and special events to life while also enriching learning as guest speakers and classroom contributors, sharing their professional expertise and real-world experiences with students. Their involvement strengthens the connection between home and school and helps create a vibrant, supportive environment where students can learn, grow, and succeed.





PARENT INVOLVEMENT



AISL SPONSORING ORGANIZATIONS

AISL has greatly benefitted from the generous long-term support of these four companies/organizations.



AISL PARTNERS

Supportive partnerships with these companies/organizations add value to AISL.



BUILDING AND GROUNDS MASTER PLAN



BUILDING AND GROUNDS MASTER PLAN



BUILDING AND GROUNDS MASTER PLAN



